

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Dooley Elementary

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

ELA

FRSA

68% of our students in K-2 were proficient in the Foundational Reading Skills Assessment for the 23-24 school year. This was an increase of 12% from the previous school year.

iReady

60% of our students met their typical growth goal in iReady Reading for the 23-24 school year. This was an increase of 6% from the previous school year. In addition, 39% of our students reached their stretch growth goal which was an increase of 12% from the previous school year.

SBAC

43% of our students scored met/exceeded on SBAC ELA for the 23-24 school year. This was an increase of 2% from the previous school year. In addition, 33% of our African American students scored met/exceeded which was equal to the percentage from the previous school year.

ELA Goals

Grades K-2

FRSA
85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 68% in June 2024.

Grades 3-5

SBAC
All Dooley students will achieve at least one year of academic growth in literacy by June 2025.

49% of 3-5 students will score Met/Exceeded on SBAC ELA, up from 43%

iReady
50% of Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 31% (ELA) in June 2024.

Action Plan

Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs)

Teachers will provide writing instruction around the 3 genres of writing.

Develop opportunities to build teacher efficacy during grade level time

Teachers will use a variety of data diagnostically to inform instructional next steps

Progress Monitoring

FRSA Assessments (dates determined by ELA Pacing Guide)

iReady Diagnostic Assessment 2 and 3

Comprehensive Needs Assessment: Mathematics

Math Findings

Math
iReady
58% of our students met their typical growth goal in iReady Reading for the 23-24 school year. This was an increase of 6% from the previous school year. In addition, 32% of our students reached their stretch growth goal which was an increase of 8% from the previous school year.

SBAC
34% of our students scored met/exceeded on SBAC math for the 23-24 school year. This was an increase of 2% from the previous school year. In addition, 25% of our African American students scored met/exceeded which was an increase of 3% from the previous school year.

Math Goals

Grades 1-2
iReady Math
30% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 18% in March 2024.

Grades 3-5
iReady Math
30% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 15% in March 2024.

Grades 3-5
SBAC Math
40% of 3-5 students will score Met/Exceeded on SBAC math, up from 33%.

40% of Grades 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June 2025, up from 16% (math) in June 2024.

Action Plan
Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs)
Develop opportunities to build teacher efficacy during grade level time
Teachers will use a variety of data diagnostically to inform instructional next steps

Progress Monitoring
Math Unit Assessments
iReady Diagnostic Assessment 2 and 3

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELPI
52.2% of our students improved in their English Language Proficiency based on the English Learner Progress Index (ELPI) which was an increase of 7% from the previous school year.

English Learner Goals

Grades K-5

ELPAC
57% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 52% as of June 2024

Action Plan

Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs)
Teachers will provide writing instruction around the 3 genres of writing.
Develop opportunities to build teacher efficacy during grade level time
Teachers will use a variety of data diagnostically to inform instructional next steps.
Ellevation will be used to determine specific students in need of additional supports based on ELPAC results.

Progress Monitoring

FRSA Assessments (dates determined by ELA Pacing Guide)
iReady Diagnostic Assessments 2 and 3

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

The findings from the Culture and Climate Survey and suspension data indicate several areas of improvement as well as some declines:

Improvements:

- Knowledge and Fairness of Discipline, Rules, and Norms: Increased by 7%, showing that students feel more informed and perceive discipline policies as fairer.
- Climate of Support for Academic Learning: Improved by 3%, suggesting a more supportive environment for academic success.
- Sense of Belonging (School Connectedness): Increased by 2%, indicating a stronger connection between students and their school.
- Safe and Civil Environment: Also improved by 2%, reflecting a perception of better behavior and civility among students.

No Significant Change:

- School Safety: No major change was observed, suggesting that perceptions of safety have remained consistent.

SEL (Social-Emotional Learning)

Findings:

- Growth Mindset: Increased by 6%, highlighting improved student attitudes toward learning and challenges.
- Self-Efficacy: Increased by 2%, showing a slight rise in students belief in their own abilities.
- Social Awareness: Decreased by 2%, indicating a decline in students awareness and understanding of others perspectives.
- Responsible Decision-Making: Decreased by 6%, signaling concerns over students ability to make thoughtful and responsible choices.

Suspension rate increase of 4.8% (6 students) for African American subgroup. These results reflect overall positive trends in some areas, but they also highlight areas where targeted interventions may be needed, particularly in Social Awareness and Responsible Decision-Making.

Culture/Climate Goals

80% percent or more students will rate themselves as responsible decision makers, as determined by the CORE Survey by June 2025, up from 73% as of June 2024
 Suspension rate for African American students will decrease by 6% by the end of the 2024-2025 school year.

Action Plan

The Safe & Civil Team will meet monthly to analyze data and determine next steps
 Student Council members will be a part of a focus group to look at data and provide feedback and possible solutions.

Progress Monitoring

Pulse Survey data will be utilized as a progress monitoring tool throughout the year.
 Suspension rate percentages will be monitored each month.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By the end of the 2023-2024 school year, FRSA will increase by 5% from 56% to 61% for all students. By the end of the 2023-2024 school year, SBAC ELA will increase by 5% from 41% to 46% for all students. Areas of Need:	Goal Partially or Not Met	Data Goal 1: FRSA End of Year Proficiency increased to 68% which is 7% higher than our goal of 61%. Goal 2: SBAC ELA increased to 43% which was 2% growth but did not meet our 5% goal.	Action Plan Summary: -Professional Development: Whole staff PD around providing small group instruction (non negotiables) and writing instruction. -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American and English Learner students. -Ongoing data analysis around iReady, FRSA,

	<p>SBAC Our lowest performing subgroups are African American (33%) and ELLs (26%). However, both African American and EL students both increased by 9% from the previous year.</p> <p>iReadyReading Comprehension (36%) and vocabulary (38%) are areas that students need additional support.</p> <p>Action Plan Summary: -Professional Development: Whole staff PD around providing small group instruction (non negotiables) and writing instruction. -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American & English Learner students. -Ongoing data analysis around iReady, FRSA, Performance Tasks, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>			<p>Performance Tasks, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>
Math	1) By the end of the 2023-2024	Goal Partially or	Goal: SBAC Math increased to 34%	Action Plan Summary:

<p>school year, SBAC math will increase by 5% from 32% to 37% for all students.</p> <p>Areas of Need: SBAC Our lowest performing groups were African American (22%) and Multilingual Learners (17%). However, both African American (2%) and Multilingual Learners (5%) increased from the previous year.</p> <p>iReadyMath Measurement and Data (37%) and Geometry (33%) were areas of need.</p> <p>Action Plan Summary: -Professional Development: Whole staff PD around providing small group instruction (non negotiables). -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American & English Learner students. -Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment.</p>	<p>Not Met</p>	<p>which was 2% growth but did not meet our 5% goal.</p>	<p>-Professional Development: Whole staff PD around providing small group instruction (non negotiables). -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American and English Learner students. -Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------	----------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Data will be monitored quarterly for student progress (PDSA cycle).			
English Learner	<p>1) By the end of the 2023-2024 school year, FRSA will increase by 5% from 45% to 50% for EL students.</p> <p>By the end of the 2023-2024 school year, SBAC ELA will increase by 5% from 26% to 31% for EL students.</p> <p>By the end of the 2023-2024 school year, SBAC math will increase by 5% from 17% to 22% for EL students.</p> <p>Areas of Need: iReadyReading Comprehension (36%) and vocabulary (38%) are areas that students need additional support.</p> <p>iReadyMath Measurement and Data (37%) and Geometry (33%) were areas of need.</p> <p>Action Plan Summary: -Professional Development: Whole staff PD around providing small group instruction, writing and math (non negotiables). -Grade Level Collaboration: Teachers utilize grade level</p>	Goal Partially or Not Met	<p>Goal 1: FRSA End of Year Proficiency increased to 62% which is a 12% higher than our goal.</p> <p>Goal 2: SBAC ELA decreased to 21% which was a 5% decrease.</p> <p>Goal 3: SBAC math decreased to 15% which was a 2% decrease.</p>	<p>Action Plan Summary:</p> <p>-Professional Development: Whole staff PD around providing small group instruction, writing and math (non negotiables). -Grade Level Collaboration: Teachers utilize grade level meetings to discuss best practices based on data. Specifically calling out progress of African American and English Learner students. -Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).</p>

