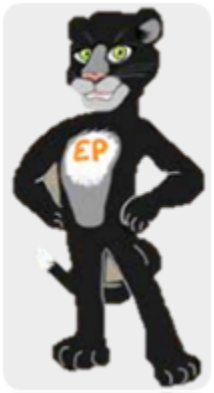
School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ernie Pyle Elementary School, 14500 Woodruff Ave, Bellflower CA 90706	19643036011621	October 22, 2024	December 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ernie Pyle Elementary School, 14500 Woodruff Ave, Bellflower CA 90706 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Schoolwide Program- The purpose of the Ernie Pyle School Plan is to create an environment of academic excellence,

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Ernie Pyle Elementary School, 14500 Woodruff Ave, Bellflower CA 90706 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Schoolwide Program- The purpose of the Ernie Pyle School Plan is to create an environment of academic excellence,

The Ernie Pyle school plan provides all students with a well-rounded education. The plan includes standards, assessments, stakeholder involvement, a focus on District LCAP goals, accountability measures, school improvement goals, resources, and supports in place on campus. The SPSA allows Ernie Pyle to align our funding and programs with the priority goals of the district and the school. Advisory groups on campus such as English Learner Advisory Committee and School Site Council assisted in aligning the school goals to the district LCAP goals.

Educational Partner Involvement

How, when, and with whom did Ernie Pyle Elementary School, 14500 Woodruff Ave, Bellflower CA 90706 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school's parent advisory groups ELAC (English Learner Advisory Committee) and SSC (School Site Council) meet on an ongoing basis throughout the school year to update, analyze, add to and approve sections of the Ernie Pyle SPSA. The school leadership team reviews and offers input towards SPSA goals and actions.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Ernie Pyle has resource inequities with staffing at some levels. Although funding is available, it has been challenging to hire instructional aides and classified staff to fill current vacancies. At this time we have openings for a Behavior Assistant, substitutes, and an instructional aide. Ernie Pyle would benefit from having more time/days for the school psychologist to support student needs at the school.

Results of the fall 2024 Title 1 survey indicate that over 50% of parents who took the survey are aware of various communication methods used by the school including the website, social media, ParentSquare, phone calls, flyers, ClassDojo and E-Mail. 93.8% of parents who took the survey are aware of parent involvement activities such as Back to School Night and 85.4% of parents are aware of Family Nights, PTA events, IEP meetings, and parent conferences. 53.1% of parents strongly agree that Ernie Pyle students use PAWS to make Ernie Pyle a safe place to learn. Be Proactive, Act Respectfully and Responsibly, Make Wise Choices, and Be Safe. PBIS is a priority at Ernie Pyle. The state of California has recognized Ernie Pyle at the Platinum implementation level for the implementation of PBIS on campus.

The 2024 Fall Title 1 survey results indicate:

In response to the question regarding Ernie Pyle's social-emotional support, parents shared that:
84.1% of parents are aware that our counselor uses zones of regulations with students,
56.8% of parents are aware that Ernie Pyle uses restorative practices,
56.8% of parents are aware that Ernie Pyle uses SEL curriculum such as Second Step, and
72.7% of parents are aware of mindfulness practices on campus.

72.7% of parents strongly agree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.
27.3% of parents agree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

0% of parents are neutral to the statement that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.
0% of parents disagree or strongly disagree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

88.6% of parents are aware of the school providing academic support for students through Intervention Teachers.
81.8% of parents are aware of the school providing academic support for students through Instructional Aides.
54.5% of parents are aware of the school providing academic support for students through tutoring before or after school.
90.9% of parents are aware of the school providing academic support for students through Digital Learning Platforms.
88.6% of parents are aware of the school providing academic support for students through Expanded Learning Programs and Summer Academy.

The California Dashboard shows that all student groups fell within the Very High category for Chronic Absenteeism. In the 21-22 school year Ernie Pyle had 33% Chronic Absenteeism. In the 22-23 school year this number decreased by 5% and was 28%. In the 23-24 school year this number decreased by 8% and was 20%. This school year from August 2024 to October 2024 ,this number decreased by 2% an it was 18%.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids Survey - A survey given to all 5th-grade students. This survey measures resiliency, protective factors, risk behaviors, and school climate.
Results of the 2024-2025 survey are:

Table A6.1 - Perceived School Performance:
62% of 5th-grade students who took the Healthy Kids survey report that they are better than most students or one of the best students. This is up 18% from the previous year.
28% of 5th-grade students who took the Healthy Kids survey report that they are about the same as other students in regard to school performance. This is down 7% from the previous year.
10% of 5th-grade students who took the Healthy Kids survey report that they don't do as well as other students in regard to school performance. This is down 12% from the previous year.

When asked if teachers and other grown-ups at school care about them students reported the following:
38% of 5th-grade students who took the Healthy Kids survey reported, yes all of the time. This is up 3% from the previous year.
62% of 5th-grade students who took the Healthy Kids survey reported, yes some and yes most of the time. This is up 1% from the previous year.
0% of 5th-grade students who took the Healthy Kids survey reported no, never. This is down 4% from the previous year.

The spring 2024 Title 1 Parent Evaluation survey results:
When asked if they were aware that parents are involved in the annual review of the school parent compact through school site council 71.4% responded yes, 8.2% responded no, and 20.4% were not sure.

When asked if they received timely information on their child's academic progress throughout the year 98% responded yes and 2% were not sure. 0% responded with No.
When asked if they were aware that parents are involved in the planning, reviewing, and improvement of the Title 1 program through School Site Council 83.7% responded yes, 8.2% responded no, and 8.2% responded not sure.When asked if they had received information about the Title 1 program and services during the school year 83.7% responded yes, and 8.2% responded no, while 8.2% were not sure.
When asked if they were aware that parents at the school are involved in the development of parental involvement activities through PTA or other committees 95.9% responded yes,

Title I Fall 24-25 Parent Survey - A survey sent out to all in the Ernie Pyle community. This survey provides parents with the opportunity to become involved and to give input into the school programs currently being provided.
The results of the fall 2024 fall survey are:

When asked the question if the school emphasizes the importance of student attendance:
81.8% responded that they strongly agree.
18.2% responded that they agree
0% responded that they are neutral.
0% responded with disagree and strongly disagree.
When asked the question if the school effectively communicates with parents and includes them in their child's education 75% responded that they strongly agree, 22.7% responded that they agree, 0% responded that they were neutral, 2.3% responded that they disagree, and 0% strongly disagree.

Summary of Results- The data indicates that 5th-grade students have an increasingly positive perception of their academic performance compared to the previous year. The results of the CHKS suggest an increase in student confidence and self-efficacy regarding their academic abilities, which may be attributed to effective instructional strategies, targeted interventions, or a more supportive learning environment. The data indicates that 5th-grade students increasingly feel supported and cared for by teachers and school staff compared to the previous year. Overall, the data reflects a positive trend in student-teacher relationships, suggesting that efforts to build a supportive and inclusive school environment are having a meaningful impact.

The data indicates that parents generally have a strong positive perception of the school’s efforts regarding student attendance and communication. Overall, the survey results reflect a strong partnership between the school and parents, with room for refinement in ensuring every parent feels completely included and informed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the school year, both formal and informal classroom walkthroughs and observations are conducted to assess instructional effectiveness and support professional growth. Formal observations typically last one hour, allowing for a comprehensive review of all lesson components and the identification of targeted areas for improvement. Classroom walkthroughs and informal visits occur regularly, averaging twenty minutes per session. These visits take place at various times throughout the school day and across multiple subject areas to provide a well-rounded view of instructional practices. During these observations, evidence of a measurable objective or essential question is reviewed with students. Observations indicate that clearly defined objectives enhance

student understanding of academic standards. Collaborative learning is frequently observed, with students engaging in accountable talk to articulate their thought processes and demonstrate their learning. Additionally, students build knowledge by reading, writing, and speaking about both literary and informational texts, citing textual evidence, and using academic language to formulate responses.

Technology is integrated alongside traditional instructional methods to enhance student learning. In upper grades, students use Google Classroom to access instructional materials, submit assignments, communicate with peers and teachers, and engage in interactive learning experiences. All students utilize district-approved platforms and applications via Clever. Teachers are observed providing individualized feedback to students in various formats, including class discussions, one-on-one meetings, and digital communication (such as email). Additionally, peer feedback is encouraged during class meetings, fostering a collaborative learning environment. Teachers effectively manage classroom dynamics using low-profile controls to maximize instructional time and student engagement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple measures, such as SBAC results, NWEA assessments, district assessments, and data from classroom discussions, projects, assessments, and observations, are used to facilitate improvement in student achievement. School-wide data is analyzed by school staff and discussed with and scrutinized by the School Site Council and English Learner Advisory Committee to determine the needs and goals of Ernie Pyle students. Assessment data is also used to develop RtI, tutoring, and intervention groups for targeted instruction. Students are taught in small groups to meet individual student needs. Instruction is differentiated within the classroom setting to meet students where they are and address their various learning needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

District-adopted curriculum including embedded assessments is used for all students. Data is collected into a district-wide internet-based data collection program that allows twenty-four-hour access to data for recent and past district and state assessments. Educators can analyze this data along with grade-level and school-wide data shared at Professional Learning Community meetings and staff meetings to determine instructional best practices. Flexible, small groups of students are modified based on student progress using assessments. Academic goals are established, monitored, and modified based on student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the requirements of being a highly qualified educator.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ernie Pyle Elementary School has a sufficient amount of credentialed teachers who regularly attend professional development. Teacher training focuses on the ELA curriculum, ELD strategies and practices, SBAC preparation and testing procedures, Thinking Maps, Math best practices, technology, Tier I first best instruction practices, and district assessments.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Content standards are the foundational base for all professional development trainings. School-wide, small group, and individual student performance are integrated into training sessions to meet all students' academic needs fully. Professional development trainings occur a minimum of once per month, with teachers following up on best practices during weekly PLCs. Teachers have the option to attend additional trainings monthly. Teachers reflect upon teaching practices and determine professional development needs through Leadership meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ernie Pyle has two teachers on special assignment, who provide ongoing training to all teachers through modeling, coaching, and collaborating during PLCs and the opportunity for release time for co-plan co-teaching and providing support on first best instruction techniques. The Intervention Teachers focus on instructional assistance in the areas of Math, ELA literacy skills through decoding, reading comprehension, phonemic awareness, systematic word study, vocabulary development, fluency, and writing. In addition, teachers are provided support with lessons, instructional materials, and integrating core content areas into ELD instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate during grade-level PLC meetings each week and focus on struggling learners. Teachers use data to drive future instruction during intervention PLC meetings with the site intervention teachers every other week. They have independent teacher preparation time on alternating weeks. Additionally, many teams collaborate during their own planning time. Our Intervention teachers collaborate with grade-level teams on-site and with other Intervention teachers at district-wide meetings regularly to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teaching practices and instructional materials are adopted based on content and performance standards. Ernie Pyle integrates instructional practices into lessons and learning opportunities. Educators are focussed on ensuring that students understand the measurable daily objectives, which are written from the content standards. Our core curriculum is standards-based and spirals standards through the units of study. Students are taught to self-reflect and determine mastery towards standards at the end of each lesson.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers at Ernie Pyle turn in class schedules that adhere to the recommended instructional minutes for curricular areas. Instructional minute schedules are also submitted to the Bellflower Unified School District Office. Schedules and instructional minutes are used for classroom visits and informal observations.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students are provided literacy instruction at their level of academic need following the MTSS model through small group instruction, team teaching during co-plan co-teach, and during the intervention and RTI classes. The Intervention Teachers and grade-level teams focus on literacy instruction for specific grade-level needs. Students are grouped by literacy and mathematical needs. Groups are formed according to targeted academic goals and change throughout the year based on ongoing observations and assessments to ensure that all student learning needs are met.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Bellflower Unified School District adopted standards-based curriculum is used by, and available to, all teachers. The curriculum includes leveled materials for all student groups: below grade level, at grade level, above grade level, and English learners. All teachers have been provided full classroom sets of all adopted materials in all content areas for the students they instruct.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers at Ernie Pyle Elementary use BUSD standards-based adopted materials in concert with district initiatives for Tier I instruction in the general education setting. For Tiers II and III, we use standards-based intervention programs that meet the academic learning needs of all students. Core and supplemental instruction are also differentiated to meet the language acquisition needs of English learners for designated and integrated ELD.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The district-wide curriculum adoption provides differentiated instructional materials to allow underperforming students to meet standards and on grade level and accelerated students to be appropriately challenged. Teachers use this modified curriculum during small group instruction throughout the day. Sentence frames and conversation starters are used to provide supports for English learners to meet language objectives. Direct Interactive Instruction utilizes chanting, focusses on student engagement, includes the use of collaborative conversations, encourages gradual release, highlights academic vocabulary, and learning process steps to provide support for all students. Our district initiative, Thinking Maps, provide necessary supports for organizing content, along with retelling and writing skills.

Evidence-based educational practices to raise student achievement

Ernie Pyle Elementary School has a targeted RtI program that focuses on the specifications of MTSS to meet the needs of all learners. Intervention programs and strategies are used to meet the individual needs of all students. These include RTI, SIPPS, guided reading, Independent reading conferences, Reader's Theater, book clubs, computer-based programs, and Literature Circles. Intervention groups for struggling learners are data-driven flexible groupings based on a 6-9 week rotation. RtI groupings and classes for at and above grade level are available to enhance literacy skills using concepts of project-based learning, Reader's Theater or Literature Circles.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ernie Pyle Elementary has partnered with Ramona Elementary School and hired Disciplina Positiva to host virtual parenting workshops for Spanish and English speaking families to empower families and students through life purpose, goal setting, and family traditions. Ernie Pyle also hosts family nights throughout the year to involve and inform families in the steps to help their students increase in mathematical, literacy, and other academic skills. Throughout the year grade level instructors present at grade-level specific parent meetings in order to help families assist their students to succeed within academic subjects. An Academic Intervention Plan is written for students who are not on track to meet grade-level standards in the fall during Parent-Teacher Conferences. Conferences throughout the year focus on increasing student achievement. Conferences are held for all students in the Fall. Spring conferences are conducted on an as-needed basis as well as throughout the school year.

Student Study Team meetings are held as needed for students who are struggling with academics or behavior. Our Counselor and CSW provide referrals for community-based support for students in need of these services. Teachers instruct students in small groups throughout the school year for different subjects based on the academic needs of the students. The school offers Chromebooks to all students to check out to keep at home in order to continue learning on the available platforms at home. The YMCA offers on-site before-school care free of charge for any student who may need this before-school supervision. Think Together is a free after-school enrichment program available to all families; the program is a safe place for students to be after school hours. Think Together focuses on building both math and literacy skills. All food served at Ernie Pyle for breakfast, lunch, and supper is free of charge and available to students on campus during the serving times.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Annually a Title I Parent Meeting is held at the beginning of the school year to explain the components of Title I funding and our individual school program. Title I survey evaluates the needs of students and allows us to develop a plan to best meet these needs. The School Site Council is comprised of elected members from within the school community. English Learner Advisory Committee is composed of any parent of an English learner student who would like to attend and participate in the meetings. These two parent-representative advisory groups meet and discuss achievement data, categorical funding, intervention programs, and expenditures. The School Plan for Student Achievement is reviewed with all committees and stakeholders. Input is sought, valued, and used to update the SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds pay for before and after school classes where a staff member can offer small group tutoring for students in need of specific skills, STEAM classes for any student who wishes to participate,. Rosetta Stone is available for English learners. Title I also provides instructional aide support for students. Instructional aides work with small groups of learners to increase literacy skills for struggling students.

Fiscal support (EPC)

Title I, Supplemental, and Concentration funds are used to supplement instruction and provide intervention services for students who are not proficient in ELA and/or math.

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California School Dashboard provides an overview of school performance using a color-coded system to indicate progress across various indicators. For the 2023 school year, our school is in the orange performance level for chronic absenteeism, English Language Arts (ELA), and Math. This reflects areas where we are working to improve and grow, and we remain committed to implementing strategies to support our students' success.

For the 2023 school year, our school falls in the red performance level for English Language Development (ELD). This highlights an area of significant focus, and we are committed to implementing targeted strategies to support our English learners and improve outcomes in this critical area.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The California School Dashboard results show that no student groups performed two or more levels below the "All Students" performance level. This reflects progress in ensuring equitable outcomes across all student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the data provided by the California School Dashboard, our school utilizes multiple measures to assess student academic performance. These include SBAC (Smarter Balanced Assessment Consortium) data, NWEA assessments, and ongoing classroom assessments. Together, these tools provide a comprehensive view of our students' academic levels and help us tailor instruction to meet their needs effectively.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ernie Pyle Elementary School, 14500 Woodruff Ave, Bellflower CA 90706. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0%	%	1	0	
African American	13.79%	15.15%	14.92%	52	55	54
Asian	2.92%	4.41%	5.52%	11	16	20
Filipino	5.04%	3.31%	3.59%	19	12	13
Hispanic/Latino	70.03%	71.07%	70.44%	264	258	255
Pacific Islander	0.53%	0.28%	0.28%	2	1	1
White	4.24%	3.03%	2.76%	16	11	10
Multiple/No Response	2.65%	2.2%	1.93%	10	8	7
			Total Enrollment	377	363	362

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		23	16
Kindergarten	67	69	46
Grade 1	50	54	52
Grade 2	41	53	50
Grade3	52	43	54
Grade 4	59	39	35
Grade 5	45	57	48
Grade 6	63	48	61
Total Enrollment	377	363	362

Conclusions based on this data:

1. The largest student group at Ernie Pyle is the Hispanic, Latino Group consistently over the past three years with 70% or more students in that category.
2. Fourth grade is the smallest group of students at Ernie Pyle.