meetings to discuss best practices based on data. Specifically calling out progress of African American & English Learner students. -Ongoing data analysis around unit assessments, iReady, and Priority Standards Assessment. Data will be monitored quarterly for student progress (PDSA cycle).			
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p>Culture/Climate</p>	<p>1) By the end of the 2023-2024 school year, Climate of Support for Academic Sense of Belonging will increase by 2% from 73% to 75% for all students. Area of Need: Sense of Belonging (School Connectedness) Student 73%, is an area that needs to be improved. Student attendance is key in terms of supporting student learning in the classroom and establishing school routines. Additional efforts must be made to support students coming to school daily and on time. Additional support is also needed to improve student behavior when interacting with others.</p> <p>Action Plan Summary: -PBIS team will meet monthly to analyze data and develop plans to support student improvement in culture & climate. -PBIS team will analyze PULSE survey data and make decisions to support student culture and climate efforts. -PBIS team will analyze CORE Survey data at the beginning and end of the year to measure progress.</p>	<p>Goal Met</p>	<p>Goal: Sense of Belonging increased to 75% which met our goal of a 2% increased.</p>	<p>Action Plan Summary: -PBIS team will meet monthly to analyze data and develop plans to support student improvement in culture and climate. -PBIS team will analyze PULSE survey data and make decisions to support student culture and climate efforts. -PBIS team will analyze CORE Survey data at the beginning and end of the year to measure progress.</p>
------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------	----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Assistant Principal- Increase Assistant Principal from 50% to 100%. Dooley to fund 50%. A.P. will provide professional development in areas of CCELA and Math, create rewards and incentives for students in various areas, set goals in literacy and math, conduct grade level meetings to attain next steps, support and co-lead with the Principal, resolve behavior/social issues. (IN 1)	Strong Positive Impact	Limited or no impact	Strong Positive Impact	Strong Positive Impact
Intervention Specialist/Science TOSA- to lower class size in order for teacher to implement SGI intervention. TOSA supplements Science curriculum with hands on NGSS lessons that incorporate reading and writing. This intervention is in addition to classroom teachers utilizing Amplify Science in their own classrooms. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Counselor increased from 50% to 100% - oversee and manage planning & selection of appropriate student classroom placement; coordinate retention process, SARB, GATE/EXCEL, School-Based Mental Health, coordinate testing logistics for all state and district assessments, provide academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans, provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth, identify students in need of behavioral interventions and provide support to improve student civility. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Increase Psychologist time from 60% to 80%. Dooley to fund the additional 20%. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
SEL Facilitator will be increased from 50% to 100%. SEL Facilitator will provide workshops and trainings for parents on ways to support students academically and socially, work with small groups of students who are struggling in reading or math, support students socially and emotionally via SEL curriculum/resources, and support teachers as an instructional leader (lesson study, trainer of trainer, etc.). (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Strong Positive Impact
Teacher planning based on identified needs utilizing school qualitative (ILW, CDS, Classroom Visits, Teacher Noticings) and quantitative data. Teachers will meet as a grade level to plan lessons, small group instruction (needs and acceleration). (IN 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

Teachers will be paid extra hourly for various student and school needs (tutoring, school planning opportunities, data analysis, etc.). (IN 8)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
Student planners (grades 3-5) will be purchased to support home to school communication of classroom work, schedules, tests, and coming events. (IN 10)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Selected parents need English translation for parent meetings, and parent conferences. (IN 11)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Storyworks provides digital and print access to magazines that include several genres that will provide additional text sources to support reading/writing instruction. The digital platform also allows teachers to level the reading based on student need. (SM 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p>

<p>participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
According to the needs highlighted in our data, additional resources are needed to support some students. Assessments are provided by a psychologist. SEL Survey 40, Core Curriculum 60	Reviews student records, observes students, consults with parent, students, and teacher to advise on appropriateness of evaluation for special educational services. Assess student social and behavioral needs. Develop behavior intervention plans. Works with parent, staff and student to design appropriate modifications and interventions.	Identified At-Risk Students	LCFF \$22,221 Title 1 \$14,814 Psychologist .2 FTE - LCFF 60%; Title 1 40%	08/12/2024 - 06/20/2025 Daily	Psychologist	Students reports for Triennials, initials, Behavior Intervention Plans, and observations. SST monitoring. SEL Survey 40, Core Curriculum 60

<p>Additional resources are needed for the various text types needed to effectively teach reading and writing. SBAC ELA 40, Core Curriculum 40, Other 20</p>	<p>Storyworks and scholastic news help students build language arts skills and meet ELA standards. These supplemental resources provide authentic texts that help students in reading, writing, speaking and listening, and language domains. 3rd - 5th grade students will receive digital and print resources.</p>	<p>All Students</p>	<p>LCFF \$3,200 Materials - LCFF 100%</p>	<p>09/18/2024 - 06/12/2025 Monthly</p>	<p>Teachers</p>	<p>Grade level planning SBAC ELA 40, Core Curriculum 40, Other 20</p>
<p>additional counselor time needed to support students needing social emotional and behavioral support in order to thrive, students will have more opportunity for individual and group support to manage their emotions and be better able to participate in their learning Suspension/Exclusion Rate 20, Core Curriculum 80</p>	<p>Counselor increased from 50% to 100% - oversee and manage planning & selection of appropriate student classroom placement; coordinate retention process, SARB, GATE/EXCEL, School-Based Mental Health, coordinate testing logistics for all state and district assessments, provide academic support for at-risk students;</p>	<p>All Students</p>	<p>Title 1 \$90,248 Counselor .5 FTE - Title 1 100%</p>	<p>08/12/2024 - 06/20/2025 Other</p>	<p>Counselor</p>	<p>group logs, check in, survey data Suspension/Exclusion Rate 20, Core Curriculum 80</p>

<p>collaborate with teachers to monitor the progress and effectiveness of intervention plans, provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth, identify students in need of behavioral interventions and provide support to improve student civility.</p>					
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

<p>Students are performing below grade level in reading and math. Based on the CORE/Pulse survey, students are in need of additional supports in SEL. SEL Survey 50, Core Curriculum 50</p>	<p>SEL Faciliator will be increased from 50% to 100%. SEL Facilitator will provide workshops and trainings for parents on ways to support students academically and socially, work with small groups of students who are struggling in reading or math, support students socially and emotionally via SEL curriculum/resources, and support teachers as an instructional leader (lesson study, trainer of trainer, etc.).</p>	<p>All Parents, All Students, All Staff</p>	<p>LCFF \$45,149 Title 1 \$45,149 Program Facilitator .5 FTE - LCFF 50%; Title 1 50%</p>	<p>08/19/2024 - 06/15/2025 Daily</p>	<p>SEL Facilitator</p>	<p>Meeting agendas, staffing PD, call logs, school events SEL Survey 50, Core Curriculum 50</p>
<p>SBAC FRSA iReady Core Curriculum 100</p>	<p>Librarian will provide standards based lessons to extend classroom learning and provide classroom teacher with the opportunity to meet with students in small groups and one-on-one,</p>	<p>All Students</p>	<p>LCFF \$13,664 Title 1 \$20,495 Librarian .2 FTE - LCFF 40%; Title 1 60%</p>	<p>08/28/2024 - 06/13/2025 Daily</p>	<p>Librarian</p>	<p>Grade Level collaboration with librarian on lessons that support student Core curriculum. Core Curriculum 100</p>

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, Go Math, math vocabulary, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>Each year in February/ March, our school counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same information, and ask questions of the counselor. When available, the Lindsey Middle School counselor is on hand to answer questions specific to that campus, as the vast majority of our students enroll at Lindsey.</p>	<p>No Data.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
<p>No supplemental budgeted items have been approved.</p>					

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Student progress in district unit assessments, SBAC data, FRSA scores and common assessments must be analyzed to determine next steps in instruction. SBAC ELA, SBAC math, FRSA, iReady	Teachers will work in grade level teams to analyze student data focused on progress toward grade level goals in math and ELA. Teachers will also collaborate to determine next steps in planning and to develop interventions to support student learning. Teachers will disaggregate the data to determine lowest and highest performing subgroups for interventions and acceleration.	District Funded	Each Trimester	Teachers and administration	SBAC data, iReady, FRSA, Common Assessment Data, Teacher exit slips
Reading and comprehension support based on FRSA, iReady and SBAC results. Math skills based on iReady and SBAC results.	Release Days to plan based on identified needs	District Funded	Various Release Days	All Teachers	SBAC, iReady, FRSA, AR

Describe Teacher Involvement

Dooley Elementary School staff is included in the site-based decision making process in regards to the use of academic assessments, the achievement of individual students, and the overall program in the following ways:

* Teachers at each grade level meet collaboratively to bring coherence and consistency to the content and presentation of CCSS. During grade level meetings, teachers will share methods to integrate CCSS into Wonders & associated ancillary materials, Informational text, Response to Literature and Write From The Beginning prompts. Teachers will also analyze unit assessment data in order to provide support and ideas to determine best next steps. Teachers in grades K-5 will participate in training to become more adept at Small Group Instruction to accelerate learning.