3. There are more 6th-grade students on campus than any other grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	72	57	58	19.3%	19.1%	16.0%
Fluent English Proficient (FEP)	38	35	32	12.2%	10.1%	8.8%
Reclassified Fluent English Proficient (RFEP)				14.5%		

Conclusions based on this data:

1. The overall number of English Learner students decreased dramatically from the 21-22 school year to the 22-23 school year. From 22-23 to 23-24 the number of Els decreased by 3%.
2. The number of reclassified students in 21-22 was 14.5%.
3. The percentage of students in the FEP category is decreasing year over year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	40	53	47	40	51	47	40	51	100.0	100.0	96.2
Grade 4	54	39	36	53	39	36	53	39	36	98.1	100.0	100
Grade 5	45	59	48	45	59	48	45	59	48	100.0	100.0	100
Grade 6	61	51	59	61	51	59	61	51	59	100.0	100.0	100
All Grades	207	189	196	206	189	194	206	189	194	99.5	100.0	99

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2398.	2439.	2389.	21.28	37.50	15.69	23.40	12.50	19.61	19.15	30.00	23.53	36.17	20.00	41.18
Grade 4	2455.	2455.	2466.	15.09	30.77	33.33	32.08	23.08	11.11	22.64	15.38	22.22	30.19	30.77	33.33
Grade 5	2457.	2469.	2460.	6.67	13.56	10.42	22.22	18.64	25.00	22.22	25.42	22.92	48.89	42.37	41.67
Grade 6	2489.	2503.	2491.	8.20	3.92	6.78	27.87	31.37	23.73	21.31	39.22	38.98	42.62	25.49	30.51
All Grades	N/A	N/A	N/A	12.62	19.58	14.95	26.70	21.69	20.62	21.36	28.04	27.84	39.32	30.69	36.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.89	20.00	13.73	55.32	75.00	56.86	29.79	5.00	29.41
Grade 4	22.64	15.38	25.00	54.72	64.10	52.78	22.64	20.51	22.22
Grade 5	11.11	8.47	2.08	60.00	72.88	70.83	28.89	18.64	27.08
Grade 6	11.48	5.88	10.17	50.82	58.82	50.85	37.70	35.29	38.98
All Grades	15.05	11.64	11.86	54.85	67.72	57.73	30.10	20.63	30.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.77	17.50	11.76	51.06	62.50	52.94	36.17	20.00	35.29
Grade 4	11.32	28.21	25.00	60.38	43.59	47.22	28.30	28.21	27.78
Grade 5	6.67	16.95	16.67	53.33	47.46	39.58	40.00	35.59	43.75
Grade 6	9.84	9.80	13.56	50.82	66.67	49.15	39.34	23.53	37.29
All Grades	10.19	17.46	15.98	53.88	55.03	47.42	35.92	27.51	36.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.26	15.00	7.84	74.47	72.50	70.59	21.28	12.50	21.57
Grade 4	13.21	12.82	13.89	69.81	69.23	75.00	16.98	17.95	11.11
Grade 5	6.67	5.08	10.42	73.33	72.88	60.42	20.00	22.03	29.17
Grade 6	8.20	13.73	10.17	78.69	78.43	66.10	13.11	7.84	23.73
All Grades	8.25	11.11	10.31	74.27	73.54	67.53	17.48	15.34	22.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.89	20.00	11.76	53.19	70.00	56.86	31.91	10.00	31.37
Grade 4	13.21	17.95	16.67	67.92	58.97	66.67	18.87	23.08	16.67
Grade 5	8.89	8.47	4.17	62.22	64.41	70.83	28.89	27.12	25.00
Grade 6	11.48	11.76	5.08	63.93	74.51	67.80	24.59	13.73	27.12
All Grades	12.14	13.76	8.76	62.14	67.20	65.46	25.73	19.05	25.77

Conclusions based on this data:

1. The percentage of students grade 3 in research and inquiry who were % At or Near Standard at 53.19% in the 21-22 school year, and rose to 70% in the 22-23 school year. Then it was a decline to 56.86% in 23-24 school year.

2. The percentage of grade 4 students in listening, demonstrating effective communication skills at or near standard were at 69.81% in the 21-22 school year, then a slight decline to 69.23% in 232-23 SY. In the 23-24 school year reached 75% which is an increase of 5.77% .

3. The percentage of grade 5 students in reading at or near standard in the 21-22 school year were at 60%, in the 22-23 school year this increased 12.88% to 72.88%. Slight decrease to 70.83% in 23-24.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	40	53	47	40	52	47	40	52	100.0	100.0	98.1
Grade 4	54	39	36	54	39	36	54	39	36	100.0	100.0	100
Grade 5	45	59	48	45	59	48	45	59	48	100.0	100.0	100
Grade 6	61	51	59	61	51	59	61	51	59	100.0	100.0	100
All Grades	207	189	196	207	189	195	207	189	195	100.0	100.0	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2420.	2442.	2412.	19.15	27.50	21.15	29.79	22.50	17.31	25.53	32.50	28.85	25.53	17.50	32.69
Grade 4	2450.	2467.	2478.	11.11	15.38	22.22	16.67	28.21	36.11	42.59	38.46	11.11	29.63	17.95	30.56
Grade 5	2415.	2448.	2460.	4.44	10.17	10.42	0.00	10.17	10.42	22.22	25.42	33.33	73.33	54.24	45.83
Grade 6	2456.	2464.	2473.	6.56	1.96	8.47	8.20	5.88	11.86	29.51	37.25	37.29	55.74	54.90	42.37
All Grades	N/A	N/A	N/A	10.14	12.70	14.87	13.53	15.34	17.44	30.43	32.80	29.23	45.89	39.15	38.46

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.53	30.00	23.08	44.68	52.50	42.31	29.79	17.50	34.62
Grade 4	11.11	25.64	25.00	51.85	53.85	47.22	37.04	20.51	27.78
Grade 5	2.22	5.08	12.50	44.44	40.68	41.67	53.33	54.24	45.83
Grade 6	3.28	5.88	8.47	44.26	37.25	47.46	52.46	56.86	44.07
All Grades	10.14	14.81	16.41	46.38	44.97	44.62	43.48	40.21	38.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.28	42.50	15.38	57.45	47.50	65.38	21.28	10.00	19.23
Grade 4	12.96	7.69	25.00	59.26	76.92	61.11	27.78	15.38	13.89
Grade 5	4.44	6.78	6.25	53.33	59.32	56.25	42.22	33.90	37.50
Grade 6	4.92	5.88	6.78	60.66	72.55	59.32	34.43	21.57	33.90
All Grades	10.63	14.29	12.31	57.97	64.02	60.51	31.40	21.69	27.18

Conclusions based on this data:

1. The percentage of students in grade 3 in the communicating reasoning section who scored Above Standard: 21.28% in 21-22 school year and to 42.50% in the 22-23 school year, that was a huge decrease of 27.12%. For 23-24 school year at 15.38%, which is a decline from the previous year.

2. The percentage of students in grade 4 at or near standard in problem solving and modeling for in 21-22 school year 51.85% and the a slight increase to 53.85% in the 22-23 school year. In 23-24 there is a slight decrease of 6.63%, currently at 47.22%.

3. The percentage of 5th grade students increased in the % Above Standard from 21-22 and 22-23, and slight drop from 22-23 to 23-24. The % at or near standard for communicating reasoning increased from 21-22 to 22-23, and slight drop from 22-23 to 23-24. In the % below standard section from 21-22 to the 22-23 school year there was a significant dropped, and from 22-23 to 23-24 there was a slight increase.
   % above standard 21-22 SY= 4.44% 22-23 SY = 6.78% 23-24 SY = 6.25%
   % at or near standard 21-22 SY= 53.33% 22-23 SY = 59.32% 23-24 SY = 56.25%
   % Below standard 21-22 SY= 42.22% 22-23 SY = 33.90% 23-24 SY = 37.50%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1420.2	*	*	1432.6	*	*	1391.2	10	6	13
1	*	*	*	*	*	*	*	*	*	6	8	4
2	1485.1	*	*	1486.0	*	*	1483.9	*	*	11	8	6
3	*	*	*	*	*	*	*	*	*	8	10	9
4	1516.3	*	*	1509.2	*	*	1523.0	*	*	13	5	8
5	*	1529.8	*	*	1527.7	*	*	1531.7	*	7	12	7
6	1528.4	*	1538.7	1525.1	*	1533.8	1531.1	*	1543.2	11	8	11
All Grades										66	57	58

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	23.08	*	*	38.46	*	*	15.38	*	*	23.08	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	45.45	*	*	18.18	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	23.08	*	*	38.46	*	*	30.77	*	*	7.69	*	*	13	*	*
5	*	25.00	*	*	33.33	*	*	25.00	*	*	16.67	*	*	12	*
6	9.09	*	36.36	63.64	*	36.36	18.18	*	9.09	9.09	*	18.18	11	*	11
All Grades	19.70	26.32	25.86	45.45	35.09	37.93	21.21	26.32	17.24	13.64	12.28	18.97	66	57	58

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	30.77	*	*	30.77	*	*	7.69	*	*	30.77	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	38.46	*	*	46.15	*	*	7.69	*	*	7.69	*	*	13	*	*
5	*	41.67	*	*	50.00	*	*	0.00	*	*	8.33	*	*	12	*
6	45.45	*	45.45	36.36	*	36.36	9.09	*	18.18	9.09	*	0.00	11	*	11
All Grades	36.36	36.84	43.10	37.88	33.33	29.31	13.64	22.81	12.07	12.12	7.02	15.52	66	57	58

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	15.38	*	*	15.38	*	*	61.54	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	54.55	*	*	9.09	*	*	27.27	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	15.38	*	*	38.46	*	*	23.08	*	*	23.08	*	*	13	*	*
5	*	8.33	*	*	8.33	*	*	75.00	*	*	8.33	*	*	12	*
6	0.00	*	18.18	36.36	*	27.27	45.45	*	36.36	18.18	*	18.18	11	*	11
All Grades	10.61	17.54	13.79	40.91	21.05	27.59	25.76	42.11	41.38	22.73	19.30	17.24	66	57	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	30.77	*	*	46.15	*	*	23.08	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	38.46	*	*	53.85	*	*	7.69	*	*	13	*	*
5	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
6	18.18	*	9.09	63.64	*	81.82	18.18	*	9.09	11	*	11
All Grades	33.33	31.58	27.59	57.58	54.39	58.62	9.09	14.04	13.79	66	57	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	38.46	*	*	53.85	*	*	7.69	*	*	13	*	*
5	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*
6	72.73	*	63.64	18.18	*	27.27	9.09	*	9.09	11	*	11
All Grades	43.94	42.11	44.83	45.45	45.61	36.21	10.61	12.28	18.97	66	57	58

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	15.38	*	*	76.92	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
5	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
6	9.09	*	18.18	45.45	*	45.45	45.45	*	36.36	11	*	11
All Grades	16.67	15.79	15.52	53.03	61.40	56.90	30.30	22.81	27.59	66	57	58

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	38.46	*	*	38.46	*	*	23.08	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	30.77	*	*	53.85	*	*	15.38	*	*	13	*	*
5	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
6	18.18	*	18.18	72.73	*	81.82	9.09	*	0.00	11	*	11
All Grades	24.24	24.56	20.69	60.61	64.91	63.79	15.15	10.53	15.52	66	57	58

Conclusions based on this data:

1. 19.7% of English learners earned a 4 on the ELPAC in the 2021-2022 school year, in 22-23 SY increased to 26.32% in 21-2, and a slight decrease to 25.86% in the 23-24 school year.

2. 45.45% of English learners earned a 3 on the ELPAC in the 2021-2022 school year, Slight decrease to 35.09% in 22-23. In the 23-24 school year 37.93% of students earned a 3 on the ELPAC test which is an increase from the previous school year.

3. 34.85% of English learners earned a 2 or 1 on the ELPAC in the 2021-2022 school year. 38.6% of students taking the ELPAC in the 22-23 school year earned a 1 or a 2. and 76.97% of students taking the ELPAC in the 23-24 school year earned a 1 or a 2.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
362	**84.8%**	**16%**	**0.8%**
Total Number of Students enrolled in Ernie Pyle Elementary School, 14500 Woodruff Ave, Bellflower CA 90706.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	58	16%
Foster Youth	3	0.8%
Homeless	12	3.3%
Socioeconomically Disadvantaged	307	84.8%
Students with Disabilities	68	18.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	54	14.9%
American Indian	0	0.0%
Asian	20	5.5%
Filipino	13	3.6%
Hispanic	255	70.4%
Two or More Races	7	1.9%
Pacific Islander	1	0.3%
White	10	2.8%

Conclusions based on this data:

1. Ernie Pyle serves a 71.1% Hispanic population and 15.2% African American population.
2. 84% of Ernie Pyle students are considered Socioeconomically Disadvantaged.
3. 15.7% of the Ernie Pyle population is in the English learner sub-group.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Chronic Absenteeism has improved and is now in the middle or "yellow" category.
2. English Learner Progress is in the "green" or highest performance category. Increased from 'red' to 'green"
3. Suspension rate is in the "yellow" category.

School and Student Performance Data

Academic Performance

English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
31.2 points below standard	33.9 points below standard	Less than 11 Students
Declined 13.7 points	Maintained 0.7 points	2 Students
184 Students	48 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	38.6 points below standard
2 Students	5 Students	Declined 16.0 points
		156 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
126.1 points below standard	75.3 points below standard	0 Students
Declined 48.2 points	Declined 17.1 points	
45 Students	24 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	34.9 points below standard
9 Students	8 Students	Declined 17.9 points
		129 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	1 Student	6 Students

Conclusions based on this data:

1. The dashboard for English Language Arts shows that students with disabilities declined significantly to 48.2 points from 28.9 points from the previous S.Y., and is in the "red" category. This is 126.1 points below standard.
2. The dashboard for English Language Arts shows that African American Students declined to 17.1 points from 17.9 points from the previous S.Y. This is 75.3 points below standard.
3. The dashboard for English Language Arts shows that socioeconomically disadvantaged students declined to 16 points from 2.6 points from the previous S.Y., and is in the "orange" category. This is 38.6 points below standard.

School and Student Performance Data

Academic Performance

Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	No Performance Color
43.8 points below standard	48.2 points below standard	Less than 11 Students
Increased 4.3 points	Increased 9.5 points	2 Students
186 Students	50 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	50.1 points below standard
2 Students	5 Students	Increased 4.2 points
		157 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
138.1 points below standard	93.6 points below standard	0 Students
Declined 28.6 points	Declined 3.0 points	
45 Students	24 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	42.8 points below standard
9 Students	8 Students	Maintained 2.9 points
		131 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	1 Student	6 Students

Conclusions based on this data:

1. According to the dashboard for mathematics the all students subgroup is in the "yellow" category with 186 students and is 43.8 points below standard. This was an increase of 4.3 points.
2. The African American Students subgroup decreased 3 points with 24 students and is 93.6 points below the standard.
3. The Students with disabilities subgroup is in the "red" category with 45 students and is 138.1 points below standard. This was an decline of 28.6 points.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
53.7% making progress.	making progress.
Number Students: 41 Students	Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6%	31.7%	14.6%	39%

Conclusions based on this data:

1. According to the dashboard for English Learners 53.7% of 41 English Learners are making progress.
2. According to the dashboard 14.6% English Language students decreased one ELPI Level.
3. 39% English Learners progressed At Least One ELPI Level.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
22.2% Chronically Absent	10.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 5.9	Declined 9.4	2 Students
387 Students	66 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	22.2% Chronically Absent	23.1% Chronically Absent
4 Students	0	Declined 7.1
	18 Students	333 Students

Students with Disabilities	African American	American Indian
 Yellow	 Yellow	 No Performance Color
16.7% Chronically Absent	14% Chronically Absent	0 Students
Declined 11.9	Declined 5.3	
84 Students	57 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
10% Chronically Absent	13.3% Chronically Absent	24.8% Chronically Absent
Declined 1.8	Increased 5.6	Declined 7.2
20 Students	15 Students	274 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	25% Chronically Absent
8 Students	1 Student	Increased 6.8
		12 Students

Conclusions based on this data:

1. 22.2% of the 387 students at Ernie Pyle were chronically absent making this category "yellow" which is an improvement from last school year as it was 28.1%.
2. 14% of African American student sub group were chronically absent and in the "yellow" category which is an improvement from last school year as it was 19.3%.
3. 24.8% of Hispanic student sub group were chronically absent and in the "yellow" category which is an improvement from last school year as it was 32%.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
1% suspended at least one day	1.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.3%	Increased 1.4%	2 Students
404 Students	70 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	4.2% suspended at least one day	1.2% suspended at least one day
4 Students	24 Students	Increased 0.3%
		347 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
2.3% suspended at least one day	1.6% suspended at least one day	0 Students
Increased 1.1%	Maintained 0.1%	
86 Students	63 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	6.7% suspended at least one day	0.7% suspended at least one day
Maintained 0%	Increased 6.7%	Maintained 0%
20 Students	15 Students	284 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
9 Students	1 Student	Maintained 0%
		12 Students

Conclusions based on this data:

1. 1% of all students were suspended putting the all students group in the "yellow" category.
2. 2.3% of students with disabilities were suspended putting the all students group in the "orange" category.
3. 1.2% of all socioeconomically disadvantaged students were suspended at least one day putting the all students group in the "orange" category.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate
Ernie Pyle will provide all students and staff a healthy, safe, and secure environment that supports collaborative conditions for learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide all students safe, collaborative conditions for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students will be educated in learning environments where they are supported, that are safe, and conducive to learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ernie Pyle will utilize the California Healthy Kids Survey to determine what areas need to be improved in regard to school safety and the school learning environment and school connectedness.	1. Of the students in 5th grade who took the California Healthy Kids Survey during 2023-2024, 72% reported yes, most of the time, and yes, all of the time on the school connectedness scale questions, table A6.7. 2. Of the students in 5th grade who took the California Healthy Kids Survey during 2023-2024, 72% reported yes, most of the time and yes, all of the time on the question, Do you feel safe at school?" on table A9.1.	1. The percentage of students who feel like they are a part of the school all or most of the time will increase from 72% to 77%. 2. The percentage of students who reported that they feel safe at school will increase from 72% to 77% in the 24-25 school year.
Tiered Fidelity Inventory	On September 30, 2024 Ernie Pyle TFI percentage of implementation was 100% in Tier I implementation. Ernie Pyle is currently at the Platinum implementation level.	Ernie Pyle will continue to implement school wide PBIS and increase the percentage of implementation to maintain 100% on Tier I implementation.
Discipline Data Aeries	In 2019-2020 from August to March, there were 161 referrals given. In 2021-2022 there were 101 office referrals given. In the 2022-2023 school year, there were 160 office referrals given. In the 2023-2024	Through PBIS at Ernie Pyle, we will teach the students appropriate ways to communicate with others and reduce the percentage of repeat office referrals given to students. It is our desire to teach and reteach desired

	school year, there were 244 office referrals given. From August to October in the 24-25 school year there have been 17 office discipline referrals given.	behaviors and expectations through PBIS and restorative practices.
Panorama Data	Social Awareness is at 68% for students in grades 3-5 on the fall Panorama survey and was the largest increase of 6% for this age group. Teacher and student relationships are at 77% and this is the largest decrease of 3% by this age span. The greatest increase on the fall 2024 Panorama data was Growth Mindset with a 9% increase putting the students at 58%. The greatest decrease was 7% is Social Awareness at a total of 58%	Social Awareness at the end of the year will grow by 2% to 70% and teacher to student relationships will increase by 2% to 79% for the grade 3-5 grade span. The students in grade 6 on the spring Panorama survey will continue the upward trend in Growth Mindset to 58%. Counselors will be offering class lessons, individual sessions, and small groups for specific skills.
A2A Attendance Data	In the 21-22 school year, Ernie Pyle had 33% Chronic Absenteeism. In the 22-23 school year this number decreased by 5% and was 28%. In the 23-24 school year this number decreased by 8% and was 20%. This school year from August 2024 to October 2024 ,this number decreased by 2% an it was 18%.	Ernie Pyle will enact creative and exciting ways to encourage student daily attendance. ETMLA and the district band, chorus, and ensemble are musical programs that are exciting for students and increase attendance. Assemblies and reward parties such as the no-tardy party and classroom projects create situations where students are excited about being at school. Through these activities along with parent meetings, messages, and phone calls when students have absence events Ernie Pyle will communicate the importance of daily school attendance and reduce the chronic attendance rate by 3% or more this school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Attendance Awareness and Improvement- The California Dashboard shows that all student groups fell within the Very High category for Chronic Absenteeism. In the 21-22 school year Ernie Pyle had 33% Chronic Absenteeism. In the 22-23 school year this number decreased by 5% and was 28%. In order to address this the staff will make phone calls to relay important attendance information to parents. Attendance meetings will be held in person for those students who continue to have attendance events. Rewards will be offered to students for on time attendance through the "No Tardy Party" and the "Communication Celebration" for communicating absences to the office. Ernie Pyle will use a QR code and Google Form to assist with making it easier to report	All Students	

	attendance absence events to the school. This will be posted on the home page of the website and frequently sent to families through messaging systems in place.		
1.2	Professional Learning Communities Teachers will meet regularly in PLCs to review and evaluate assessment results plan effectively using the PLC template and essential standards and focus on instructional practices in order to meet the needs of all students including English learners by designing appropriate lessons and aligning instruction with content standards. All students will be served by teachers utilizing School City, Ellevation, TOMS, and NWEA to examine student data and assessment results. Student work samples will be reviewed and analyzed with regard to meeting grade-level standards. Individual and subgroup progress toward proficiency will be determined through data analysis. Instruction will be aligned to standards. Grade-level pacing calendars and common assessments will be used by all teachers. Differentiated instruction and needed intervention services and programs implemented will be aligned to standards. Differentiated strategies across all subject areas will be implemented using all district initiatives and integrated ELD. Grade-level teams will collaborate on ELA, ELD, and math instructional planning. Teachers will meet as needed to review assessment data and student work samples and plan instruction. Teachers will share best practices as evidenced by assessment results. Teachers will continually review and align instruction with content standards at PLCs by reviewing and evaluating student work samples to ensure students are meeting or making satisfactory progress toward mastery of standards. Student work samples will be reviewed and analyzed in regard to students meeting grade-level standards. Individual and subgroup progress toward proficiency will be determined through the data analysis. Research-based strategies and programs will be studied to determine those that will result in academic improvement for students with achievement gaps. Instruction will be aligned to standards. Grade-level pacing calendars and common assessments will be used by all teachers. Teachers will share best practices as evidenced by assessment results. Staff will continually use and implement the backward planning model to guide instructional practices along with formative and summative assessment data to guide students toward standard mastery. Administrators will meet to conduct observations and provide feedback and data to inform ongoing monitoring of district initiatives and progress toward all students attaining grade-level standards.	All Students	
1.3	GATE	GATE Students in grades 3-6	1000 Concentration Grant

	Classroom teachers will utilize state, district, and local assessments to continually monitor student progress, using school assessment data to generate class, subgroup, and individual student reports for review and data analysis. Specific testing will be conducted to identify GATE and high achieving students. Opportunities for GATE students to extend their learning will be made available.		5800: Professional/Consulting Services And Operating Expenditures Admission for GATE Extended Learning Opportunities 1000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities for GATE students - Transportation
1.4	ETMLA A fully trained Music teacher will work with each class in grades TK-4 on a weekly basis to instruct Ernie Pyle students in a sequential, comprehensive music program based on common core standards and CA VAPA standards. The music program will incorporate other core subjects with music and increase student engagement in order to improve student attendance and achievement in core academic subjects. Teachers will collaborate in order to connect music education to content standards taught in the class. Professional development is also available on an as-needed basis.	Students in TK- 4th grade	28528 Title I 5800: Professional/Consulting Services And Operating Expenditures Education Through Music LA teacher 20988 Title I 4000-4999: Books And Supplies Materials and supplies for ETMLA class time
1.5	Ernie Pyle will maintain the staff workroom and custodial equipment, purchase new equipment, and purchase supplies in order to keep the school in good repair and quickly address site needs. Equipment and technology components will be purchased and maintained to improve instruction and increase access to the core curriculum. The campus will be equipped with signage and postings to support SEL. Our district has installed security cameras, which have greatly reduced the off-hours vandalism and graffiti that inundated our campus. Students feel safer arriving at a clean campus without signs of vandalism and gangs. Classrooms and offices will be neat, orderly, and clean, with updated furniture. Staff members will be available for students to access for different needs, health assistants, health office supplies, office staff, supervision, and referrals for other services will be provided.	All Students	19000 Concentration Grant 6000-6999: Capital Outlay Workroom Equipment to support student learning and increase student engagement 33674 Supplemental (EL) Grant 4000-4999: Books And Supplies Materials & supplies for ELA, Math, and RTI to increase student engagement 100 SISS 5000-5999: Services And Other Operating Expenditures Mileage Reimbursement 1581 SISS 4000-4999: Books And Supplies Custodial Operation Supplies 8338 Title I 4000-4999: Books And Supplies Technology needs/lightspeeds 1710 SISS

			4000-4999: Books And Supplies Health office supplies to support student needs 8678 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Additional student support for RTI intervention.
1.6	Staff will implement social-emotional learning opportunities for students through SEL curriculum, Restorative Practice circles, and school-wide implementation of PBIS to create a positive and safe school culture to support academic success. PBIS ensures all students are taught the same behavior expectations in classrooms, on the playground, and in common areas. The counselor and other staff members will meet with individuals and small groups of students who are struggling with class structure, anger management issues, establishing friendships, and behaving appropriately. Restorative practices are used by staff members to promote a positive school culture and build community within the classroom. SEL curriculum will be used to support students' social-emotional needs and teach strategies that will support student academic success. School-wide assemblies will take place on a variety of topics to support PBIS implementation, district priorities, and student engagement. Nutrition education and information on living healthy lifestyles will be emphasized through research and hands-on activities offered to students. Attendance will be monitored and rewarded and students will be offered meetings to determine how to best support positive attendance and participation in learning. Additional staff will be made available at recess time to provide additional adults to assist students with making positive decisions and following school-wide expectations. Rewards will be offered in accordance with the school PBIS focus PAWS: Be PROACTIVE, ACT responsibly and respectfully, make WISE choices, and be SAFE. The school PBIS PAWS student store will be stocked with items to support PBIS implementation. The Ernie Pyle Wellness Center will provide a space with resources for students to practice SEL strategies so that students will be better able to focus on academics and master state standards. Calming corners will be added for additional SEL support in the classroom. Students recite the mantra, We are the students of Ernie Pyle we choose to have a brilliant day by following PAWS. We are PAWSitive Panthers, our choices determine our success. The Behavior Assistant will provide school-wide supplemental support, focusing on promoting positive behaviors and enhancing the overall learning environment. This role support classroom management, offer targeted interventions, and help	All Students	13660 Concentration Grant 5000-5999: Services And Other Operating Expenditures PBIS Resources. PBIS window Clings 8915 Concentration Grant 4000-4999: Books And Supplies PBIS supports on campus including buddy benches and sound system upgrades 10044 Concentration Grant 4000-4999: Books And Supplies Calming Corners and supplies to support students in the classroom 14112 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures PBIS/ SEL School Assemblies 62204 Concentration Grant 2000-2999: Classified Personnel Salaries Behavior Assistant site Funded - Supplemental Support

	foster a safe and inclusive atmosphere for all students.		
1.7	MTSS/ SST Ernie Pyle will utilize school-wide plans and district assessments with built-in time for teachers to meet in order to support student success. Teachers will evaluate assessment data for all students to determine the support needed for struggling learners. This support will be re-evaluated at ongoing time intervals as some students excel and others struggle. Students included in interventions may change based on changing data, therefore all students will benefit from having this process in place. All student scores will be reviewed to determine shifts in who receives additional targeted support for specific skills. All students benefit from having common assessments, progress monitoring, and intervention support available at the school site. Student Study Teams will meet to support identified students' needs and develop plans for growth and student success. Classrooms will have all the necessary materials, books, and supplies needed to effectively teach the standards and improve student learning.	All Students	6181 Concentration Grant 1000-1999: Certificated Personnel Salaries SST Chair overseeing the AIPs to monitor academic improvement
1.8	Library Media-Assistant provides library services to students. Students have the opportunity to check out independent reading books to increase their literacy skills.	All Students	1158 SISS 2000-2999: Classified Personnel Salaries Classified salary for librarian and health assistant
1.9	The school will participate in the implementation of the district selected programs and activities that result in a safe and drug and tobacco-free campus. The school participates in Red Ribbon Week conducting a variety of activities focused on encouraging students to choose to remain drug-free for life.	All Students	
1.10	The guidance staff will design class presentations to address teacher concerns regarding whole-class student interactions and behaviors. Social-emotional learning lessons focus on classroom survival skills, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress. The counselor will provide demo lessons in classrooms for social skills and bullying prevention. Some classrooms practice mindfulness to center students throughout the day. Counselor designs lessons and activities with an anti-bully focus. The guidance staff encourages all students to not bully others, not be bystanders, and politely stand up against bullies. Students will be taught to reflect on behaviors and think through PAWSitive solutions to problems that may arise. Additional PBIS reward opportunities will be offered to increase knowledge of and excitement for following school-wide behavioral expectations.	All Students	

	Topics for additional lessons are determined through collaboration between the classroom teacher and the counseling team to ensure that students' needs are being addressed. All classroom teachers will have the opportunity to sign up for these presentations. SEL presentations or technology to assist with ensuring that student needs are being met will be made available as needed to address the changing climate of the campus.		
1.11	As part of our Prop 28 initiative, we are excited to develop a theater program that will align closely with our ELA goals. The goal is to integrate the theater program into ELA instruction to enhance student engagement, comprehension, and creative expression. Through activities such as scriptwriting, character analysis, and performance, students will deepen their understanding of narrative structure, vocabulary, and critical thinking skills—key areas in our ELA curriculum.	All Students	62422 Prop 28 1000-1999: Certificated Personnel Salaries Theater Teacher 1754 Prop 28 4000-4999: Books And Supplies Materials & supplies for ELA Theater Integration
1.12			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal One underscores the importance of fostering a healthy, safe, and secure environment that promotes collaborative learning for both students and staff. To assess progress toward this objective, we utilize key metrics, including the California Healthy Kids Survey and discipline data, which inform our strategies and guide implementation efforts. At Ernie Pyle, we address this goal through targeted initiatives, including professional development opportunities and Professional Learning Communities (PLC) focused on student success across intervention, instructional, and Gifted and Talented Education (GATE) levels.

Strategy 1: Attendance Awareness
A primary focus within our strategic framework is improving attendance. Through initiatives such as No Tardy Parties, Communication Celebrations, reporting links and QR codes, phone calls, ClassDojo messages, and other communication tools, we have seen measurable improvements in attendance rates. Last year, we successfully reduced chronic absenteeism by 12%, bringing the rate down to 16%. As of the end of March our chronic absenteeism rate has further decreased to 14%. Severe Chronic is at 4% a 3% decreased from last school year.

Strategy 2: Professional Learning Communities
Another key component of our approach is fostering a strong Professional Learning Community (PLC). Ernie Pyle staff collaborate regularly in PLC teams to analyze student data and develop targeted intervention, enrichment, and instructional strategies. To support this initiative, teachers have access to a wide range of professional development opportunities, including training sessions and video resources covering topics such as collective efficacy, deepening student connections, strategic classroom discussions, Thinking Maps, and the effective use of Wonders Curriculum.

Ernie Pyle educators actively collaborate in Professional Learning Community (PLC) meetings to analyze student achievement data and develop strategies for improvement. Teachers engage in joint lesson planning, provide before- and after-school tutoring, and offer additional support during recess and lunch periods to address student needs. Assessments are utilized to identify areas of strength and weakness, enabling teams to determine appropriate interventions to enhance student success. Student Support Team (SST) meetings are held throughout the year to address the needs of students requiring additional support. These meetings have led to targeted intervention opportunities or, in some cases, recommendations for further assessment.

GATE Enrichment (Strategy/Activity 3): To support gifted and talented students, Ernie Pyle provides after-school enrichment programs on campus.

Music Education (Strategy/Activity 4)
The Education Through Music Los Angeles program is offered to all students in grades TK-4, providing them with engaging opportunities for creative expression. Research highlights the positive impact of arts education, with students who participate being more likely to graduate, pursue higher education, and receive academic recognition (Vinnard, 2021). Music Education and its Crucial Role in Closing the Achievement Gap. Collegial Exchange, 88-2, 11–13.

Campus Maintenance and Equipment (Strategy/Activity 5): Funding allocations ensure that essential campus equipment remains in good repair to support instructional activities, school operations, and custodial needs.

Social-Emotional Learning (Strategy/Activity 6)
Recognizing the importance of social-emotional learning (SEL), staff members have worked to create calming corners in classrooms. Monthly SEL lessons, as well as additional support on an as-needed basis, have been provided. Recess activities have incorporated Positive Behavioral Interventions and Supports (PBIS) expectations to foster positive interactions.Teachers utilize the Second Step curriculum for SEL instruction, while Restorative Circles are implemented to build trust and empathy within the school community. School-wide PBIS strategies and lessons reinforce behavioral expectations and encourage respectful, responsible actions among students.

According to the 2024-25 California Healthy Kids Survey, 74% of fifth-grade students reported that teachers and staff care about them most or all of the time. Additionally, 71% of these students reported yes most or all of the time that the school teaches students to care about each other and treat each other with respect. Notably, 66% of students reported feeling part of the school most or all of the time, 18% reported "some of the time" and with 4% responding "no, never." This data reflects the effectiveness of PBIS initiatives in fostering a welcoming and inclusive school climate. Our school focus on PBIS and our school-wide PAWS expectations have assisted in ensuring that students feel welcome and a part of the school.

Behavioral Support and PBIS Implementation: Ernie Pyle continues to reinforce the PBIS philosophy, emphasizing that "Our Choices Determine Our Success." Behavioral data indicates an increase in office referrals from prior years: 2019-20: 161 referrals (August – March), 2020-21: 101 referrals (during hybrid/remote learning), 2022-23: 160 referrals, 2023-24: 244 referrals. In response to this trend, the PBIS team has strengthened efforts to clarify behavioral expectations and support students in developing respectful and responsible behaviors. Encouragingly, from August 2024 to March 2025, 119 referrals were recorded, a significant reduction from 244 in the same period last year—a decrease of 125 referrals. The continued implementation of PBIS PAWS has played a crucial role in improving student behavior. Additionally, YMCA and Think Together staff have been trained in PBIS strategies to ensure consistency across school programs.

Student Support and Multi-Tiered Systems of Support (MTSS) (Strategy/Activity 7): The Student Success Team (SST) and Multi-Tiered Systems of Support (MTSS) teams meet regularly to assess and align interventions that best support student learning and development. Collaboration among staff ensures that resources are effectively allocated to meet diverse student needs.

Literacy and Library Resources (Strategy/Activity 8): To enhance literacy development, Ernie Pyle continues to invest in expanding its library collection. Increased access to books has significantly supported students' reading proficiency and engagement with literature.

Parent advisory committees meet regularly to review and approve critical school documents, including the School Safety Plan, SPSA, and Parent Involvement Policy. Their input is integral to shaping school-wide initiatives.

Substance Abuse Prevention (Strategy/Activity 9): Ernie Pyle remains committed to maintaining a drug- and tobacco-free campus. This year, the school actively participated in Red Ribbon Week, featuring activities such as poster-making, scavenger hunts, and student-led discussions on living a substance-free lifestyle. These efforts reinforce the importance of making healthy choices.

Social-Emotional Counseling and Behavior Support (Strategy/Activity 10): To further support student well-being, Ernie Pyle employs a full-time counselor and a full-time behavior assistant who provide targeted interventions and social-emotional support. When students have access to trusted adults, they are more likely to successfully navigate challenges and remain engaged in their learning.

This year, the school counselor conducted classroom presentations addressing common behavioral and social concerns, such as: Conflict resolution, Friendship-building skills, Managing emotions and stress, Alternatives to aggression. Additionally, specific SEL lessons were developed to support students with disabilities, ensuring that they receive tailored instruction that meets their unique needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At this time we have finished the purchasing process for calm down corners for all classrooms, additional GATE enrichment opportunities, some of the planned assemblies for social emotional growth, and books to update classroom and school libraries. We hope to have these expenditure plans met before the close of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continuation and refinement of strategies listed in goal one will continue to support the implementation of the PBIS and the social-emotional needs of the Ernie Pyle community. We are currently expanding the current library space for students so that they have additional space to enjoy books and books from which to choose when checking out for reading enjoyment and improving literacy. In addition, through a combination of academic support, social-emotional learning, and behavioral interventions, Ernie Pyle continues to foster a positive and inclusive environment. The implementation of PBIS, MTSS, and targeted intervention strategies has contributed to improved student outcomes, reinforcing the school's commitment to student success and well-being.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA and Mathematics
Ernie Pyle will provide high-quality instruction and learning opportunities preparing every student to increase their performance in Math and ELA as measured by state and local assessments to prepare them for a successful future.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA: Students will continue to increase their abilities in reading, writing, speaking, listening and research, and inquiry skills. Teachers will provide quality Tier I ELA instruction and strategically integrate interventions and supports for struggling learners.

Math: Students will continue making progress in the areas of fluency, reasoning, and problem-solving. Students will practice decomposing complex problems and using strategies and tools to help them solve challenging multi-step problems. Students will use procedural, conceptual, and relational math daily. Teachers will provide quality Tier I Math instruction and strategically integrate interventions and supports for struggling learners.

ELD: Ernie Pyle will provide high-quality instruction and learning opportunities for English learners ensuring that they acquire full proficiency in English as rapidly and effectively as possible while attaining parity with native speakers of English. All limited-English-proficient students will become proficient in English and reach high academic standards. English learners will continue making progress in the areas of listening, speaking, reading and writing by engaging in Accountable Talk to help them use coherent complete sentences when asking or answering questions. Furthermore, EL students will use Thinking Maps to help them in speaking off the map and writing while responding to a prompt or a challenging text. Students will be taught to use strategies when responding to questions. Teachers will provide language frames to assist students in speaking and responding while using the English Language. EL students will have high-quality instruction with SDAIE strategies to ensure their acquisition of the English language. The English Learner student population of Ernie Pyle for the 24-25 school year is 14%, English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

School NWEA assessment results, ELPAC Testing, SBAC testing, classroom tests, exit tickets, formative assessments and interims will be used to guide our data-driven instruction.	NWEA: Ernie Pyle NWEA Fall 2024 Math scores: Students who scored in the 80th percentile or higher for the fall Math administration were: Grade K: 34%, 1st 15%, 2nd 19%, 3rd 15%, 4th 5%, 5th 19%, 6th 4% Students who scored in the 20th percentile or lower for the fall 2024 Math administration were: Grade K: 20%, 1st 26%, 2nd 35%, 3rd 9%, 4th 24%, 5th 18%, 6th 20% Ernie Pyle NWEA Fall 2024 Reading scores: Students who scored in the 80th percentile or higher for the fall reading administration were: Grade K: 17%, 1st 11%, 2nd 16%, 3rd 2%, 4th 15%, 5th 26%, 6th 8% Students who scored in the 20th percentile or lower for the fall 2024 Reading administration were: Grade K: 5%, 1st 28%, 2nd 21%, 3rd 21%, 4th 31%, 5th 20%, 6th 28% NEWA Fluency 2024 Exceeds and Meets Expectations 24% Approaching Expectations: 38% Below Expectations: 13% No Expectations: 25% NEWA Fluency 2023 Exceeds and Meets Expectations 33% Approaching Expectations: 24% Below Expectations: 9% No Expectations: 34% ELPAC: Ernie Pyle currently has 49 English Learners enrolled, with 6 Reclassified English Proficient Students being monitored. According to Fall 2024 data in Ellevation: 18% of students are at level 4, 29% of students are at level 3, 22% of students are at level 2, 31% of students are at level 1. SBAC ELA On the 2023-2024 SBAC assessment Ernie Pyle students scored in the following ranges.	NWEA: In both reading and math, Students scoring in the under 21st percentile and the 21-40 percentile will decrease by 3% of the population while students scoring over the 41st percentile will increase by 3 percent of the population. Overall, this school year our students did much better at the NWEA Fluency - Below Expectations and No Expectations and less students being at this level from 43% to 38%. Moving forward to the Approaching Expectations. We will decrease 3% on this level and increase 3% under Exceeds and Meets Expectations. All students will increase in knowledge and RIT scores as they grow in understanding of the state standards. ELPAC: A year from now Ernie Pyle will be able to reclassify 3% of the current students who are English Learners. All students will make progress toward reclassification and increase scores on the ELPAC test. SBAC All students will increase within their band or increase to the next band in the spring administration of the SBAC assessment in both ELA and Math. The percentage of students in the not met band will decrease by 3% and the students in the met, nearly met, or exceeded will increase by 3%.

	Standard Exceeded: Grade 3 - 1 6%, Grade 4 - 33%, Grade 5 - 10%, Grade 6 - 7% Standard Met: Grade 3 - 20%, Grade 4 - 11%, Grade 5 - 25%, Grade 6 - 24% Standard Nearly Met: Grade 3 - 24%, Grade 4- 22%, Grade 5-23%, Grade 6-39% Standard Not Met: Grade 3 - 41%, Grade 4-33%, Grade 5-42%, Grade 6-31% SBAC MATH On the 2023-2024 SBAC assessment Ernie Pyle students scored in the following ranges. Standard Exceeded: Grade 3 - 21%, Grade 4 - 22%, Grade 5 - 10%, Grade 6 - 8% Standard Met: Grade 3 - 17%, Grade 4 - 36%, Grade 5 - 10%, Grade 6 - 12% Standard Nearly Met: Grade 3 - 29%, Grade 4 - 11%, Grade 5 - 33%, Grade 6 - 37% Standard Not Met: Grade 3 - 33%, Grade 4 - 31%, Grade 5 - 46%, Grade 6 - 42%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Before, during, or after-school classes in different disciplines will be offered by staff to support student learning. ELA: Students will improve in phonemic awareness, fluency, developmental word study, and comprehension. Math: Students will learn and understand math vocabulary in order to reason and solve operations involving multi-step procedures. Students will engage in rigorous instruction and work by using strategies and tools as well as necessary manipulatives to help their conceptual development and reasoning skills. ELD: English learners will progress toward attaining English proficiency and increase their	All students have access to highly qualified teachers and intervention programs on campus. Targeted students in grades TK-6 will be selected to receive additional support based on data collected.	4047 Title I 1000-1999: Certificated Personnel Salaries Teacher Salary Extra Duty 13884 Title I 2000-2999: Classified Personnel Salaries Instructional Aide Extra Duty 33171 Title I 2000-2999: Classified Personnel Salaries Instructional Aide Salary 1620

	ability to attain meeting grade-level standards English learners will be assigned to an appropriate instructional setting based on their English fluency levels. Progress will be monitored through various assessment instruments, including school, district, and state assessments. The progress of reclassified students will be monitored to ensure appropriate instructional growth and to determine any needs for academic support services. In addition, fidelity with daily 30 minutes of ELD classroom instruction. Teachers will share and discuss assessment results to evaluate the implementation of new strategies and programs. Instructional Assistants will aid struggling learners. All students will have equitable access to all programs, classrooms, and services as required by law. Students will complete Exit Tickets to provide data for teachers to help in determining the need and pace of reteaching concepts and skills necessary for mastery of the standards. Students will use Thinking Maps to help them in speaking off the map and in writing while responding to a prompt or a challenging text. Materials and supplies will be purchased to support student learning. Students will receive core and categorical program services that meet their assessed needs. Students not meeting grade-level standards will be provided with intervention services to close achievement gaps. Teachers will review the assessment results of individual students to provide interventions and to determine specific content standards not mastered. Supplementary services provided to students will: 1) be based on scientifically-based instructional strategies and methods, 2) strengthen the core academic program, 3) provide extended learning time, and 4) provide high-quality access to the curriculum. Teachers and Instructional Assistants will utilize standards-based supplementary programs and materials that address the specific needs of individual students not meeting standards (including English learners, homeless students, foster youth, and other subgroups). These include culturally sensitive activities and services, differentiated instruction, individual or small group instruction with the teacher or instructional aide, supplementary instructional software programs and hardware to access the programs will target areas that need to be strengthened, and Intervention services. IA's will assist in providing remediation. ASES staff members (THINK Together) will provide standards-based assistance in the homework centers and instructional programs of the after-school program. Office staff will be available to support additional student learning opportunities, contact parents and follow up on registration and attendance of before and after school tutoring and summer learning opportunities.		Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Leadership support to improve learning opportunities for students 4997 SISS 2000-2999: Classified Personnel Salaries Clerical Support for students additional learning opportunities 33674 Supplemental (EL) Grant 4000-4999: Books And Supplies Supplimental Materials and supplies 34197 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries Instructional Aide Salary Daily

2.2	Classroom and school libraries will be kept current to introduce literature and provide supplementary literary opportunities to students. Supplemental computer accessories such as headphones will be made available for students to access additional reading platforms offered.	All Students	16500 Title I 4000-4999: Books And Supplies Supplemental reading
2.3	English learners will receive a program of instruction in ELD with daily lessons to assist them in developing proficiency in English as rapidly as possible. Designated ELD lessons will be based on ELD standards to build speaking, listening, reading, and writing skills. Teachers will utilize the district-adopted texts and supplementary materials including computer programs. These opportunities will be integrated into their weekly routine as supplementary programs. English Learners will be given the opportunity to check out a Chromebook to take home for extended learning. Integrated ELD will be used throughout the day in core content areas to make certain English learners can access the core curriculum. Strategies will include partner sharing, using academic vocabulary, sentence frames, conversation starters, and TPR. Additional learning opportunities will be made available to English learners to support mastery of standards and progress toward English language proficiency. Initial and annual ELPAC scores and levels in all domains, district assessments, and site curriculum-based assessments). Supplementary programs will be used to build academic vocabulary with English learners. Teachers will conduct data chats with English Learners and involve ELs in goal setting. The EL program will provide thirty minutes of small group instruction, in addition to their integrated ELD. Student's progress will be monitored and students will be moved into higher levels of instruction based on achievement.	English Learners	
2.4	District Initiatives and Site Goals Students will use Accountable Talk, Thinking Maps, speaking in coherent complete sentences when asking or answering questions, and RACE (Restate the Question, Answer the Question, Cite Text Evidence, Explain the Text Evidence) to demonstrate their knowledge. Materials and supplies will be available for students during Tier 1 instruction. Teachers will use Multimedia Technology, pictures, and scaffolds as deemed necessary for student understanding. Workroom supplies will be kept in working order to create materials for use in the classroom and on campus to support site goals and district initiatives.	All Students	
2.5	Students at Ernie Pyle will take part in leadership opportunities provided to them by classroom jobs, group projects, and through the Panther Pride Club such as leading flag salute ceremonies and assemblies and determining good causes to support. Hands-on learning activities will be	All Students	19522 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures

	offered to solidify concepts taught in the classroom. Students need to be critical thinkers, skilled readers, effective writers, and problem-solvers in order to graduate from high school. Students will gain the knowledge, skills, and values to be promoted from elementary school and continue on to graduate from high school and become productive citizens in the 21st century. Students will participate in hands-on activities to support their interest in future careers. Grade-level groups of students based on topic and ability level will take part in additional STEAM and engineering opportunities.		Additional learning opportunities 5000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Transportation for additional learning opportunities 3252 Concentration Grant 1000-1999: Certificated Personnel Salaries Teacher Sal. for STEAM classes 10000 Concentration Grant 5000-5999: Services And Other Operating Expenditures STEAM Assemblies
2.6	The school will commit to continuing to update technology as needed and provide devices for use at school and at home for instruction and for the practice of skills. Technology devices will be kept up to date and in working order in order to provide 2:1 available technology for students so that they have access in the classroom and at home to curriculum and supplemental programs to close the achievement gap for struggling learners. Classrooms on campus used for before or after school intervention will be equipped with updated technology to provide additional learning opportunities and support for struggling learners in order to close the achievement gap. In order to supplement Tier I instruction in the classroom for underperforming students technology will be kept current in classrooms. Technology equipment and supplies supplement instruction and provide additional support for students to perform with like peers by increasing student engagement. Technology implementation improves instructional pacing and in turn improves academic achievement. This technology will reduce learning gaps for struggling learners by increasing students' time on task in the classroom.	All Students	2000 Supplemental (EL) Grant 5800: Professional/Consulting Services And Operating Expenditures Technology to support instruction
2.7	Professional Development is offered for teachers and other staff members to improve Tier I instruction and meet the needs of diverse and struggling learners on campus. Teachers will participate in ongoing PD opportunities to improve learning opportunities for students. Teachers will improve the quality of Tier I instruction through professional development and effective planning. Teachers will implement effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and	All Students	22500 Supplemental (EL) Grant 1000-1999: Certificated Personnel Salaries Substitute for teachers in PD & PLC 4000 Supplemental (EL) Grant 5800: Professional/Consulting Services And Operating Expenditures Viewboard Training PD

	aligned with the school goals and district initiatives. Staff development opportunities in the subject areas taught including integrating the use of technology through the implementation of computer-based and standards-based programs will be offered. Teachers will participate in ongoing PD opportunities in order to better serve their students. Intervention teachers will provide support for teachers and students including English learners by modeling/coaching best practices for instruction and designated and integrated ELD.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2: High-Quality Instruction and Learning Opportunities in ELA and Math:
At Ernie Pyle Elementary, our commitment to high-quality instruction ensures that all students receive the support necessary to achieve academic success. The following strategies and activities have been implemented to enhance student learning in English Language Arts (ELA) and Mathematics. Targeted Instruction and Student Support (Strategy/Activity 1): To strengthen core instruction and address student learning needs, Ernie Pyle benefits from the expertise of two dedicated intervention teachers specializing in ELA and Math. These educators provide Tier 1 instructional support, delivering targeted small-group interventions both within the classroom setting and through Response to Intervention (RTI) sessions. Students also have access to before- and after-school tutoring opportunities tailored to their specific academic needs. This year's offerings include: Math open-door morning tutoring, Fast Forward after-school tutoring, One-on-one teacher support before school, during recess/lunch, and after school, Reading assistance programs, and Homework support through Think Together

Additionally, this year we have two dedicated teachers on special assignments who support classroom learning by providing opportunities for small-group instruction in targeted specific areas for both intervention and acceleration student needs. Students in these programs are provided with support such as a double dose of systematic phonics instruction (word Study) and targeted instruction in areas for growth in math and reading. Test data, classroom assessments, and teacher recommendations help to identify students for this opportunity to have a second dose of focused academic instruction.

Student Performance Data Analysis: A review of student achievement based on NWEA assessment data from Fall to Winter 2024 indicates:

Mathematics: 53% of students demonstrated growth, with achievement increasing from 43% to 46%. However, only 35% of students scored in the top two bands, while 44% remained in the bottom two bands.

Reading: 39% of students demonstrated growth, with achievement remaining stable at 42%. Similarly, 30% of students scored in the top two bands, while 49% were in the bottom two bands.

For Fall 2024 performance, 34% of students achieved scores in the green and blue bands (61st-80th percentiles) in Math, while 31% of students achieved this range in Reading. These results reinforce the need for continued intervention efforts to improve academic outcomes.

Enhancing Literacy Through Library Resources (Strategy/Activity 2)
To promote literacy and foster a love for reading, Ernie Pyle has made substantial investments in updating classroom and school libraries. The addition of new and diverse literary resources ensures that students have access to engaging, high-quality books aligned with their interests and reading levels.

English Learner Support and Reclassification (Strategy/Activity 3): This year, one students successfully reclassified from the English Learner (EL) program. A comparison of 2023 and 2024 ELPAC scores shows: 47% of students scored at Levels 3 and 4 in 2024, down slightly from 51% in 2023. 22% of students remained at Level 2 in both years. The percentage of students at Level 1 increased from 27% in 2023 to 31% in 2024. Additionally, Ernie Pyle has welcomed newcomer students with limited English proficiency. To support their transition and language acquisition, the school has integrated Rosetta Stone and Fast Forward, both of which provide structured language development programs. English Learners also receive 30 minutes of dedicated daily English Language Development (ELD) instruction to reinforce foundational literacy skills.

District Initiatives and Academic Support Programs (Strategy/Activity 4)
Ernie Pyle continues to align instructional practices with district initiatives, encouraging students to utilize accountable talk strategies and Thinking Maps to enhance comprehension and critical thinking. The school has made significant progress under the Every Student Succeeds Act (ESSA) guidelines. Although Ernie Pyle is no longer designated as an Additional Targeted Support and Improvement (ATSI) school, targeted support for students with disabilities (SWD) remains a priority. Programs supporting academic growth and intervention include: Systematic Word Study (phonics program), Fast Forward (reading intervention), ST Math (math enrichment program), Paper Tutoring (on-demand academic assistance for all students). Data indicates that students who consistently engage with these programs are making steady progress toward grade-level proficiency and mastering state standards. Additional support for students with disabilities (SWD) includes: Counseling lessons, Interventionist-led small-group instruction, Before- and after-school academic support.

Student Leadership Development (Strategy/Activity 5)
Student leadership opportunities continue to thrive at Ernie Pyle with the Panther Leadership Club, fostering confidence and responsibility. Students actively lead their peers in classroom discussions, school-wide assemblies, and leadership activities, further developing their communication and problem-solving skills.

Technology Integration and Access (Strategy/Activity 6)
Ensuring equitable access to technology remains a priority. Ernie Pyle maintains a 2:1 student-to-Chromebook ratio, with devices available for both classroom use and home checkout. Damaged or outdated Chromebooks are promptly replaced to ensure that all students have consistent access to digital learning resources.