* Staff participates in the site-based decision making process through the Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council meeting, with advisement from the English Language Advisory Committee. The staff is encouraged to participate in decisions regarding the overall academic program.

* Staff participates in Parent/Teacher conferences (twice a year), the Student Study team process at the grade and site level to share data and collaborate instructional strategies. Staff will communicate with parents via phone calls, emails and in person.

* Coordinating and integrating federal, state, and local funds/services: Staff participates in the coordination and integration of the federal, state, and local funds/services process through Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council, with advisement from English Language Advisory Committee.

* CIV, ILW and CDS teams participates in grade level and cross grade level classroom walk throughs, curriculum development, Student Support Team meetings, IEPs, and staff development workshops.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Schoolwide initiative to provide information to all stakeholders	Parent Workshops Parent-Teacher Conferences School Messenger Parent Letters ParentVue School website	No cost	Semester 1 & 2 November Weekly Weekly Ongoing Ongoing	School Staff	ParentVue activity Attendance at school events
Schoolwide initiative to promote decision making among all stakeholders.	ELAC SSC	No cost	5-7 times per year	ELAC members SSC members	Feedback in meetings
Parents want to be part of the larger district community.	Superintendent's Parent Forum, Elementary Parent Forum, DCAC, CAC, CIAPP	No cost.	Monthly	District	Parent participation rates and feedback at ELAC and SSC meetings.
To teach social and environmental responsibility to Dooley students.	Dooley Green Team - recycling initiative schoolwide. School garden.	Self-sustaining	Various times and dates	Teachers	Cleanliness of school, fewer full trash cans, increased amount of recyclables collected, periodic trash audit
Allow for a quick, efficient method of communicating with families regarding district and school-wide events, safety alerts and meetings.	School Messenger enables teachers and district/school administrators to send email and text messages to families.	No cost	As needed	Administration Teachers	Increase in communication between the school/district and parents.

<p>Feedback at site and district parent meetings show a need to increase communication with families regarding student achievement.</p>	<p>School Messenger, Synergy Mail, Canvas and/or email will be used to communicate district news, homework assignments, class schedules, and grades in order to improve communication with families and support student achievement.</p>	<p>No cost.</p>	<p>On going</p>	<p>Classroom teachers and staff</p>	<ul style="list-style-type: none"> - Increase in the number of hits on the site's school website. - Increase in communication between the teacher and parents. - Increase in student achievement.
<p>New families have shared that a school orientation provides parents with the opportunity to learn about the school before the first day. It supports the SEL and academic needs of the families and students. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 30, Other 40</p>	<p>Kindergarten teachers will provide resources and support in the areas of academics and social emotional learning during our kindergarten orientation.</p>	<p>Par Inv \$1,683 Teacher Hourly Extra Comp (6) for 3 hours annually - Par Inv 100%</p>	<p>08/19/2024 - 08/23/2024 Annually</p>	<p>Kindergarten Teachers</p>	<p>Parent Feedback</p>

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	157546
Title I Parent and Family Involvement (3008)	6314

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	89740

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Edward Sigur	06-12-2025
Staff	Classroom Teacher	Timothy Arbizo	06-12-2025
Staff	Classroom Teacher	Michelle Rimpo	06-12-2025
Staff	Classroom Teacher	Elizabeth Gonzalez	06-12-2026
Staff	Other School Personnel	Janique Ratliff	06-12-2025
Community	Parent/Community Member	████████ Fergerson	06-12-2025
Community	Parent/Community Member	████████ Figueroa	06-12-2025
Community	Parent/Community Member	████████ Luis	06-12-2025
Community	Parent/Community Member	████████ Recio	06-12-2025
Community	Parent/Community Member	████████ Santana	06-12-2026

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Damaris Santana
DELAC Representative	Parent of EL Student (required)	████████ Hernandez
Principal or Designee	Staff Member (required)	████████
Secretary	Parent of EL Student (required)	████████ Frias

Name	Representing
------	--------------

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/12/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Provide additional workshops for parents along with signage to help promote the meetings/workshops. Provide celebrations to recognize EL students that pass ELPAC assessments.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/13/2024
6. What was SSC's response to ELAC recommendations?	Recommendations were approved.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/13/2024
2. The SSC approved the **Home-School Compact** on 10/02/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/13/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

SBAC ELA 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	366	366	57%	35	22	27	15	43%	↑1		↑2
	366	All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	116	65%	34	30	19	16	35%	↓11		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	123	53%	34	19	33	15	47%	↑1		↑4
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	127	55%	36	19	30	15	45%	↑13		-
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	269	58%	36	22	28	14	42%	↑2		-
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	59	68%	41	27	20	12	32%	↓1		↑11
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Other	15*	47%	20	27	33	20	53%	↓11		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
Asian	8*	25%	25	38	38	75%	75%	↑4		-	
	All Elementary	35%	17	18	23	42	65%	↑3		↑6	
	District	32%	15	18	29	38	68%	↑2		↑4	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	7*	14%	14	57	29	86%	↑2		-	
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	Filipino	6*	17%	17	33	50	83%	↓17		-	
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	6*	67%	50	17	33	33%	↓24		-	
		All Elementary	66%	37	29	25	9	34%	↑3		↓2
		District	57%	28	29	31	11	43%	↑5		↑2
	White	2*	0%		50	50	100%	↑50		-	
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
American Indian	1*	100%	100			0%	↓100		-		
	All Elementary	55%	41	14	41	5	45%	↓18		↓6	
	District	46%	31	15	44	10	54%	↓5		↓5	
Gender	Female	183	57%	37	20	30	13	43%	↑1		↑6
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	183	57%	33	25	25	17	43%	↑1		↓3
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	All Elementary*	100%	100			0%	↓50		-		
	District	46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	121	65%	49	17	28	7	35%	↑1		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	96	79%	59	20	17	4	21%	↓5		↑4
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	25	12%	8	4	72	16	88%	↑32		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	4*	75%	25	50	25		25%	↑25		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	71	14%	1	13	39	46	86%	↑2		↓9
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	27	70%	52	19	15	15	30%	↓3		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	31	71%	48	23	16	13	29%	↓2		-
All Elementary		71%	50	21	19	11	29%	↓6		↑4	
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	321	58%	36	21	28	14	42%	↑1		↑2	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	33	97%	76	21	3		3%	↓5		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	29	97%	76	21	3		3%	↓6		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	371	67%	39	28	21	12	33%	↑2		↓5	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	117	62%	32	31	28	9	38%	↑2		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	125	66%	33	34	22	11	34%	↓6		-
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
	Gr. 05	129	71%	50	20	14	16	29%	↑8		↓10
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	273	68%	37	31	22	11	32%	↑2		↓5
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	59	75%	56	19	19	7	25%	↑3		↓9
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Other	16*	44%	25	19	25	31	56%	↓1		-
	All Elementary	37%	18	19	25	38	63%	↑2		↓2	
	District	43%	22	21	23	34	57%	↑2		↓2	
Asian	8*	50%	13	38	13	38	50%	↓7		-	
All Elementary	38%	16	22	24	38	62%	↑7		↑4		
District	45%	24	22	21	33	55%	↑3		↓2		