Professional Development for Educators (Strategy/Activity 7).
This year, Ernie Pyle teachers have participated in targeted professional development (PD) sessions designed to enhance instructional effectiveness. PD opportunities have included: District-led workshops on Implicit Bias, Ellevation, Wonders and Campus safety training for emergency response preparedness. Additionally, teachers have been encouraged to participate in district-wide training sessions, with compensation provided for their time.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have hired an additional instructional aide to support our first and second-grade students and offer extra hours to support our intervention RTI program and student learning. Students and staff have noted that the additional small-group instruction is beneficial to reducing the achievement gap. Additional funding has been allocated to support educational field trips and STEAM assemblies, including programs such as Imagination Machine, School Yard Rap, and Mad Science, all aimed at enhancing student engagement and promoting academic growth. Strategy 5 focuses on the establishment of a Panther Pride Club, providing additional leadership opportunities for 5th and 6th grade students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Through the implementation of data-driven instructional strategies, targeted interventions, and student-centered learning opportunities, Ernie Pyle Elementary continues to support academic growth in ELA and Math. Investments in technology, literacy, and professional development further enhance student learning experiences, ensuring that all students receive the resources and support they need to succeed. We will continue to analyze available data and strategically refine our instructional practices to enhance academic achievement and provide targeted support to meet students' needs. Additionally, with the implementation of the AVID program for grades 2-6 in the upcoming school year, we anticipate an increase in academic rigor through the integration of AVID strategies, fostering college and career readiness among students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement
Ernie Pyle will increase parent involvement through advisory committees. Open communication will be encouraged through meetings and messaging systems between the school staff and families in order to support student learning. Ernie Pyle will build strong relationships with students, families, and the community to increase targeted parent engagement opportunities build trust and shared responsibility and increase parent involvement at school events. Ernie Pyle will provide opportunities for parents to provide input regarding programs and student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Work with parents to collaborate and determine needs in order to provide at a minimum three parent workshops.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Tracker - Ernie Pyle will work to provide events, meetings, workshops, and other opportunities for parents to be involved at school events.	In the 2024-2025 school year, there were between 18 (January 2024) and 20 (September 2023) parents attending events each month of the school year. The average parent participation rate (parents per 100 students each month) was 80% for the 2024-2024 school year.	Ernie Pyle will increase the parent participation rate by 2% for the 2024-2025 school year to 87% or higher for the average monthly parent participation rate.
Parent Surveys - Title 1 fall - Parents have the opportunity to share their feelings about school and give input on what they need support in each year with the parent title 1 survey.	On the Fall 2024 parent Title 1 survey the results were: 93% of families that took the survey responded with strongly agree and agree that students at Ernie Pyle show their P.A.W.S. through the positive behavioral systems in place at Ernie Pye. 7% Neutral, and 0% of parents disagreed and 0% strongly disagreed. 98% of families responded that Ernie Pyle effectively communicates with them and includes them in their child's education. 0% responded with Neutral, 2% disagree with the	By the end of the 24-25 school year at least 89% of Ernie Pyle families will report that students use their PAWS as part of the positive behavioral system at Ernie Pyle. Because Ernie Pyle has a dedicated CSW, Blackboard communication system, social media, and teacher messaging platforms the percentage of families who feel that Ernie Pyle effectively communicates with them and includes them in their child's education will rise 1.2% to 95% in the 2024-2025 school year.

	statement and 0% strongly disagree with the statement.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide workshops with supplies needed and refreshments for parents based on data received in surveys and from meetings for topics and information needed in the community. Open communication with parents though ParentSquare, ClassDojo, Webpage and Marquee to keep parents informed of current events.	All Students	1500 SISS 4000-4999: Books And Supplies Event Supplies 810 Title I 1000-1999: Certificated Personnel Salaries Parent Workshop 4000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Upgrade Marquee and repairs 7168 Title I 5800: Professional/Consulting Services And Operating Expenditures Disciplina Positiva Parent Workshop 1000 SISS 5700-5799: Transfers Of Direct Costs BUSD Food Services
3.2	Provide translation services for phone calls to and parent meetings with Spanish-speaking parents. The guidance team and school staff members in concert with district partnerships will support this population by providing community resources, such as health insurance, vision services, counseling services, tutoring, clothes, shoes, and food. Translators are available for all Spanish-speaking parents during parent conferences, SSTs, 504s, and IEPs. Office staff will work extra hours to ensure that parents have access to all services in a timely manner. IA will support parents with communication and other needs. Materials and supplies will be purchased to support the translation of different languages between families and school personnel at the school site. Materials will be sent out for printing to be distributed to parents to facilitate communication between the school and the home.	All Students	10046 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries CSW parent involvement support 500 SISS 5000-5999: Services And Other Operating Expenditures Printing Services 4594 Supplemental (EL) Grant 2000-2999: Classified Personnel Salaries IA Extra Duty Ex: Parent involvement, childcare, translation
3.3	Student achievement data will be used to drive instruction, develop SPSA goals and objectives,	All Students	

	and monitor the effectiveness of the plan implementation. The SSC, advisory committees, teachers, and administrators will review and disaggregate achievement data. Teachers, administrators, and the SSC will continually review and analyze student academic achievement results as part of the ongoing monitoring process on the effectiveness of the SPSA. Development of the SPSA: Data will be collected from multiple assessments, attendance records, discipline records, parent surveys, staff surveys, observations, etc. Data will be presented to staff, advisory committees, parents, and SSC. Technology will be used to develop charts and graphs to facilitate understanding and analysis. Groups and subgroups with achievement gaps will be determined from the data analysis. Goals, objectives, strategies, action steps, and expenditures will be developed by the SSC for the new SPSA.		
3.4	Conduct meetings to host guest speakers on topics desired, present data, teaching strategies, giving homework tips, and communicating with English learner parents during ELAC.	English Learners	
3.5	The SSC annually discusses, reviews, and approves budget expenditures, school initiatives, and the School Safety Plan. The safety plan is submitted to the District Office for review and approval in consultation with a representative from the Los Angeles County Sheriff's Department. The plan is submitted for review and approval by the Board of Education. Parents will participate on advisory committees, including SSC to provide input on the safety plan as part of the SWP.	All Students	
3.6			
3.7			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Ernie Pyle Elementary School remains committed to fostering strong partnerships with parents and the community to enhance student success. This year, parents have actively participated in key advisory groups, including the School Site Council (SSC), Citizen's Task Force, English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and the Parent-Teacher Association (PTA). Open communication has been maintained through various channels such as live and virtual meetings, the school marquee, ParentSquare,

ClassDojo, flyers, the school website, weekly newsletters, social media, and direct messaging between school staff and families.

To further strengthen these relationships, Ernie Pyle has increased targeted parent engagement opportunities, built trust and shared responsibility, and expanded parent involvement in school events. Parent advisory groups have provided valuable input on programs and student achievement. Additionally, parents have participated in assemblies and family events, which have been well attended.The average parent participation rate has shown a positive trend over the years: 2020-2021: 58.08%, 2021-2022: 74.48%, 2022-2023: 84.1%, 2023-2024: 62.04%, and 2024-2025: 88% (to date). Throughout the year, Ernie Pyle has offered parent workshops, both virtual and in person, as well as PTA-sponsored activities that have been well received by families. Parents have expressed appreciation for the level of communication and the variety of events offered such as: Diciplina Positiva: 16, Parent conference week: 23, Turkey Trot: 64, Winter concert: 272, TK Q & U Wedding: 36.

Strategy/Activity 1: Parent Workshops
Ernie Pyle families have had access to a variety of parent workshops, including: Training on FastForword, a computer-based literacy program, An informational session on Title I school designation and available resources, Presentations from guest speakers offering free community services, such as CalFresh, a workshop on how to access and utilize BUSD's free online tutoring platform, "Paper Tutoring, " a six-week "Disciplina Positiva" parent workshop series, focusing on positive discipline strategies, % week - Parent Engagement Academy two sessions, one in Spanish and the other in English.

Strategy/Activity 2: Translation Services
To ensure accessibility for all families, Ernie Pyle has provided translation services for all parent workshops during the 2024-2025 school year in both English and Spanish. Interpretation services have also been available for parent-teacher conferences, IEP meetings, and 504 plan meetings. Staff members have received training on the use of translation devices, allowing real-time concurrent translation through headsets during presentations.

Strategy/Activity 3: Data Collection and Analysis
The school continues to collect and analyze achievement data, parent surveys, participation records, and feedback to improve engagement strategies and strengthen school-community connections. This data-driven approach supports efforts to close the achievement gap and refine best practices in family engagement.

Strategy/Activity 4: Support for Families of English Learners
Ernie Pyle actively supports the families of English Learners through regular engagement with the Assistant Principal, Community School Worker (CSW), and Counselor, all of whom are available at ELAC meetings to provide information, answer questions, and foster personal connections between staff and families.

Strategy/Activity 5: School Site Council (SSC)
The School Site Council (SSC) meetings are scheduled at the beginning of the school year to help families plan their participation. These meetings serve as a platform to review, discuss, and approve critical school initiatives, budget allocations, and academic goals, ensuring that parents have an active role in shaping the school's direction.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Ernie Pyle Elementary remains committed to building strong home-school partnerships, valuing parent input, and providing meaningful opportunities for engagement to support student success.We continue to plan for opportunities to share important ways that parents can support their students with parents workshop opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ernie Pyle will refine and enhance existing parent engagement efforts by expanding outreach and increasing accessibility to resources. We will continue gathering parent feedback to tailor workshops and support services to better meet their needs. Additionally, we will explore new strategies to strengthen home-school communication and encourage greater participation in student learning activities.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$543,029.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$133,434.00

Subtotal of additional federal funds included for this school: $133,434.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Concentration Grant	$177,890.00
Prop 28	$64,176.00
SISS	$12,546.00
Supplemental (EL) Grant	$154,983.00

Subtotal of state or local funds included for this school: $409,595.00

Total of federal, state, and/or local funds for this school: $543,029.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	177,890.00
Prop 28	64,176.00
SISS	12,546.00
Supplemental (EL) Grant	154,983.00
Title I	133,434.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100,832.00
2000-2999: Classified Personnel Salaries	172,929.00
4000-4999: Books And Supplies	138,678.00
5000-5999: Services And Other Operating Expenditures	28,260.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	82,330.00
6000-6999: Capital Outlay	19,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	9,433.00
2000-2999: Classified Personnel Salaries	Concentration Grant	62,204.00

4000-4999: Books And Supplies	Concentration Grant	18,959.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	27,660.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration Grant	40,634.00
6000-6999: Capital Outlay	Concentration Grant	19,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	62,422.00
4000-4999: Books And Supplies	Prop 28	1,754.00
2000-2999: Classified Personnel Salaries	SISS	6,155.00
4000-4999: Books And Supplies	SISS	4,791.00
5000-5999: Services And Other Operating Expenditures	SISS	600.00
5700-5799: Transfers Of Direct Costs	SISS	1,000.00
1000-1999: Certificated Personnel Salaries	Supplemental (EL) Grant	24,120.00
2000-2999: Classified Personnel Salaries	Supplemental (EL) Grant	57,515.00
4000-4999: Books And Supplies	Supplemental (EL) Grant	67,348.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental (EL) Grant	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	4,857.00
2000-2999: Classified Personnel Salaries	Title I	47,055.00
4000-4999: Books And Supplies	Title I	45,826.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	35,696.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	305,047.00
Goal 2	208,364.00
Goal 3	29,618.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Julia Gavilanes	Principal
Julie Wolff	Classroom Teacher
Allison Bock	Classroom Teacher
Elizabeth Stocks	Classroom Teacher
Gladys Awelewa	Other School Staff
Jessica Diaz	Parent or Community Member
Yesenia Garcia-Contreras	Parent or Community Member
Brian Davis	Parent or Community Member
Chezome Davis	Parent or Community Member
Rachel Young	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 22, 2024.

Attested:

	Principal, Julia Gavilanes on 10-22-24
	SSC Chairperson, Julie Wolff on 10-22-24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

ELAC MEETING

SCHOOL: ERNIE PYLE **DATE:SEPT.25.2024**

	NOMBRE DEL PADRE/PARENT NAME	FIRMA/SIGNATURE	STUDENT'S NAME/NOMBRE DEL ESTUDIANTE
1	Bibiana Coicedo Fernandez		Joseph Beltran
2	Elizabeth Cube		Isaiah Cube
3	Elizabeth gasca		Leila Chocoop
4	Tiffany Lopez		Dylan Lopez
5	Ruben Lopez		DYLAN Lopez
6	María Elena Rodriguez Farías		Axel J. Espinoza R.
7	Damaris Urrea		Nicolás Rubledo
8	Gloria Londono.	Gloria Londono.	Emily Colmenares
9	Gilma Jarmiento Alvarez		Dominick Ramos
10	Gabriela Orozco	Gabriela Orozo	Diland Preza Christopher Preza
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ELAC Meeting

-Agenda-

Date: September 25, 2024
8:45-9:45AM
Ernie Pyle ES
Room # 21

1. Introductions
2. All about ELAC
3. ELAC training
4. Elections (ELAC + DELAC)
5. Presentation: Ms.Arroyo, counselor at Ernie Pyle ES

Junta del comité de ELAC

-Agenda-

Fecha: 25 de septiembre, 2024
8:45-9:45AM
Escuela primaria Ernie Pyle
Salón # 21

1. Introducciones
2. Todo sobre el comité de ELAC
3. Entrenamiento para ser parte de ELAC
4. Elecciones (ELAC + DELAC)
5. Presentación: Sra.Arroyo, consejera de la escuela Ernie Pyle

ELAC Meeting Notes

Wednesday September 25, 2024

Start Time 8:47AM End Time 9:58AM

Ernie Pyle ES

Room # 21

1. **Introductions** (name of participants):
   - Assistant Principal, Ms.Lopez-Hernandez
   - Principal, Ms.Gavilanes, both introduced themselves at the start of the meeting. Also, parents were able to introduce themselves and even shared the name and grade of their son/daughter. In addition, parents naturally began to share if they had ELAC experience or not; included time to encourage further participation.

2. **ELAC Training** began. Parents were either introduced to the role, purpose, and function of ELAC or they were able to review these concepts. See slidedeck for information that was shared.

3. **Voting/Elections:** Parents self-nominated and each parent participant received a ballot and voted. We have voted on a President (she's serving her 2nd year), a vice president, and a secretary.

4. **Presentations**: Ms.Arroyo came by to introduce herself and give some insight into what supports she provides students at Ernie Pyle. In addition, Ms.Mercedes Madrigal from Caring Connections stopped by to introduce herself and tell them of the many ways she can serve as a liaison to outsides services and agencies.

5. **Parent comments/Public Comments**:
   Parents shared the need to stay connected and come to ELAC in order to have these opportunities available to them as a parent group. Parents also shared that they want to receive ELAC invitations one or two weeks ahead of the meetings. Perhaps even in a voice message. The Assistant Principal will look into that and make adjustments for the next meeting.

Notes Taken By : Ms.Lopez-Hernandez (role) Assistant Principal

NEXT MEETING DATE : October 23, 2024 ***Time 8:45AM***

Apuntes/Minutos de la junta ELAC

25 de septiembre, 2024

Hora que comenzó **8:47AM** Hora que terminó **9:58AM**

Ernie Pyle ES

salón # 21

1. **Presentaciones** (nombre de los participantes)**:**

- Subdirectora, Sra. López-Hernández y la directora, la Sra. Gavilanes, se presentaron al comienzo de la reunión. Además, los padres pudieron presentarse e incluso pudieron compartir el nombre y grado de su hijo/a. Además, los padres naturalmente comenzaron a compartir si tenían experiencia en ELAC o no; incluso hubo tiempo que los padres pudieron pedir que haya más participación en las próximas juntas.

2. **Entrenamiento de lo que es ELAC:**

Comenzó la capacitación ELAC. A los padres se les presentó el papel/rol, el propósito y la función de ELAC y pudieron revisar estos conceptos. Consulte la presentación de diapositivas para obtener información compartida.

3. **Votación/Elecciones:** Los padres se autonominaron y cada padre participante recibió una boleta y votó. Hemos votado por una presidenta (cumple su segundo año), una vicepresidenta y una secretaria.
4. **Presentaciones:** La Sra. Arroyo vino para presentarse y darles información sobre los apoyos que brinda a los estudiantes de Ernie Pyle. Además, la Sra. Mercedes Madrigal de Caring Connections pasó por aquí para presentarse y contarles las muchas maneras en que puede servir como enlace con agencias y servicios externos.

5. **Comentarios de los padres/comentarios públicos:**

Los padres compartieron la necesidad de mantenerse conectados y venir a ELAC para tener estas oportunidades disponibles para ellos como grupo de padres. Los padres también compartieron que quieren recibir invitaciones de ELAC una o dos semanas antes de las reuniones. Quizás incluso en un mensaje de voz. La subdirectora investigará eso y hará ajustes para la próxima reunión.

Apuntes tomadas por: _Sra. Lopez-Hernandez_____(rol) Subdirectora

FECHA DE LA PRÓXIMA REUNIÓN: 23 de octubre, 2024 ***Hora 8:45AM***

ELAC MEETING

SCHOOL: ERNIE PYLE **DATE:** 10/23/2024 (W)

	NOMBRE DEL PADRE/PARENT NAME	FIRMA/SIGNATURE	STUDENT'S NAME/NOMBRE DEL ESTUDIANTE
1	Tiffany Lopez	Tiffany Lopez	Dylan Lopez
2	Gilma Carmiento Alvarez		Dominick Ramos
3	Paula Castro Peralta	Paula C.P.	Keily Toledo
4	Elizabeth Garcia		Leila Chacon
5	Gabriela Orozco	Gabriela Orozco	Piland Preza Christopher Preza
6	Isabel Flores	Isabel Flores	Matthew Godino
7	Elizabeth Cube		Isaiah Cube
8	Ruben Lopez		Dylan Lopez
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ELAC Meeting
-Agenda-
Date: 10-23-2024
8:45-9:45AM
Ernie Pyle ES
Room # **21**

1. Opening Activity
2. Review/Approve Meeting Minutes (from 9-25-2024)
3. DELAC updates
4. Mandated Topic for ELAC: Advise on effectiveness of school's program for ELs
5. Principal- SPSA goals, actions, and budgets
6. Presentation by Community Family Guidance Center (9:15AM-9:45AM)
7. Comments/Questions

Junta de ELAC
-Agenda-
Fecha: 10-23-2024
8:45-9:45AM
Escuela Ernie Pyle
Room # **21**

1. Actividad para abrir sesión
2. Repasar/Aprobar la acta de la junta del 25 de septiembre, 2024
3. Información de DELAC
4. Tema oficial de ELAC: Asesorar la eficacia del programa para aprendices del inglés (ELs)
5. Directora- metas del plan SPSA y presupuestos
6. Presentación del centro comunitario CFGC (Community Family Guidance Center) (9:15-9:45AM)
7. Comentarios/Preguntas

ELAC Meeting Notes

October 23 2024

Start Time 8:49AM End Time

Ernie Pyle ES

Room # 21

1. **Opening meeting at 8:49AM . Present are** :
   8 parents . 2 staff members (Principal and Assistant Principal). 2 guest presenters from CFGC, Community Family Guidance Center.