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Cambodian	7*	29%	14	14	57	14	71%	↑5		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Filipino	6*	17%	17	50	33	83%	83%	↑8		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	6*	67%	67	17	17	33%	33%	↓10		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
	White	2*	50%	50	50	50	50%	50%	↓25		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
American Indian	1*	100%	100	0%	0%	0%	0%	-		-	
	All Elementary	73%	41	32	18	9	27%	↓9		↓6	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	184	71%	45	26	20	10	29%	↑-		↓1
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	187	63%	33	30	23	14	37%	↑3		↓10
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100	0%	0%	0%	0%	↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	125	77%	49	28	15	8	23%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	100	85%	57	28	12	3	15%	↓2		↓2
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
	RFEP	District	89%	65	23	9	3	11%	↑1		↑1
		25	44%	16	28	28	28	56%	↑17		-
	Foster	All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	GATE/Excel	4*	75%	25	50	25		25%	↑25		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
	Homeless	District	84%	62	23	12	4	16%	↑-		↓3
		72	18%	4	14	35	47	82%	↑10		↓9
	Homeless/Foster	All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Low SES	30	77%	57	20	13	10	23%	↑2		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
	Special Ed.	District	82%	56	25	11	7	18%	↓4		↓1
		34	76%	53	24	15	9	24%	↑4		-
Special Ed.	All Elementary	76%	47	30	15	9	24%	↓4		↑3	
	District	82%	57	25	11	7	18%	↓4		↓2	
Special Ed.	322	68%	41	28	20	11	32%	↓-		↓6	
	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
Special Ed.	District	72%	45	27	17	11	28%	↑-		↓2	
	33	100%	85	15			0%	↓5		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	29	100%	86	14			0%	↓3		-
		All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
All Students	129	78%	26	51	18	5	22%	↑8		-		
	All Elementary	70%	17	53	20	10	30%	↓-		-		
	District	73%	17	57	19	7	27%	↑1		-		
Grade	Gr. 05	129	78%	26	51	18	5	22%	↑8		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-		
	District	69%	17	52	21	10	31%	↑1		-		
Ethnicity	Hispanic	93	81%	28	53	16	3	19%	↑5		-	
		All Elementary	77%	19	58	17	6	23%	↓1		-	
		District	80%	20	60	16	4	20%	↑1		-	
	African American	21	86%	38	48	10	5	14%	↑6		-	
		All Elementary	81%	26	55	16	3	19%	↓-		-	
		District	86%	24	62	12	2	14%	↑1		-	
	Other	8*	50%		50		50		50%	↑50		-
		All Elementary	50%	10	41	30	20	50%	↑1		-	
		District	56%	10	46	28	16	44%	↑1		-	
	Asian	4*	50%		50	25	25	50%	-		-	
		All Elementary	51%	6	44	27	22	49%	↑6		-	
		District	55%	7	48	30	15	45%	↑2		-	
Cambodian	3*	33%		33		67		67%	↑17		-	
	All Elementary	60%	5	55	27	13	40%	↑1		-		
	District	63%	8	55	26	11	37%	↑3		-		
Filipino	2*	0%			50		50	100%	↑100		-	
	All Elementary	52%	4	47	24	24	48%	↓3		-		
	District	55%	6	49	32	13	45%	↓1		-		

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Pacific Islander	1*	100%	100			0%	↓50		-	
		All Elementary	83%	10	72	10	7	17%	↓-		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	67	81%	27	54	16	3	19%	↑6		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	62	74%	26	48	19	6	26%	↑10		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	48	94%	38	56	4	2	6%	↓7		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	33	100%	52	48			0%	↓4		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	15*	80%	7	73	13	7	20%	↓1		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	0%			100		100%	↑100		-
		All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
GATE/Excel	26	23%	23	54	23	77%	↑34		-		
	All Elementary	21%	20	40	39	79%	↑11		-		

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Dooley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	GATE/Excel	District	35%	3	33	39	25	65%	↑8		-
	Homeless	9*	100%	89	11		0%	↓9		-	
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	10*	90%	80	10	10		10%	↑2		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	116	78%	27	52	17	4	22%	↑7		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	14*	93%	57	36	7		7%	↓2		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	14*	93%	57	36	7		7%	↓5		-
All Elementary		86%	35	51	10	4	14%	↓-		-	
	District	89%	34	55	8	3	11%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	239	37	23	26	28	23	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	116	39	23	29	30	17
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	123	33	23	24	25	28
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	177	34	25	25	25	24
			All ES	44	25	22	24	29
			District	29	34	15	16	36
African American		37	42	14	32	35	19	
		All ES	42	25	21	23	31	
		District	28	34	15	15	37	
Other		11^	-	27	27	36	9	
		All ES	45	22	21	29	28	
		District	32	30	16	19	35	
Asian	5^	-	20	40	40			
	All ES	52	23	20	23	34		
	District	35	31	14	15	40		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Cambodian	5^	-	20	40	40	
			All ES	53	20	22	25	34
			District	34	30	16	16	38
	Ethnicity	Filipino	3^	-			67	33
			All ES	40	24	24	25	27
			District	35	29	16	17	38
	Ethnicity	Pacific Islander	3^	-	33	33	33	0
			All ES	34	29	16	39	16
			District	30	34	13	17	37
	Ethnicity	White	2^	-			50	50
			All ES	41	26	22	26	27
			District	28	33	15	18	34
	Ethnicity	American Indian	1^	-	100			0
			All ES^	32	29	35	18	18
			District	26	32	21	13	34
G e n d e r	Gender	Female	127	38	22	28	30	20
			All ES	45	24	22	25	29
			District	32	31	15	17	36
	Gender	Male	112	35	24	25	25	26
			All ES	43	25	21	24	29
			District	27	35	15	15	35

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All ES [^]	-23	100	0			
		District	5	53	6	12	29	
Special Populations	EL + RFEP	76	25	25	30	25	20	
		All ES	43	25	22	23	30	
	District	29	34	14	14	38		
	ELL	55	35	18	31	29	22	
		All ES	43	25	22	23	30	
	District	33	32	17	16	35		
	RFEP	21	-4	43	29	14	14	
		All ES	44	25	24	22	29	
	District	26	35	12	13	40		
	Foster	2 [^]	-		50		50	0
		All ES	32	32	31	15	22	
	District	9	40	19	13	28		
	GATE/Excel	58	27	33	24	28	16	
		All ES	41	26	21	28	25	
	District	31	31	16	18	35		
	Homeless	19 [^]	-	21	16	32	32	
		All ES	47	25	20	21	33	
	District	27	35	14	14	37		
Homeless/Foster	21	-	19	19	33	29		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A	Homeless/Foster	All ES	45	26	22	20	32
		District	25	35	15	14	36
	Low SES	216	34	24	26	28	22
		All ES	44	25	22	24	30
		District	29	33	15	16	35
		Special Ed.	22	-	32	23	14
			All ES	38	30	18	21
			District	28	35	15	15
	Spec Ed. Speech/RSP		18^	-	33	22	11
		All ES	43	28	19	20	32
		District	31	34	15	15	36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	241	24	30	29	29	12	
		All ES	39	22	28	29	21	
		District	22	35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	117	44	18	29	34	19
			All ES	48	17	28	32	23
			District	47	17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	124	4	42	29	23	6
			All ES	31	28	28	25	19
			District	30	29	28	25	18
	Ethnicity	Hispanic	178	23	31	31	24	14
			All ES	38	23	28	28	20
			District	20	36	20	18	26
African American		37	9	41	24	27	8	
		All ES	38	25	26	26	23	
		District	18	38	18	17	26	
Other		12^	-	8	33	50	8	
		All ES	40	22	27	29	22	
		District	27	32	18	20	30	
Asian	5^	-	20	80	0	0		
	All ES	46	18	25	31	25		
	District	25	32	18	21	28		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
M	a	t	h	N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	5^	-		40	60	0	
		All ES	42		20	27	30	24
		District	24		33	19	21	27
	Filipino	3^	-			33	67	0
		All ES	45		14	32	32	21
		District	37		25	19	22	35
	Pacific Islander	3^	-		33	33	33	0
		All ES	49		20	35	24	22
		District	24		34	19	20	28
	White	2^	-				100	0
		All ES	43		20	28	33	20
		District	27		31	20	21	28
American Indian	1^	-				100	0	
	All ES^	32		29	29	29	12	
	District	24		35	16	30	19	
Gender	Female	129	26		29	26	34	11
		All ES	38		23	28	29	20
		District	21		35	19	19	26
	Male	112	21		32	32	22	13
		All ES	40		22	28	28	22
		District	23		34	19	19	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All ES^	30			100	0	
		District	11	45	15	6	33	
Math Special Populations	EL + RFEP		77	18	35	29	23	13
		All ES	40	21	29	27	22	
	District	20	37	19	16	27		
	ELL		56	11	39	29	20	13
		All ES	40	23	27	26	23	
	District	24	34	20	18	27		
	RFEP		21	35	24	29	33	14
		All ES	40	18	33	30	20	
	District	15	40	18	15	28		
	Foster		2^	-			50	50
		All ES	32	31	21	21	28	
	District	11	39	20	14	27		
	GATE/Excel		59	38	15	37	39	8
		All ES	41	19	30	32	19	
	District	28	29	21	22	29		
	Homeless		19^	-	42	32	5	21
All ES		42	22	30	26	23		
District	20	37	19	17	27			
Homeless/Foster		21	-	38	29	10	24	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Dooley

12/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Homeless/Foster	All ES	41	23	29	25	23	
		District	19	37	19	16	27	
	Low SES		217	21	32	28	28	12
		All ES	39	23	28	28	21	
		District	21	36	19	18	27	
		Special Ed.		22	-	55	14	14
	All ES		39	26	25	23	27	
		District	20	38	18	17	28	
		Spec Ed. Speech/RSP	18^	-	61	17	6	17
	All ES		40	25	26	24	26	
		District	20	37	18	17	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

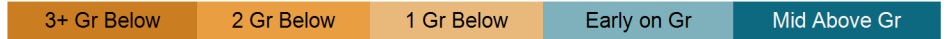


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	101	45	55			
			2	101	28	63	6	3	
			3	104	14	66	9	11	
	Teacher	Gonzalez, E	1	24	33	67			
			2	26	19	73	8		
			3	28		71	14	14	
		Gutierrez-Andrade, I	1	27	56	44			
			2	27	52	44	4		
			3	27	19	70	4	7	
		Montez, V	1	26	54	46			
			2	27	30	63	4	4	
			3	28	39	54	7		
		Tariq, J	1	26	42	58			
			2	26	19	65	8	8	
			3	25	8	64	16	12	
	Ethnicity	African American	1	9	33	67			
			2	10		30	40	10	20
			3	11		45		18	36
		Filipino	1	1		100			
			2	1		100			
			3	1		100			
		Hispanic	1	84	46	54			
			2	82	27	66	6	1	
			3	84	17	69	7	7	
		Pacific Islander	1	1		100			
			2	1		100			
			3	1		100			
		White	1	4	50	50			
			2	4	50	50			
			3	4		50		25	25
Other	1	2	50	50					
	2	3	33	67					
	3	3	33	67					

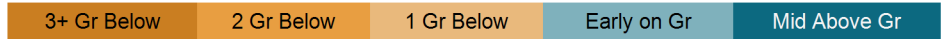


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	49	41	59			
			2	51	25	65	8	2	
			3	52	12	71	8	10	
		Male	1	52	48	52			
			2	50	30	62	4	4	
			3	52	17	62	10	12	
	Special Populations	Low SES	1	87	46	54			
			2	85	27	65	6	2	
			3	86	15	66	9	9	
		ELL	1	33	55	45			
			2	33	36	61	3		
			3	35	23	66	9	3	
		RFEP	1	5	20	80			
			2	5		80		20	
			3	5		40	40	20	
		EL + RFEP	1	38	50	50			
			2	38	32	63	5		
			3	40	20	63	13	5	
		Special Ed.	1	10	60	40			
			2	8	38	63			
			3	9	22	67	11		
		Spec Ed. Speech/RSP	1	3	33	67			
			2	2	50	50			
			3	2		50		50	
Homeless	1	8	38	63					
	2	9	33	67					
	3	8	13	63	13	13			

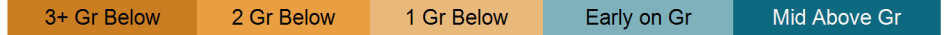


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	108	50	47	3		
			2	109	20	73	5	2	
			3	116	17	66	9	8	
	Teacher	Arbizo, T	1	24	50	50			
			2	27	15	81	4		
			3	29	14	66	7	14	
		Gutierrez, L	1	28	54	43	4		
			2	25	20	76	4		
			3	29	17	59	14	10	
		Kong, B	1	27	56	41	4		
			2	26	23	69	4	4	
			3	29	10	79	3	7	
	Livingston, J	1	26	46	54				
		2	27	22	70	7			
		3	28	29	61	11			

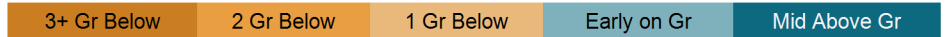


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
2	Ethnicity	African American	1	20	45	55		
			2	18	22	72	6	
			3	20	30	60	10	
		Asian	1	1	100			
			2	2	100			
			3	2	50	50		
		Filipino	1	2	100			
			2	2	100			
			3	2		50	50	
		Hispanic	1	76	53	43	4	
			2	78	23	69	6	
			3	81	16	69	10	
		Pacific Islander	1	4	100			
			2	4	100			
			3	5	20	60	20	
		White	1	1	100			
			2	1	100			
			3	2	100			
		Other	1	4	25	75		
			2	4	100			
			3	4	75	25		
		Gender	Female	1	53	55	43	2
				2	52	19	77	4
				3	54	17	69	7
			Male	1	55	45	51	4
				2	57	21	70	5
				3	62	18	65	10
Special Populations	Low SES	1	96	51	46	3		
		2	95	21	72	5		
		3	97	16	67	10		
	ELL	1	34	62	35	3		
		2	39	33	64	3		
		3	43	23	67	5		



i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	RFEP	1	2	100				
			2	2	100				
			3	2	100				
		EL + RFEP	1	36	58	39	3		
			2	41	32	66	2		
			3	45	22	69	4	4	
		Special Ed.	1	8	88	13			
			2	7	71	29			
			3	8	13	75	13		
		Spec Ed. Speech/RSP	1	5	80	20			
			2	4	75	25			
			3	5	80	20			
		Homeless	1	13	38	62			
			2	11	36	64			
			3	15	47	33	13	7	
		GATE/Excel	1	11	82	18			
			2	12	67	17	17		
			3	11	27	9	64		

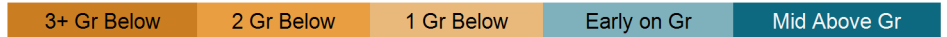
i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	116	17	34	45	4	
			2	115	5	23	50	12	10
			3	117	2	10	52	21	15
	Teacher	Carnicero, M	1	29	24	62	14		
			2	29	3	38	28	31	
			3	29		24	31	45	
		Gates, M	1	29	24	28	48		
			2	27	7	11	70	7	4
			3	29		3	69	17	10
		Nieves-Patterson, A	1	29	21	45	34		
			2	30	3	27	63	7	
			3	30		10	67	20	3
		Whitcomb, R	1	28	25	39	32	4	
			2	28	11	50	32	4	4
			3	29	3	31	48	14	3
	Ethnicity	African American	1	22	14	32	55		
			2	21	5	24	62	10	
			3	21		5	67	24	5
		Asian	1	3	33	67			
			2	3		33	33	33	
			3	3		67		33	
		Filipino	1	3	100				
			2	3		67		33	
			3	3				67	33
		Hispanic	1	83	19	36	40	5	
			2	83	5	24	48	14	8
			3	85		1	13	51	19
		Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2		50		50	
Other	1	3		33	33	33			
	2	3			33	33	33		
	3	3		67		33			

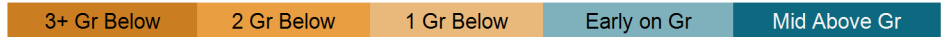
i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Gender	Female	1	48	19	46	33	2		
			2	47	6	26	57	6	4	
			3	48	2	13	63	17	6	
		Male	1	68	16	25	53	6		
			2	68	4	21	46	16	13	
			3	69	1	9	45	23	22	
	Special Populations	Low SES	1	103	17	36	43	4		
			2	101	6	23	50	13	8	
			3	102		11	52	22	15	
		ELL	1	37	30	38	30	3		
			2	36	8	31	50	8	3	
			3	38	3	18	55	18	5	
		RFEP	1	4			25	25	50	
			2	4			50		50	
			3	4			25	25	50	
		EL + RFEP	1	41	27	37	29	7		
			2	40	8	28	50	8	8	
			3	42	2	17	52	19	10	
		Special Ed.	1	10	40		50	10		
			2	9	22		56	22		
			3	10			90	10		
		Spec Ed. Speech/RSP	1	6	50		33	17		
			2	6	33		33	33		
			3	6			83	17		
	Foster	1	2	50		50				
		2	2	50		50				
		3	2			50	50			
Homeless	1	4	25		75					
	2	5			80	20				
	3	5			60	20	20			
GATE/Excel	1	13	15		62	23				
	2	13			8	15	23	54		
	3	13			15	23	62			

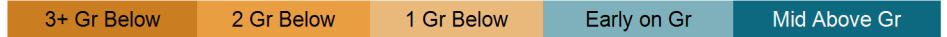
i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	119	18	26	42	10	3	
			2	117	18	14	50	11	8	
			3	121	10	14	45	15	16	
	Teacher	Lim, G	1	29	3	48	34	14		
			2	29	3	34	34	28		
			3	29	3	14	24	59		
		Patton, M	1	3	33	33	33			
			2	3	33	67				
			3	3	33	67				
		Samuelson, H	1	28	29	36	36			
			2	29	38	17	45			
			3	28	21	36	39	4		
			STEVENS, A	1	28	21	29	46	4	
				2	26	19	12	58	8	4
				3	29	10	10	59	14	7
	Wells, D	1	31	26	32	39	3			
		2	29	17	24	55	3			
		3	32	9	9	66	16			
	Ethnicity	African American	1	16	31	31	25	6	6	
			2	16	38	13	38	13		
			3	18	28	22	28	11	11	
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	1	100					
			2	1	100					
			3	1				100		
Filipino		1	1	100						
		2	1	100						
		3	1	100						
Hispanic		1	91	18	27	42	10	3		
		2	90	16	16	49	14	6		
		3	92	8	12	48	16	16		