2. **Approval of Minutes** for the 9-25-2024 ELAC meeting. Minutes approved. First motion by Tiffany Lopez. Second by AP.

3. **DELAC report and information.** Though we don't have an ELAC representative. The Assistant Principal presented updates per Dr.Martinez's, that were shared via email, and reminded the parents that there is still an opening for representatives.

4. **Notes/Topics discussed during this meeting:**
   a) Assistant Principal : Mandated topic was covered today. Advise on effectiveness of school's programs for ELs.
   b) Principals: SPSA goals, actions, budgets
   c) Guest presenters Jazlien Roblero & Denise Mendez: by CFGC - *How to Help Children Manage Stress*

5. **Parent comments/Public Comments**:
   No questions/comments

Notes Taken By : Ms.Lopez-Hernandez (role) Assistant Principal

NEXT MEETING DATE : December 11, 2024 ***Time* 9:59AM**

Machine Translated by Google

Notas de la reunión de ELAC

23 de octubre de 2024

Hora de inicio 8:49 a. m. Hora de finalización

Ernie Pyle ES

Habitación # 21

1. Reunión de apertura a las 8:49 a. m. Están presentes :

   8 padres. 2 miembros del personal (director y subdirector). 2 presentadores invitados de CFGC, Centro de orientación familiar comunitaria.

2. Aprobación de las actas de la reunión del ELAC del 25 de septiembre de 2024. Se aprueban las actas. Moción de Tiffany López. Secundada por AP.

3. Informe e información del DELAC. Aunque no tenemos un ELAC representante. El subdirector presentó actualizaciones según el Dr. Martínez, que se compartieron por correo electrónico, y recordó a los padres que todavía hay una vacante para representantes.

4. Notas/Temas discutidos durante esta reunión: a) Subdirector: Hoy se trató el tema obligatorio. Asesoramiento sobre la eficacia de los programas escolares para los estudiantes de inglés.

   b) Directores: Metas, acciones y presupuestos del SPSA c) Presentadores invitados Jazlien Roblero y Denise Méndez: por CFGC - Cómo ayudar a los niños a controlar el estrés

5. Comentarios de los padres/comentarios del público:

   No hay preguntas ni comentarios

Apunted Tomados por : Sra.Lopez-Hernandez Rol: subdirectora

La proxima junta : 11 de diciembre 2024 Hora que terminamos 9:59AM

ELAC Meeting
-Agenda-
Date: 04-23-2025
8:45-10:15AM
Ernie Pyle ES
Room # **21**

1. Opening
2. Approve Meeting Minutes from April 4th
3. Budget Development for the 25-26 school year (as presented at SSC Meeting on 4-22-2025)
4. ChildNet Parent Workshop: Motivating for Academic Success
5. Thinking ahead to ELAC 25'-26'
6. Comments/Questions

Junta de ELAC
-Agenda-
Fecha: 23 de abril, 2025
8:45-10:15AM
Escuela Ernie Pyle
Room # **21**

1. Apertura
2. Revisar y Aprobar el acta de la junta del 4 de abril
3. Desarrollo presupuestario para el año escolar 25-26 (como fue presentado en el comité SSC el 22 de abril, 2025)
4. Taller de Padres presentado por ChildNet: Motivando para el éxito escolar
5. Pensando en el futuro ELAC 25'-26'
6. Comentarios/Preguntas

ELAC MEETING

SCHOOL: ERNIE PYLE **DATE:** 4-23-2025

	NOMBRE DEL PADRE/PARENT NAME	FIRMA/SIGNATURE	STUDENT'S NAME/NOMBRE DEL ESTUDIANTE
1	María Elena Rodríguez		Axel Espinoza
2	Elizabeth Gasca		Leila chocoj
3	Gabriela Orozco	Gabriela Orozco	Diland Preza Christopher Preza
4	Ruben Lopez		Dylan Lopez
5	Tiffany Lopez		Dylan Lopez
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ELAC Meeting Notes

April 23 2025

Start Time 8:49 AM End Time 10:03 AM

Ernie Pyle ES

Room # 21

1. **Opening meeting at 8:49 AM . Present are** :
   5 parents . 2 staff members. 1 guest presenter from CFGC, Community Family Guidance Center.

2. **Approval of Minutes** for the 04-04-2025 ELAC meeting. Minutes approved. No revisions were recommended.

3. **Budget Development for the 25-26 school year (as presented at SSC Meeting on 4-22-2025)**: The assistant principal shared about the budget development for the upcoming school year 2025-2026. She began by informing the parents that the slide on screen had a breakdown of the account name, the resource number attached to that account, the amounts and the proposed expenditures.

4. **ChildNet Parent Workshop: Motivating for Academic Success**

5. **Looking ahead at next year's ELAC :** Assistant Principal thanked the group for their solid participation and continued support. She also told them that next year we would start again with recruitment and emphasizing the importance of bringing more parents to ELAC.

6. **Parent comments/Public Comments**: No comments.

Notes Taken By : Ms.Lopez-Hernandez (role) Assistant Principal

NEXT MEETING DATE : TBD ***10:03AM Room #21***

ELAC Meeting
-Agenda-
Date: 04-04-2025
8:45-9:30AM
Ernie Pyle ES
Room # **21**

1. Opening
2. Analysis of SPSA
3. Budget/Funding
4. School Parent Compact & Title I school parent & family engagement policy
5. Comments/Questions

Junta de ELAC
-Agenda-
Fecha: 04 de abril, 2025
8:45-9:30AM
Escuela Ernie Pyle
Room # **21**

1. Apertura
2. Análisis del Plan Único para el Logro Estudiantil (SPSA)
3. Presupuesto/Financiamiento
4. Convenio entre la Escuela y los Padres y La Política de Participación de Padres y Familias en las Escuelas Título I
5. Comentarios/Preguntas

ELAC MEETING

SCHOOL: ERNIE PYLE DATE: 4-4-2025

	NOMBRE DEL PADRE/PARENT NAME	FIRMA/SIGNATURE	STUDENT'S NAME/NOMBRE DEL ESTUDIANTE
1	Elizabeth Gasca	Elizabeth G	Leila Chacaj
2	Tiffany Lopez	Tiffany Lopez	Dylan Lopez
3	Viviana Caicedo	Viviana Caicedo	Joseph Beltran
4	Maria Elena Rodriguez		Axel Espinoza
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Bellflower Unified School District

Ernie Pyle Elementary School
English Learner Advisory Committee (ELAC)
Meeting Minutes

Date of ELAC Meeting: April 4, 2025

SLIDE DECK USED FOR TODAY'S MEETING
AGENDA AS PRESENTED AND APPROVED BY ELAC

Mandated Topics: (Check the topic(s) that were discussed at the meeting)

	1. Assist in the development of the schoolwide needs assessment
	2. Assist with efforts to make parents aware of the importance of regular attendance
	3. Advise on the effectiveness of the school's program for English learners
	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
	5. Receive training to assist members in carrying out their legal responsibilities
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
X	7. Other

I. Welcome and Opening Activity
II. Call to Order: Meeting started at 8:48AM
III. During the meeting, parent Tiffany Lopez shared several comments and suggestions after reviewing the NWEA Fall/Winter scores. She recommended that parents be notified if or when their child is selected to participate in intervention programs. In response, it was explained that the school implements a school-wide RTI (Response to Intervention) system in which all students participate. Students are grouped based on their academic level (low, medium, or high) to ensure targeted instruction. During the presentation on Parent Engagement, Tiffany Lopez noted the importance of promoting workshops consistently through all available channels. She suggested that information about upcoming meetings should be shared during other school meetings such as SSC, PTA, and parent-teacher conferences. Additionally, she recommended following up with parents who have previously attended workshops via phone calls or emails to encourage continued participation. In response, Mrs. Lopez-Hernandez clarified that information regarding parent workshops and other upcoming events is regularly communicated to the school community through platforms such as ClassDojo, ParentSquare, the school website, and shared during SSC, ELAC, and PTA meetings as enhancing communication is our goal to improving parent engagement.

IV. Public Comments: No comments
V. Adjournment: Meeting adjourned at 9:34AM

Minutes submitted by: Nancy Lopez-Hernandez (Assistant Principal)

We build futures!

Bellflower Unified School District

Title I School Parent and Family Engagement Policy
Ernie Pyle Elementary School

Ernie Pyle Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partner's feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Ernie Pyle's annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- Ernie Pyle will offer a Title 1 Parent meeting on the evening of Back to School night, post the presentation to the website and families are welcome to set up a meeting with the principal for questions or concerns regarding Title 1.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent notification requirements for Title I, including the family engagement policy. Specific

information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.

- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- Parents are invited to attend ongoing parent workshops offered by the school, School Site Council Meetings, ELAC meetings, or contact school staff via telephone or messaging systems such as email and apps.

Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services. Parent input and comments are documented on the SSC minutes, which are submitted

with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Ernie Pyle's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on February 18, 2025. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the start of the 2025-2026 school year.

Ms. Gavilanes - Principal

Signature of Principal:

2/13/25
Date:

Bellflower Unified School District

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Política de participación de padres y familias de la escuela Título I
Escuela Primaria de Ernie Pyle

La escuela primaria de Ernie Pyle, con los padres y miembros de la familia, ha desarrollado conjuntamente, acordado mutuamente y distribuido a los padres y miembros de la familia de los niños participantes en los programas del Título I, Parte A, los siguientes requisitos como se describe en las secciones 1116 (b) y (c) de ESSA.

Describa cómo los padres y los miembros de la familia de los niños que participan en los programas del Título I, Parte A participan en el desarrollo conjunto y la distribución a una política escrita de participación de los padres y la familia en la escuela, acordada por dichos padres para cumplir con los requisitos de la Sección 1116(c) de ESSA) a (f) (Sección 1116[b][1] de ESSA):

- El consejo de la escuela (SSC) colabora para escribir y revisar anualmente la Política de participación de padres y familias de la escuela Título I.
- La política de participación de los padres y la familia de las escuelas de Título I se carga en la Confirmación de datos a través de Aeries para distribuirse a todas las familias en las escuelas de Título I al comienzo del año.
- La política de participación de padres y familias de la escuela Título I se analiza durante la reunión anual de padres de Título I al comienzo de cada año escolar.

Describa cómo los padres y miembros de la familia de los niños que participan en los programas del Título I, Parte A, pueden enmendar una política escolar de participación de los padres y la familia que se aplica a todos los padres y miembros de la familia, si es necesario, para cumplir con los requisitos (ESSA Sección 1116[b][2]):

- Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden compartir sus sugerencias o inquietudes con SSC mientras revisan y actualizan la Política de participación de padres y familias de la escuela Título I.

Describa cómo la Agencia Educativa Local (LEA) involucrada tiene una política de participación de padres y familias a nivel de distrito escolar que se aplica a todos los padres y miembros de la familia en todas las escuelas atendidas por la LEA, y cómo la LEA puede modificar esa política, si es necesario para cumplir los requisitos (Sección 1116[b][3] de ESSA):

- La Política de participación de padres y familias de LEA Título I se revisará y actualizará anualmente. La política de LEA se actualizará con el Comité Asesor de Padres a nivel de LEA y se compartirá con los SSC a nivel escolar en todas las escuelas de Título I para recibir comentarios.

Describir cómo pueden los padres y familiares de los niños que participan en los programas del Título I, Parte A, si encuentran que el plan bajo la Sección 1112 de ESSA no es satisfactorio para

los padres y miembros de la familia, y la LEA deberá presentar los comentarios de los padres con el plan cuando la LEA presente el plan al Estado (Sección 1116[b][4] de la ESSA):

- El Plan de responsabilidad y control local (LCAP, por sus siglas en inglés) de BUSD se comparte con varios grupos asesores de padres: Grupo asesor del distrito, Grupo de asesores de padres y Comité asesor del idioma inglés del distrito. Durante cada presentación del LCAP, se toman notas diligentes con respecto a los comentarios y discusiones de los padres.
- La encuesta LCAP de BUSD solicita aportes de todos los socios educativos, incluidos el personal, los padres y los miembros de la comunidad. Los comentarios se recopilan en un formato digital y se abordan en consecuencia a través de nuestros comités asesores a medida que se revisa y actualiza el LCAP.
- BUSD comparte los comentarios de los socios educativos y las respuestas de BUSD a los comentarios en todas las reuniones del comité asesor, con la Junta de Educación, y envía esta información al estado con el LCAP como parte de la sección de comentarios de los socios educativos.

Describa cómo la escuela atendida por los fondos del Título I, Parte A lleva a cabo una reunión anual, en un momento conveniente, a la que se invitará y animará a todos los padres y familiares de los niños participantes a asistir, para informar a los padres de la participación de su escuela bajo el Título I. , Parte A y para explicar los requisitos y los derechos de los padres a participar (Sección 1116[c][1] de la ESSA):

- La reunión anual de padres de Título I para Ernie Pyle se lleva a cabo al comienzo de cada año escolar durante la Noche de Regreso a la Escuela, ya que este es un evento con asistencia máxima.
- La presentación anual de la reunión de padres de Título I explica los requisitos y regulaciones de Título I en detalle. También proporciona información específica sobre los fondos y gastos del Título I del sitio, notificaciones y participación de los padres, y oportunidades de participación de los padres.

Describa los pasos que toma la escuela para ofrecer un número flexible de reuniones, como reuniones en la mañana, tarde, noche u otras formas y puede proporcionar, con fondos provistos bajo el Título I, Parte A, para transporte, cuidado de niños y visitas de hogar, ya que dichos servicios se relacionan con la participación de los padres (Sección 1116[c][2] de ESSA):

- Ernie Pyle ofrecerá una reunión de padres de Título I en la tarde de la Noche de Regreso a la Escuela, publicará la presentación en el sitio web y las familias pueden programar una reunión con la directora para preguntas o inquietudes sobre el Título I.

Describir cómo los padres y miembros de la familia de los niños participantes están involucrados, y de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas bajo el Título I, Parte A, incluida la planificación, revisión y mejora de

Bellflower Unified School District

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Política de participación de padres y familias de la escuela Título I
Escuela Primaria de Ernie Pyle

la política de participación de los padres y la familia de la escuela y el desarrollo conjunto del plan del programa de toda la escuela bajo ESSA Section 1114(b), excepto que si una escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño conjuntos de los programas escolares, la escuela puede usar ese proceso, si dicho proceso incluye una representación adecuada de los padres de los niños participantes (ESSA Sección 1116[c] [3]):

- Durante la reunión anual de padres de Título I, se revisan detalles específicos sobre los servicios de Título I. También revisamos el proceso para escribir y revisar el Plan Escolar para el Rendimiento Estudiantil. La Reunión Anual de Padres del Título I también revisa todos los requisitos de notificación a los padres para el Título I, incluida la política de participación familiar. Se comparte y revisa información específica sobre el programa y los servicios de Título I de la escuela. Los padres son bienvenidos y alentados a dar su opinión.
- Todos los padres son bienvenidos a asistir a las reuniones del Comité Asesor de Aprendizaje de Inglés (ELAC). Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. ELAC revisa y brinda información para el Plan Escolar para el Rendimiento Estudiantil, que incluye el programa y los servicios del Título I.
- Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden participar en la planificación, revisión y mejora del Plan Escolar para el Logro Estudiantil, que incluye el programa y los servicios del Título I, y la Política de participación de los padres y la familia de la escuela del Título I.

Describa cómo la escuela proporciona a los padres y familiares de los niños participantes de los programas del Título I, Parte A: información oportuna sobre los programas del Título I, Parte A; una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro de los exigentes estándares académicos estatales; y si lo solicitan los padres, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible (ESSA secciones 1116[c][4][C.A]:

- Durante la reunión anual de padres del Título I, se comparte información específica sobre el programa y los servicios del Título I, el plan de estudios adoptado, las evaluaciones académicas y el análisis de los datos escolares que incluyen los niveles de rendimiento medidos por los estándares de contenido del estado de California.
- Durante la Noche de Regreso a la Escuela, los maestros comparten sobre el programa y los servicios del Título I, el plan de estudios adoptado y las evaluaciones académicas con los padres de los estudiantes en sus clases individuales.

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Política de participación de padres y familias de la escuela Título I
Escuela Primaria de Ernie Pyle

- Durante las conferencias anuales de padres, los maestros discuten el programa y los servicios del Título I, el plan de estudios adoptado, las evaluaciones académicas y los datos de rendimiento individual que incluyen los niveles de rendimiento medidos por los estándares de contenido del estado de California y cómo se relacionan con cada estudiante individual.
- Se invita a los padres a asistir a los talleres continuos para padres ofrecidos por la escuela, las reuniones del Consejo del Sitio Escolar, las reuniones de ELAC o comunicarse con el personal de la escuela por teléfono o sistemas de mensajería como correo electrónico y aplicaciones.

Describa cómo el plan del programa para toda la escuela, Sección 1114(b) de ESSA, si no es satisfactorio para los padres de los niños participantes en los programas del Título I, Parte A, puede presentar los comentarios de los padres sobre el plan cuando la escuela pone el plan a disposición de la LEA (ESSA Sección 1116[c][5]):

- Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden participar en la planificación, revisión y mejora del Plan Escolar para el Rendimiento Estudiantil, que incluye el programa y los servicios del Título I. Los aportes y comentarios de los padres se documentan en las actas del SSC, que se envían con el Plan Escolar para el Rendimiento Estudiantil, para su revisión por parte de la administración del distrito y la Junta de Educación.

La Política de participación de los padres y la familia de la escuela Título I, Parte A de Ernie Pyle se desarrolló conjuntamente y se acordó con los padres y familiares de los niños que participan en los programas del Título I, Parte A el 18 de febrero del 2025. La escuela distribuirá la política a todos los padres y familiares de los estudiantes participantes del Título I, Parte A anualmente al comienzo del año escolar de 2025-2026 o antes.

Sra. Gavilanes - Directora

Signature of Principal:

2/18/25
Date:

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 22, 2024 .

Attested:

Clear	Principal, Julia Gavilanes on 10-22-24
Clear	SSC Chairperson, Julie Wolff on 10-22-24

Ernie Pyle Elementary School
SPSA Analysis
2/18, 4/1 (3:15 p.m.)
4/4 (8:45 a.m.)