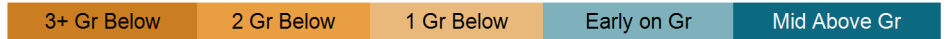


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
4	Ethnicity	Pacific Islander	1	2	50		50					
			2	2	50		50					
			3	2	100							
		White	1	2			50		50			
			2	2			50		50			
			3	2			50		50			
		Other	1	5	20		60		20			
			2	4			75		25			
			3	4			75		25			
	Gender	Female	1	66	21		27		44		3	5
			2	62	23		13		52		8	5
			3	67	9		16		51		12	12
		Male	1	53	15		25		40		19	2
			2	55	13		15		47		15	11
			3	54	11		11		39		19	20
	Special Populations	Low SES	1	102	21		27		39		9	4
			2	100	19		14		49		11	7
			3	104	12		14		46		12	16
		ELL	1	29	31		31		34		3	
			2	29	28		28		41		3	
			3	28	11		29		54		44	
		RFEP	1	6	83					17		
			2	6				67		17		17
			3	6			17		67		17	
		EL + RFEP	1	35	26		26		43		33	
			2	35	23		23		46		6	3
			3	34	9		24		47		15	6
		Special Ed.	1	8	75					13		13
			2	8	63		13		25			
			3	8	38		25		38			
Spec Ed. Speech/RSP	1	4	100									
	2	4	75			25						
	3	4	50		25		25					
Foster	1	1	100									

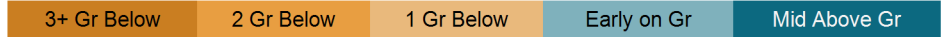


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Special Populations	Homeless	1	12	42	17	33	8		
			2	12	50	17	25	8		
			3	14	21	29	36	14		
		GATE/Excel	1	33		9	48	30	12	
			2	32		3	41	31	25	
			3	33			33	15	52	

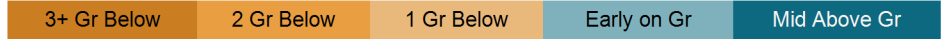


i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	127	28	21	39	8	4	
			2	129	20	19	37	17	7	
			3	123	18	19	30	12	21	
	Teacher	Bucio, S	1	27	44	22	33			
			2	28	21	21	50	7		
			3	29	17	41	31	10		
		Fideler, T	1	33			55	30	15	
			2	33			24	48	27	
			3	33			12	12	76	
		Patton, M	1	2	100					
			2	2	50	50				
			3	2	50	50				
			Rimpo, M	1	32	47	19	34		
				2	31	35	26	29	10	
				3	32	38	22	31	9	
		Wong, B	1	31	26	39	35			
			2	31	16	26	55	3		
			3	27	15	11	52	19	4	

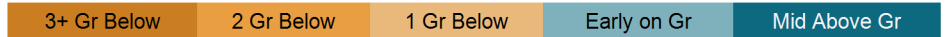
i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Ethnicity	African American	1	20	30	35	25	10	
			2	23	26	39	13	17	4
			3	19	21	32	21	5	21
		Asian	1	4	25	50		25	
			2	4		25	25	25	25
			3	4		25	25		50
		Filipino	1	2		50		50	
			2	2		50		50	
			3	2					100
		Hispanic	1	92	32	20	41	3	4
			2	92	22	15	41	17	4
			3	88	20	18	31	15	16
		Pacific Islander	1	1	100				
			2	1	100				
			3	1					100
		Other	1	8		25	25		50
			2	7		57		14	29
			3	9		56			44
	Gender	Female	1	63	30	21	40	8	2
			2	66	20	20	36	17	8
			3	62	19	18	29	15	19
Male		1	64	27	22	38	8	6	
		2	63	21	17	38	17	6	
		3	61	16	20	31	10	23	
Special Populations	Low SES	1	118	30	23	37	7	3	
		2	118	20	19	38	18	4	
		3	110	17	20	32	11	20	
	ELL	1	31	65	6	29			
		2	33	39	21	33	6		
		3	33	36	24	27	9	3	
	RFEP	1	14	21	64	7	7		
		2	15	7	53		33	7	
		3	14		7	36	29	29	

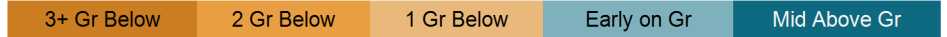
i-Ready Math Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	EL + RFEP	1	45	44	11	40	2		
			2	48	29	15	40	15	2	
			3	47	28	17	30	15	11	
		Special Ed.	1	14	79			21		
			2	15	53	27	20			
			3	16	50	25	19	6		
		Spec Ed. Speech/RSP	1	13	77			23		
			2	14	50	29	21			
			3	14	50	29	14	7		
		Foster	1	1	100					
			2	1	100					
			3	1	100					
		Homeless	1	8	50	38	13			
			2	7	29	57	14			
			3	9	44	11	22	22		
		GATE/Excel	1	50	8	62	20	10		
			2	49	2	37	43	18		
			3	50	24	22	20	52		

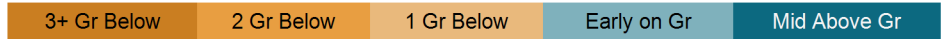
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	104	31	63	5	2	
			2	103	15	66	13	7	
			3	107	10	52	11	26	
	Teacher	Gonzalez, E	1	24	17	71	8	4	
			2	26	8	65	15	12	
			3	28	11	54	11	25	
		Gutierrez-Andrade, I	1	27	37	56	4	4	
			2	27	22	63	15		
			3	27	4	63	11	22	
		Montez, V	1	28	43	54	4		
			2	27	15	70	7	7	
			3	28	14	61	7	18	
		Tariq, J	1	26	23	69	4	4	
			2	26	12	65	12	12	
			3	28	11	36	14	39	
	Ethnicity	African American	1	9	22	78			
			2	10	20	60	20		
			3	11	9	45		45	
		Filipino	1	1		100			
			2	1		100			
			3	1				100	
		Hispanic	1	85	32	61	5	2	
			2	85	14	68	11	7	
			3	87	10	55	13	22	
	Pacific Islander	1	1		100				
		2	1		100				
		3	1				100		
	White	1	4	25	50	25			
		2	3		33		67		
		3	3		33		67		
Other	1	4	50	50					
	2	3		67		33			
	3	4	25	50		25			

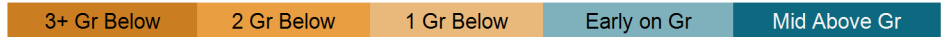
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	52	25	71	2		
			2	52	12	75	4	10	
			3	55		9	51	13	27
		Male	1	52	37	54	8	2	
			2	51	18	57	22	4	
			3	52	12	54	10	25	
	Special Populations	Low SES	1	90	31	62	4	2	
			2	88	13	69	13	6	
			3	89		10	52	12	26
		ELL	1	35	40	60			
			2	35	23	69	6	3	
			3	37	11	68	14	8	
		RFEP	1	4		75		25	
			2	5		80		20	
			3	5			20	40	40
		EL + RFEP	1	39	36	62	3		
			2	40	20	70	5	5	
			3	42	10	62	17	12	
		Special Ed.	1	10	60	40			
			2	10	30	60	10		
			3	8	13	50	13	25	
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	3		33	33	33	
Homeless	1	8	13	88					
	2	8	13	63	13	13			
	3	8		63	13	25			

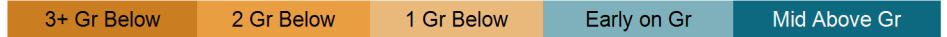
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	103	42	45	10	4		
			2	106	22	46	22	10		
			3	114	15	42	20	23		
	Teacher	Arbizo, T		1	25	48	44	8		
				2	27	30	37	22	11	
				3	29	17	41	17	24	
		Gutierrez, L			1	28	36	39	21	4
					2	27	7	63	19	11
					3	29	10	45	17	28
		Kong, B			1	26	38	46	12	4
					2	24	29	38	21	13
					3	29	21	38	21	21
		Livingston, J			1	28	39	50	7	4
					2	28	18	50	25	7
					3	29	10	52	24	14

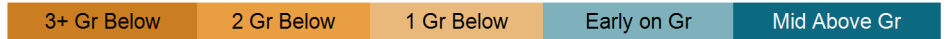
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Ethnicity	African American	1	17	47	41	6	6		
			2	16	31	31	19	19		
			3	19	21	42	5	32		
		Asian	1	1	100					
			2	2		50		50		
			3	2					100	
		Filipino	1	2		50		50		
			2	2		50		50		
			3	2		50		50		
		Hispanic	1	74	42	46	11	1		
			2	77	21	49	21	9		
			3	80	15	41	25	19		
		Pacific Islander	1	3	100					
			2	3	100					
			3	5	80		20			
		White	1	2		50		50		
			2	2					100	
			3	2				50	50	
		Other	1	4	25	50		25		
			2	4	50	25		25		
			3	4	25	50		25		
		Gender	Female	1	49	41	45	10	4	
				2	51	18	49	24	10	
				3	55	13	40	20	27	
Male	1		54	43	44	9	4			
	2		55	25	44	20	11			
	3		59	17	44	20	19			
Special Populations	Low SES	1	91	43	44	10	3			
		2	91	22	52	16	10			
		3	94	11	49	20	20			
	ELL	1	34	47	47	6				
		2	38	34	45	18	3			
		3	42	26	40	19	14			

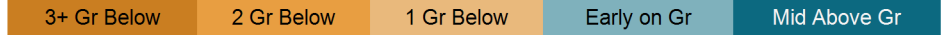
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
2	Special Populations	RFEP	1	1	100						
			2	2	100						
			3	2	50		50				
		EL + RFEP	1	35	46		49		6		
			2	40	33		48		18	3	
			3	44	25		41		20	14	
		Special Ed.	1	8	88			13			
			2	8	25		50		13	13	
			3	8	38		38		25		
		Spec Ed. Speech/RSP	1	5	80			20			
			2	5	60			20	20		
			3	5	20	40		40			
		Homeless	1	11	45		45		9		
			2	10	30	50		10	10		
			3	14	21	57		7	14		
		GATE/Excel	1	10	30			40		30	
			2	12				25		75	
			3	12						100	

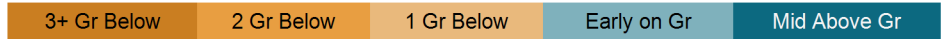
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	109	17	31	30	17	5
			2	116	8	27	19	37	9
			3	116	5	15	28	34	18
	Teacher	Carnicero, M	1	29	10	34	38	17	
			2	29	10	59	31		
			3	29	14	45	41		
		Gates, M	1	29	21	31	31	17	
			2	29	7	31	31	31	
			3	29	7	14	28	48	3
		Nieves-Patterson, A	1	29	14	48	28	10	
			2	30	7	40	17	30	7
			3	30	7	13	33	30	17
	Whitcomb, R	1	28	39	32	25	4		
		2	28	18	36	21	25		
		3	29	7	31	38	14	10	
	Ethnicity	African American	1	22	9	45	27	18	
			2	20	25	25	45	5	
			3	21	5	10	14	48	24
		Asian	1	3	67	33			
			2	3	67	33			
			3	3	33	33	33		
		Filipino	1	3	67	33			
			2	3	33	67			
			3	3	67	33			
Hispanic		1	78	17	31	32	17	4	
		2	85	8	28	19	35	9	
		3	84	6	14	32	32	15	
Pacific Islander	1	1	100						
	2	2	50	50					
	3	2	50	50					
Other	1	2	50	50					
	2	3	33	33	33				
	3	3	33	33	33				

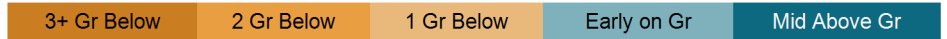
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	47	19	40	26	13	2
			2	48	8	35	19	29	8
			3	48	23	38	29	10	
		Male	1	62	16	24	34	19	6
			2	68	7	21	19	43	10
			3	68	9	9	22	37	24
	Special Populations	Low SES	1	97	18	32	29	19	3
			2	103	7	26	19	39	9
			3	101	5	16	27	35	18
		ELL	1	34	24	38	29	9	
			2	38	11	37	18	32	3
			3	38	11	21	37	26	5
		RFEP	1	4		50	25	25	
			2	4			50	50	
			3	4			50	50	
		EL + RFEP	1	38	21	34	32	11	3
			2	42	10	33	17	33	7
			3	42	10	19	33	29	10
		Special Ed.	1	9	44	33	22		
			2	10	20	60	20		
			3	10	20	20	30	20	10
		Spec Ed. Speech/RSP	1	5	80	20			
			2	6	33	50	17		
			3	6	33	17	33	17	
	Foster	1	2		50	50			
		2	2		50	50			
		3	2			100			
Homeless	1	2	50	50					
	2	5		40	60				
	3	5		20	20	40	20		
GATE/Excel	1	13		8	23	31	38		
	2	13			15	15	69		
	3	13			8	23	69		

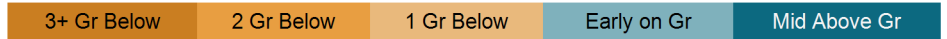
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	116	28	13	42	10	7	
			2	116	22	11	41	17	9	
			3	121	17	7	47	16	14	
	Teacher	Lim, G	1	29		3	41	31	24	
			2	29			34	34	31	
			3	29			28	21	52	
		Patton, M	1	3	67	33				
			2	3	67	33				
			3	3		33	33	33		
		Samuelson, H	1	28	57	7	36			
			2	29	45	24	21	10		
			3	30	43	7	40	10		
			STEVENS, A	1	28	29	11	57	4	
				2	28	29	7	50	11	4
				3	28	14	7	54	25	
		Wells, D	1	31	26	29	39	6		
			2	31	13	16	55	16		
			3	32	6	16	69	3	6	
	Ethnicity	African American	1	16	63	13	6	19		
			2	17	41	18	24	18		
			3	18	39		39	11	11	
		American Indian	1	1	100					
			2	1				100		
			3	1	100					
		Asian	1	1	100					
			2	1	100					
			3	1	100					
Filipino		1	1				100			
		2	1				100			
		3	1				100			
Hispanic		1	88	23	15	47	11	5		
		2	88	20	10	43	19	7		
		3	91	12	9	47	19	13		

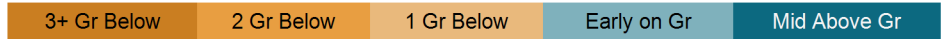
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 4



Legend

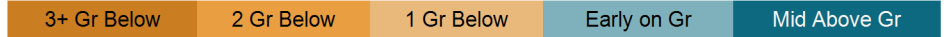


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Ethnicity	Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	3	67	33			
		White	1	2		50	50		
			2	2			50	50	
			3	2		50	50		
		Other	1	5	20	60	20		
			2	4		75	25		
			3	4		75	25		
	Gender	Female	1	63	32	10	43	10	6
			2	62	23	15	40	16	6
			3	65	15	12	51	11	11
		Male	1	53	23	17	42	11	8
			2	54	20	7	41	19	13
			3	56	18		43	21	18
	Special Populations	Low SES	1	100	29	11	43	11	6
			2	99	22	12	41	15	9
			3	103	17	7	50	14	13
		ELL	1	28	39	14	46		
			2	29	38	14	45	3	
			3	26	27	12	58	4	
		RFEP	1	6			17	67	17
			2	6			33	67	
			3	6			17	50	33
EL + RFEP		1	34	32	12	41	12	3	
		2	35	31	11	43	11	3	
		3	32	22	9	50	13	6	
Special Ed.		1	8	88		13			
		2	8	75	13	13			
		3	7	71	14	14			
Spec Ed. Speech/RSP	1	4	100						
	2	4	100						
	3	4	75	25					
Foster	1	1	100						

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Dooley 2023-2024 Grade 4



Legend

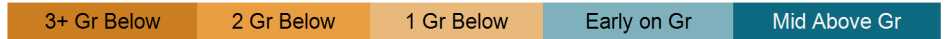


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	Homeless	1	12	42	8	42	8	
			2	13	46	8	23	15	8
			3	15	33	20	27	20	
		GATE/Excel	1	33	6	48	27	18	
			2	33	3	42	30	24	
			3	33		39	21	39	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Dooley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	122	27	28	24	13	8	
			2	124	21	31	25	11	11	
			3	123	20	24	30	11	15	
	Teacher	Bucio, S	1	28	36	32	29	4		
			2	28	21	46	25	7		
			3	30	23	37	33	3		
		Fideler, T	1	33		9	33	33	24	
			2	33			30	33	36	
			3	33		3	24	18	55	
		Wong, B	Patton, M	1	1	100				
				2	1	100				
				3	2	50	50			
	Rimpo, M		1	32	34	31	25	6	3	
			2	32	31	34	31	3		
			3	33	36	30	27	6		
	Wong, B	1	31	42	39	10	10			
		2	32	28	44	22	6			
		3	30	23	27	37	13			

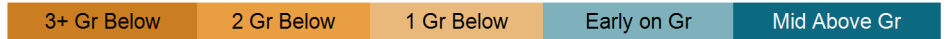
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Ethnicity	African American	1	20	35	30	10	10	15	
			2	22	27	36	14	14	9	
			3	20	20	30	25	5	20	
		Asian	1	4			25		25	50
			2	4		50			50	
			3	4			25		25	50
		Filipino	1	2		50			50	
			2	2		50			50	
			3	2		50			50	
		Hispanic	1	88	30	30	24	13	5	
			2	87	23	32	28	10	7	
			3	88	24	25	31	10	10	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1					100	
		Other	1	7	29	43		29		
			2	8		38		25	38	
			3	8	13	38		13	38	
		Gender	Female	1	63	22	33	24	11	10
				2	64	19	31	30	8	13
				3	62	16	24	29	13	18
			Male	1	59	32	22	24	15	7
				2	60	23	32	20	15	10
				3	61	25	23	31	8	13
		Special Populations	Low SES	1	114	28	29	24	12	7
				2	114	21	33	25	12	9
				3	111	20	26	30	11	14
ELL	1		29	52	34	14				
	2		32	44	41	13	3			
	3		32	44	38	16	3			
RFEP	1		15	33	47	13	7			
	2		14	21	64	7	7			
	3		14	7	50		36	7		

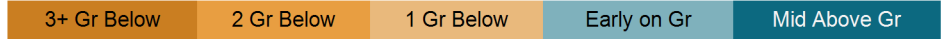
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Dooley 2023-2024 Grade 5



Legend

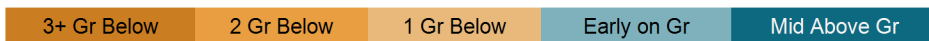


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Special Populations	EL + RFEP	1	44	34	34	25	5	2	
			2	46	30	35	28	4	2	
			3	46	30	28	26	13	2	
		Special Ed.	1	13	92					8
			2	14	79		14			7
			3	16	69		19			13
		Spec Ed. Speech/RSP	1	13	92					8
			2	14	79		14			7
			3	14	71		21			7
		Foster	1	1	100					
			2	1	100					
			3	1	100					
		Homeless	1	6	67		33			
			2	8	38		50			13
			3	9	56		22			22
		GATE/Excel	1	47		11	43		28	19
			2	47		11	36		26	28
			3	45		4	36		20	40

i-Ready Math Overall Relative Placement School Data by Subgroup Dooley 2023-2024



Legend



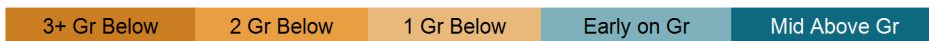
Category		Diagnostic Window	# Students	Percent by Category				
Grade	All Students	3	588	6	15	51	13	14
	Gr. 01	3	108	17	65	8	10	
	Gr. 02	3	116	17	66	9	8	
	Gr. 03	3	117	2	10	52	21	15
	Gr. 04	3	122	11	14	45	15	16
	Gr. 05	3	125	18	19	30	12	21
Ethnicity	African American	3	89	11	18	45	11	15
	Hispanic	3	435	6	16	53	13	12
	Other	3	24	8	63			29
Gender	Female	3	285	7	16	55	12	11
	Male	3	303	6	15	48	14	17
Special Populations	Low SES	3	504	6	16	52	13	13
	ELL	3	178	9	24	54	9	4
	RFEP	3	31		3	35	35	26
	EL + RFEP	3	209	8	20	52	13	7
	Special Ed.	3	52	21	17	54	4	4
	Spec Ed. Speech/RSP	3	32	28	16	44	6	6
	Homeless	3	52	15	25	38	12	10
GATE/Excel	3	107		2	25	18	54	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Dooley 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Grade	All Students	3	598	9	15	40	18	19
	Gr. 01	3	111	10	53	11	26	
	Gr. 02	3	117	15	44	20	22	
	Gr. 03	3	117	5	15	28	34	18
	Gr. 04	3	123	16	7	47	15	14
	Gr. 05	3	130	21	25	29	10	15
Ethnicity	African American	3	90	13	14	32	16	24
	Hispanic	3	444	9	15	42	19	15
	Other	3	24	21	46	4	29	
Gender	Female	3	290	7	17	42	16	18
	Male	3	308	11	12	38	19	19
Special Populations	Low SES	3	513	9	15	41	18	17
	ELL	3	181	14	22	44	14	6
	RFEP	3	32		33	31	41	22
	EL + RFEP	3	213	12	19	42	18	8
	Special Ed.	3	51	35	20	27	8	10
	Spec Ed. Speech/RSP	3	32	47	19	19	6	9
	Homeless	3	54	20	17	41	7	15
	GATE/Excel	3	108		24	29	18	48

The percentages may not equal 100% due to rounding.



Home School Compact

The staff and parents/guardians at Dooley have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Dooley agree to implement the following activities:

THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide before/after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

Principal's Signature _____ Date _____

THE HOME

- Parents/Guardians will send their student to school well-rested, having an opportunity to have breakfast or having had breakfast on time every day.
- Parents/Guardians will provide a quiet place for their student to study and check student work.
- Parents/Guardians will talk, read or write to/with their student at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their student.

Parent/Guardian Signature _____ Date _____

THE STUDENT

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

Student Signature _____ Date _____



Compacto Escolar-Hogar

El personal y los padres/tutores en Dooley tienen altas expectativas de los estudiantes en la escuela y de sí mismos. En un esfuerzo por proporcionar un programa educativo de la más alta calidad a los estudiantes, el personal y los padres/tutores de Dooley están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

La escuela proporcionará un programa educativo riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.

El personal escolar será un modelo positivo para los estudiantes.

La escuela proporcionará tutoría antes/después de la escuela cuando haya recursos disponibles.

La escuela involucrará a los padres/tutores en los comités de la escuela.

La escuela mantendrá a los padres informados sobre el progreso de sus hijos/as.

Firma del director _____ Fecha _____

EL HOGAR

Los padres/tutores enviarán su alumno a la escuela bien descansados, teniendo oportunidad de desayunar o habiendo desayunado, y puntualmente todos los días.

Los padres/tutores proporcionarán un lugar tranquilo para que su alumno estudie y verifiquen el trabajo.

Los padres/tutores hablarán, leerán o escribirán con su alumno al menos 20 minutos cada noche.

Los padres/tutores asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de su alumno.

Firma del padre/tutor _____ Fecha _____

EL ESTUDIANTE

Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo y descansando bien.

Los estudiantes serán aprendices responsables al prestar atención en clase, leer todos los días y hacer lo mejor que puedan en la escuela.

Los estudiantes se esforzarán para creer en sus habilidades, mantendrán una actitud positiva y serán alumnos/as cooperativos y comprometidos/as.

Los estudiantes interactuarán con maestros/as y compañeros/as de manera positiva.

Firma del estudiante _____ Fecha _____

Dooley Elementary

Family Involvement Guidelines

2024-2025

As a school that receives Title I, Part A (Title I) funds, Dooley has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Dooley’s expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Dooley agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school’s home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Dooley will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year’s guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts

- iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
- 2. Dooley will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
- 3. Dooley will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
- 4. Dooley will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Schoolloop, School Messenger, Canvas and teleparent
 - Child care provided
- 5. Dooley will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
- 6. Dooley will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Dooley will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
- 7. Dooley will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
- 8. Dooley will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Dooley will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Dooley will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Will be sent during parent conference week
3. Dooley will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Dooley will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
5. Dooley will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Selected staff will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Dooley Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on **October 2, 2024** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before November 7, 2024 Dooley, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

October 2, 2024

Date

For Elementary, K-8, and Middle Schools, revised 7/2017

Dooley Elementary

Guía de Participación Escolar para las Familias

2023-2024

Como escuela que recibe fondos del Título I, Parte A (Título I), Dooley ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Dooley para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

Dooley está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. Dooley tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión

- ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible intérpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. Dooley tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
3. Dooley actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. Dooley convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolLoop,” School Messenger, Canvas y llamadas telefónicas automáticas
 - Se proporcionará cuidado de niños
5. Dooley proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
6. Dooley les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Dooley también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
7. Talleres para las familias; encuestadas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
8. Dooley coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
9. Dooley entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. Dooley construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. Dooley incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
3. Dooley, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. Dooley, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
5. Dooley, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal
6. Dooley, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - Personal seleccionado en la escuela quien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elige comprometerse para fomentar


la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

* * * * *

PARTE V: ADOPCIÓN

Esta Guía de Participación Dooley para las Familias se ha desarrollado conjuntamente y de acuerdo con las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **2 Octubre 2024** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **7 Noviembre 2024** o antes. Dooley, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

October 2, 2024

Fecha