AGENDA

- Develop/Revise School Parent Involvement Policy
- School-Parent Compact
- Annual Evaluation of the Effectiveness of Various School Programs
- Monitoring SPSA Plan
- SPSA Budget Review- Additional Funds

Single Plan for Student Achievement **(Analysis)**

Goal 1: School Climate

- Ernie Pyle will provide all students and staff a healthy, safe, and secure environment that supports collaborative conditions for learning.

- Ernie Pyle will utilize the California Healthy Kids Survey to determine what areas need to be improved in regard to school safety and the school learning environment and school connectedness.

Single Plan for Student Achievement **(Analysis)**

GOAL 1: School Climate 2024-2025

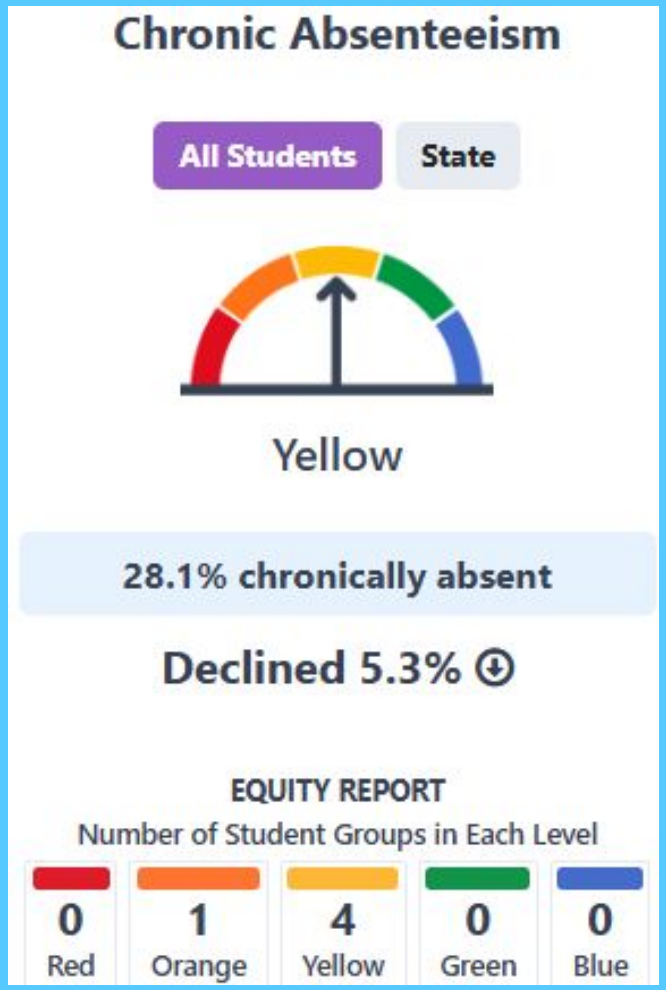
- The percentage of students who feel like they are a part of the school all or most of the time will increase from 70% to 77%.
  (Year 22-23: 70%, Year 23-24: 70%)

- The percentage of students who reported that they feel safe at school will increase from 72% to 77% in the 24-25 school year.
  (Year 22-23: 73%, Year 23-24 72%)

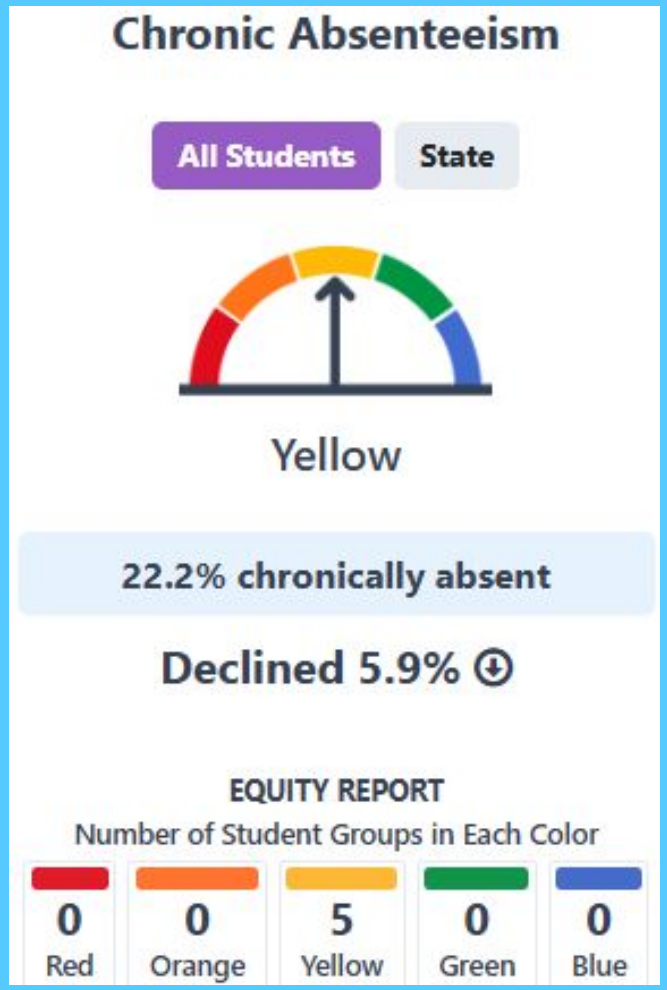
Single Plan for Student Achievement **(Analysis)**

GOAL 1: School Climate- Absenteeism

2023



2024

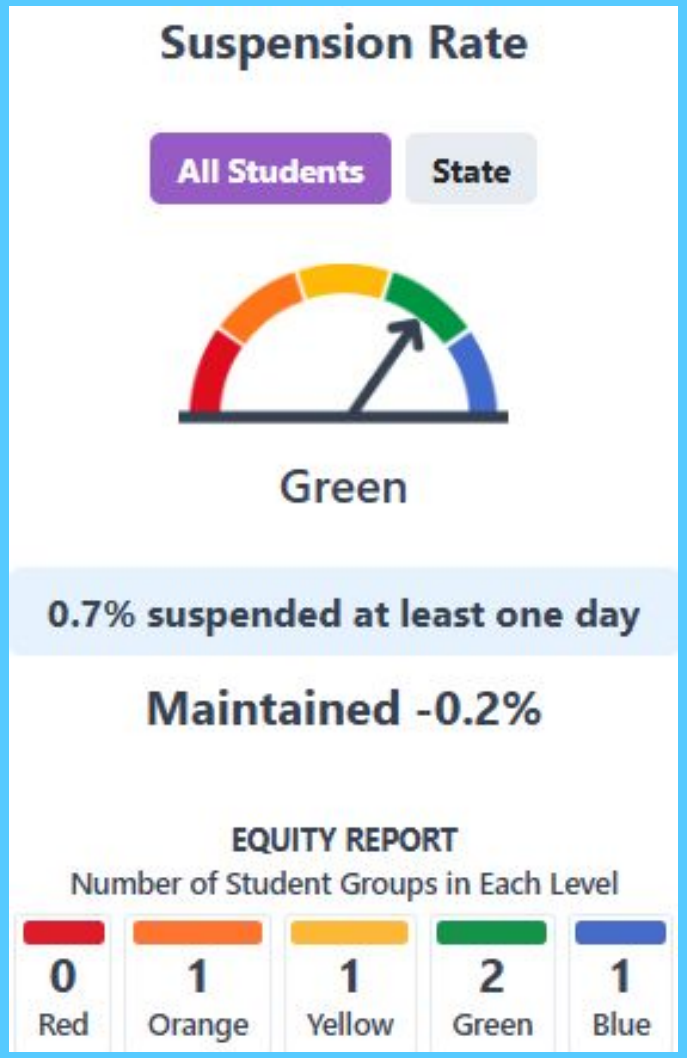


Single Plan for Student Achievement

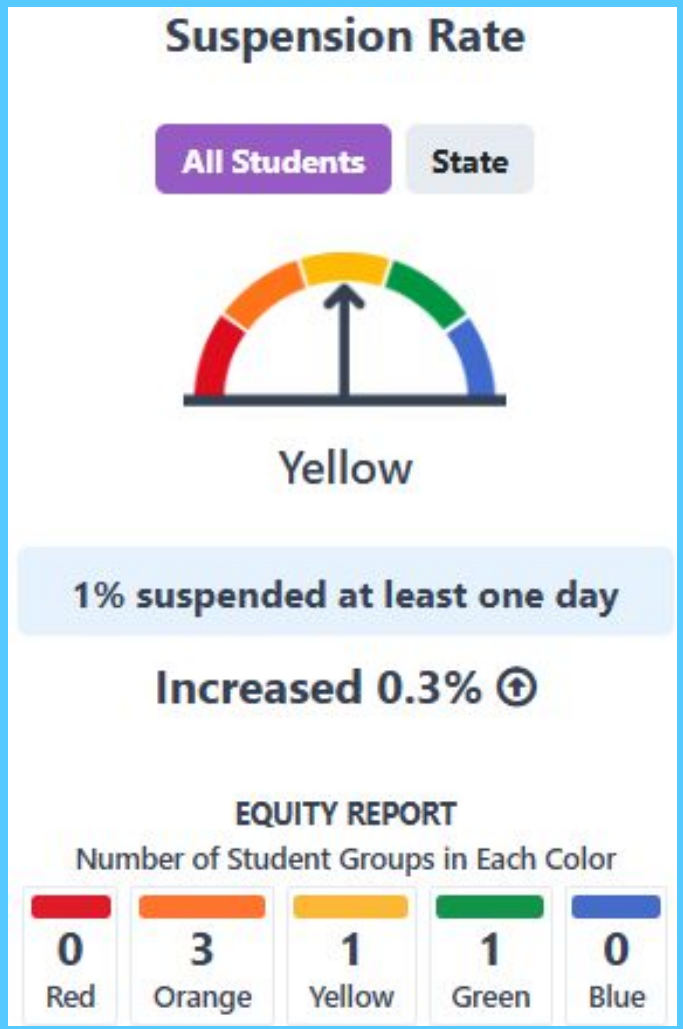
(Analysis)

GOAL 1: School Climate - Suspension

2023



2024



Single Plan for Student Achievement **(Analysis)**

GOAL 2: ELA and Mathematics 2024-2025

- Ernie Pyle will provide high-quality instruction and learning opportunities preparing every student to increase their performance in Math and ELA as measured by state and local assessments to prepare them for a successful future.

Single Plan for Student Achievement **(Analysis)**

GOAL 2: ELA 2024-2025

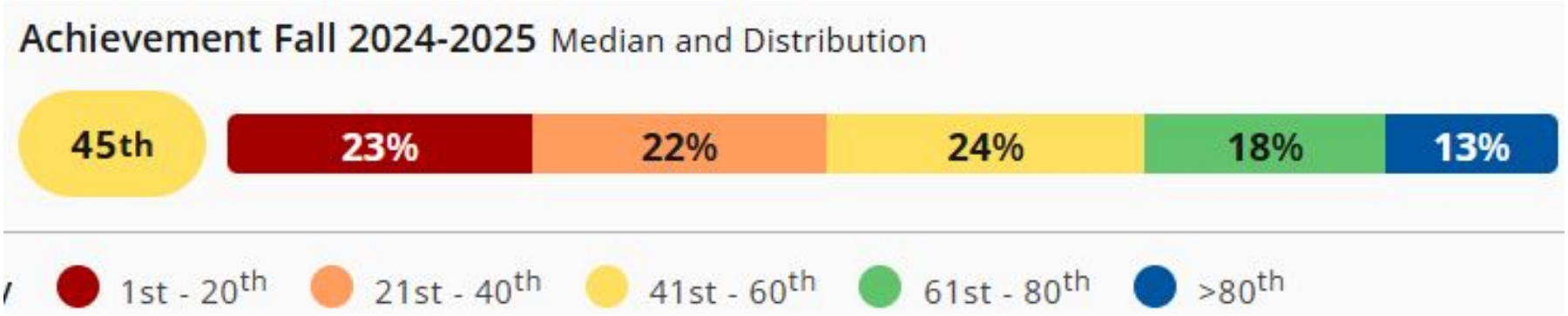
Ernie Pyle **NWEA** Fall 2024 Reading scores:
Students who scored in the 80th percentile or higher for the fall reading administration were:

- Grade K: 17%, 1st 11%, 2nd 16%, 3rd 2%, 4th 15%, 5th 26%, 6th 8%

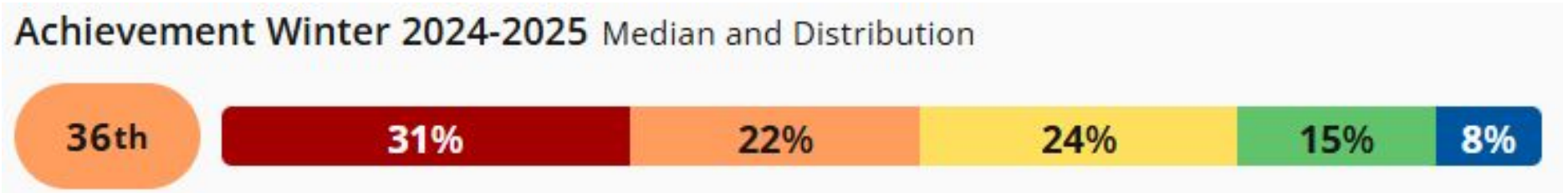
Students who scored in the 20th percentile or lower for the fall 2023 Reading administration were:

- Grade K: 5%, 1st 28%, 2nd 21%, 3rd 21%, 4th 31%, 5th 20%, 6th 28%

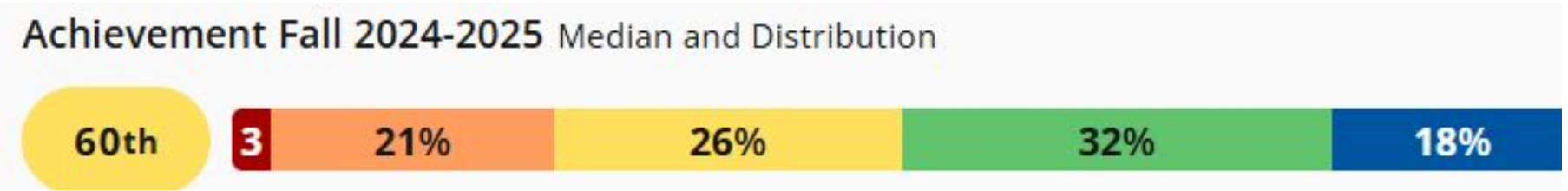
NWEA Reading - FALL 24-25

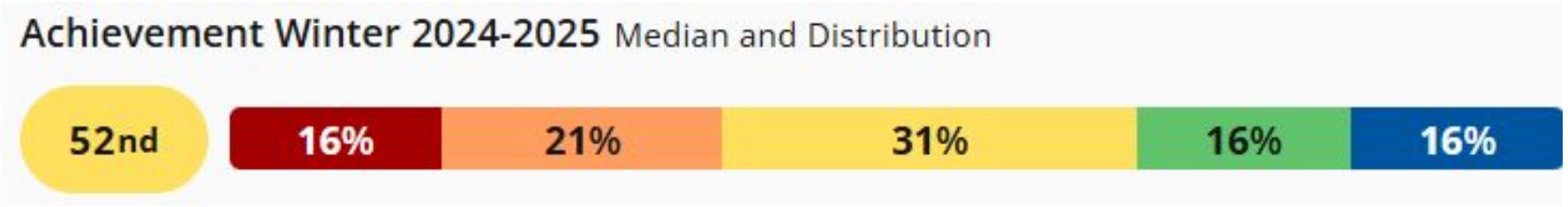


NWEA Reading - Winter 24-25

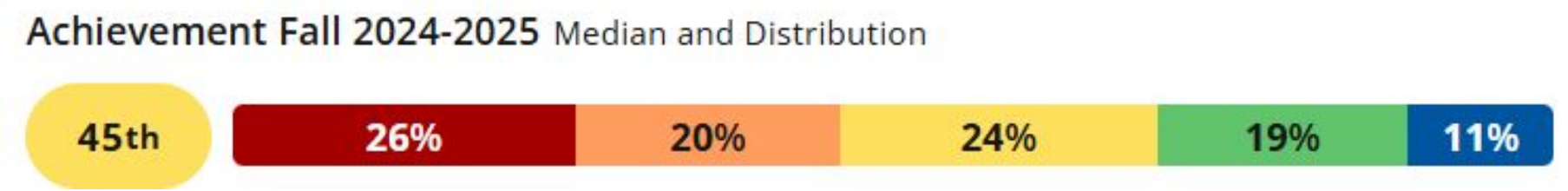


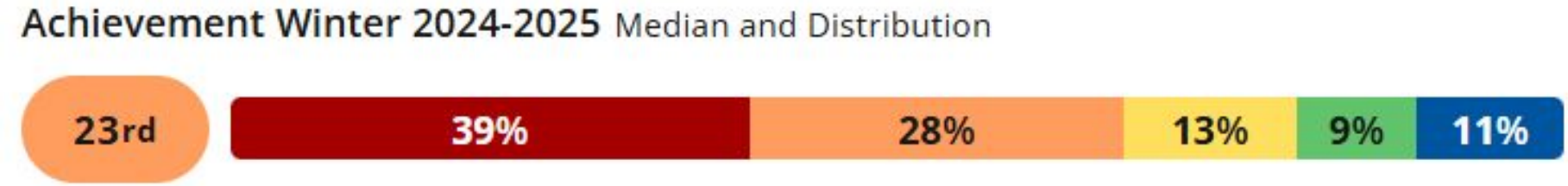
NWEA Reading - FALL 24-25 Kinder



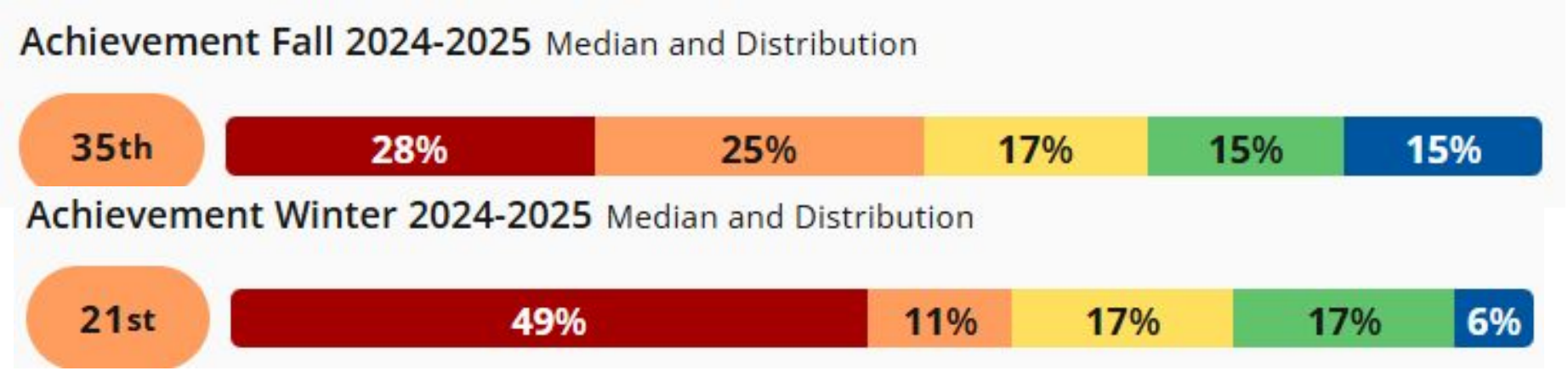


1st

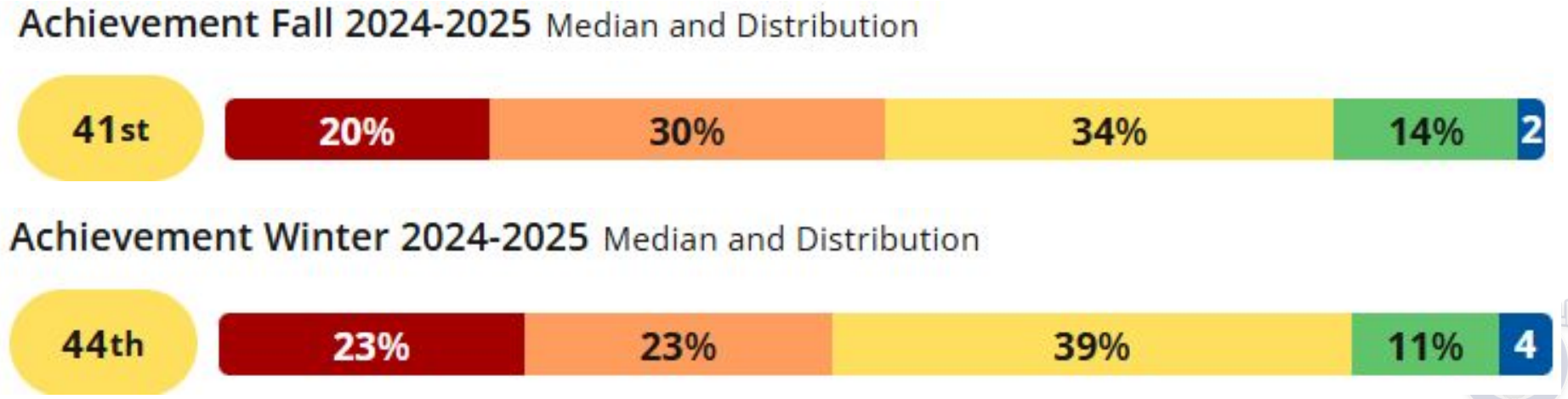




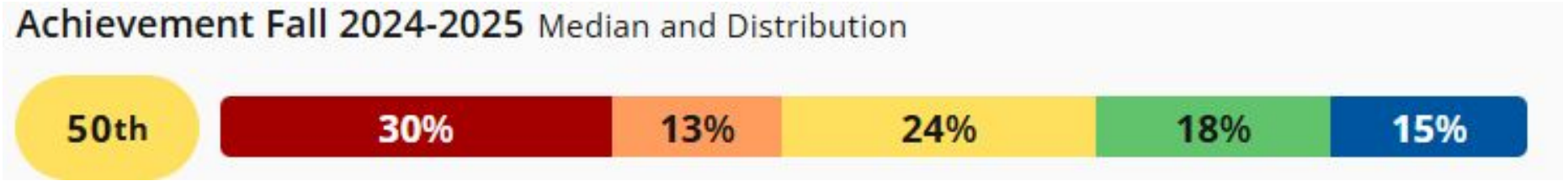
NWEA Reading - FALL 24-25 2nd

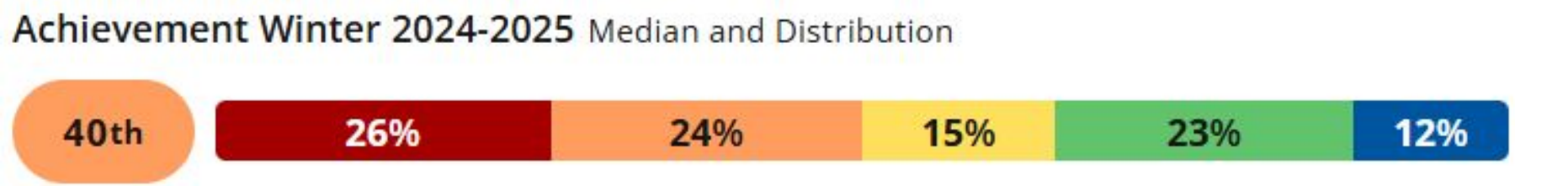


3rd

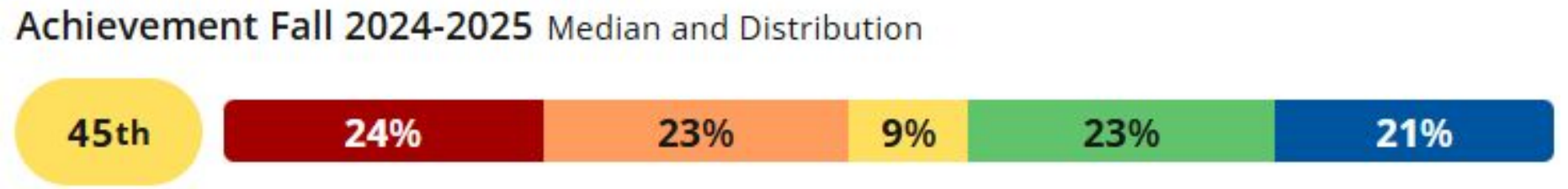


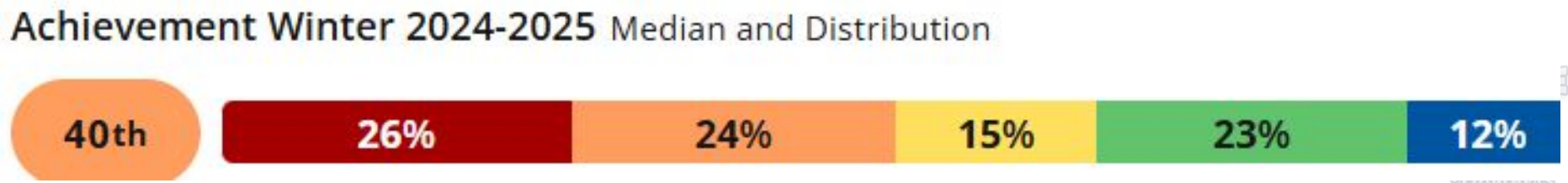
NWEA Reading - FALL 24-25 4th



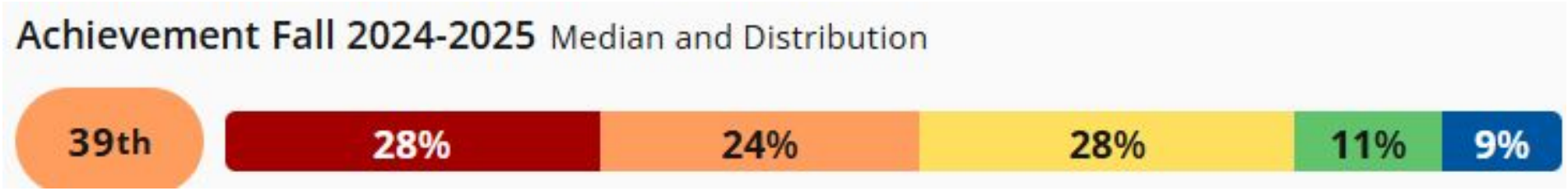


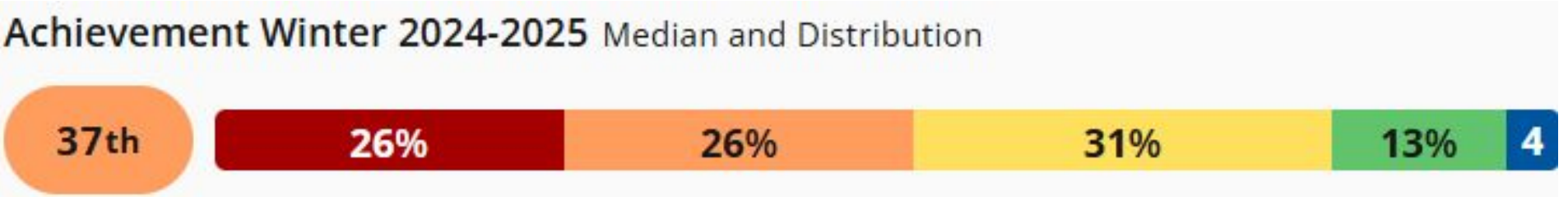
5th





NWEA Reading - FALL 24-25 6th

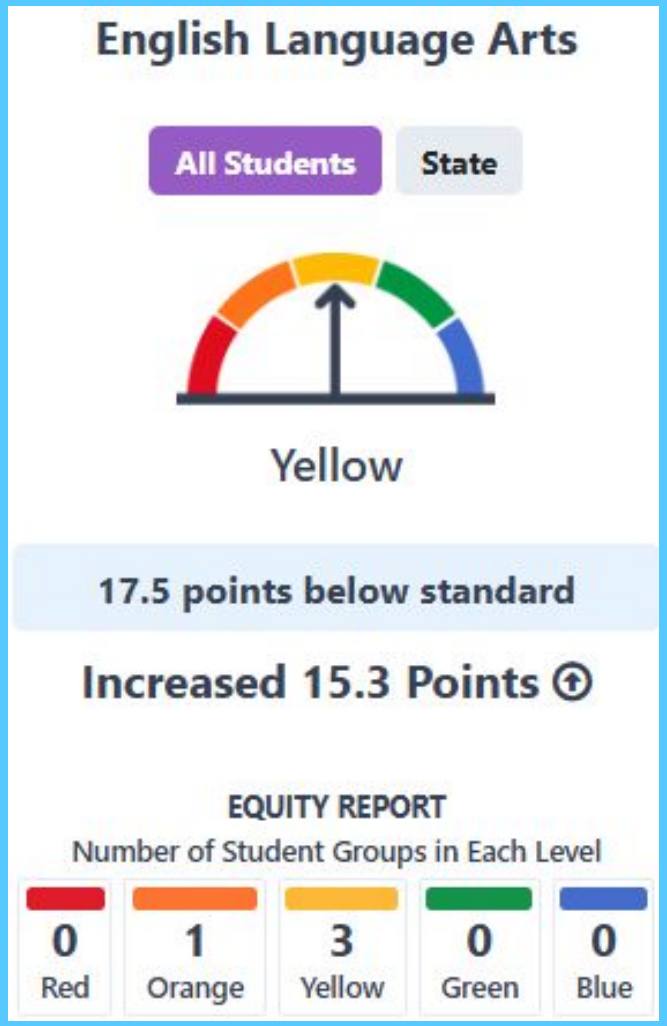




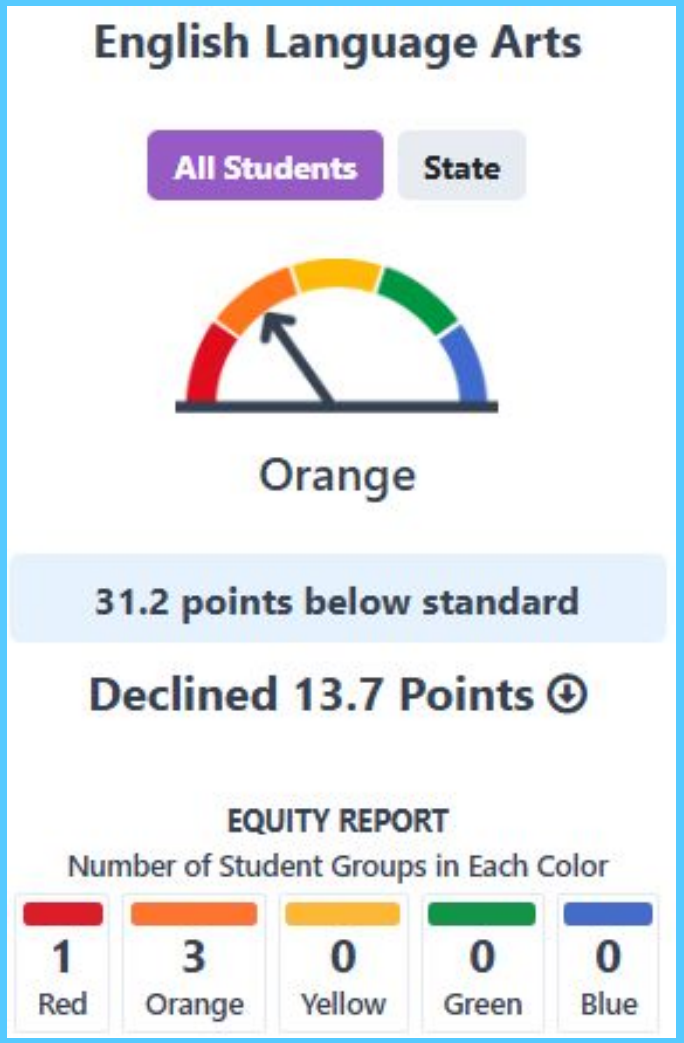
Single Plan for Student Achievement

GOAL 2: SBAC/California Dashboard ELA

2023



2024



Single Plan for Student Achievement **(Analysis)**

GOAL 2: Math 2024-2025 (Analysis)

Ernie Pyle **NWEA** Fall 2024 Math scores:

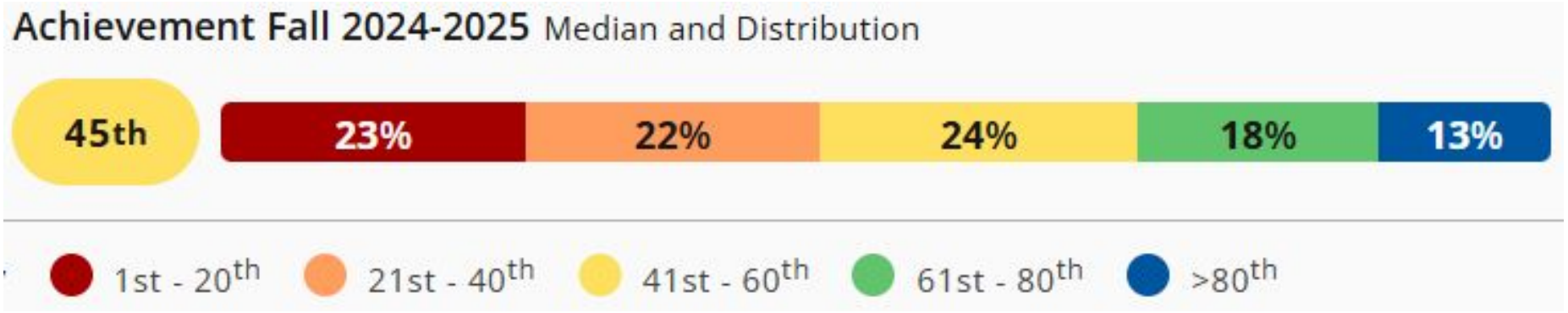
Students who scored in the 80th percentile or higher for the fall Math administration were:

- Grade K: 34%, 1st 15%, 2nd 19%, 3rd 15%, 4th 5%, 5th 19%, 6th 4%

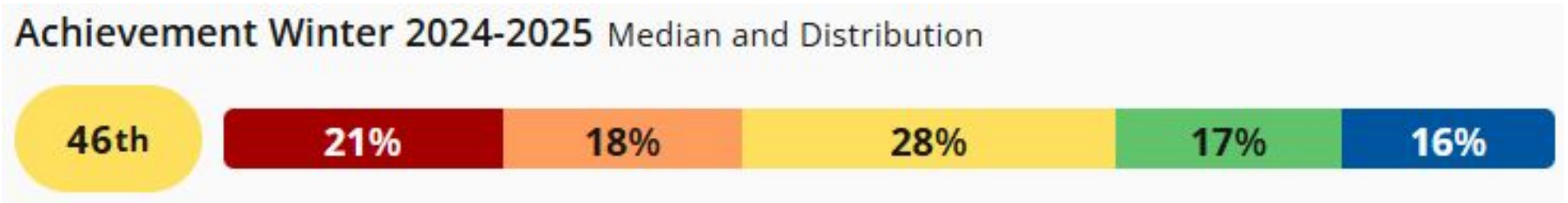
Students who scored in the 20th percentile or lower for the fall 2024 Math administration were:

- Grade K: 20%, 1st 26%, 2nd 35%, 3rd 9%, 4th 24%, 5th 18%, 6th 20%

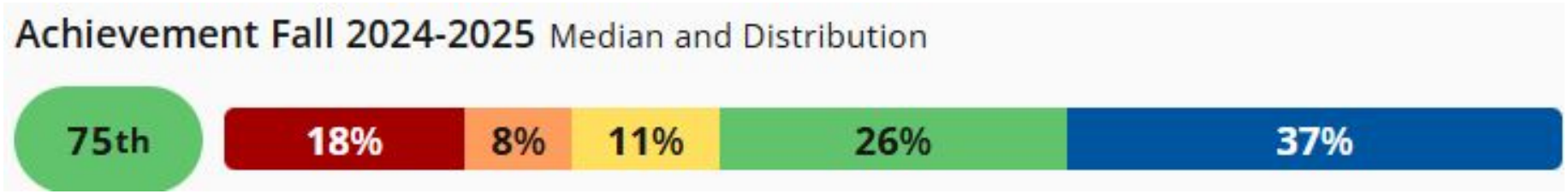
NWEA - Math FALL 24-25

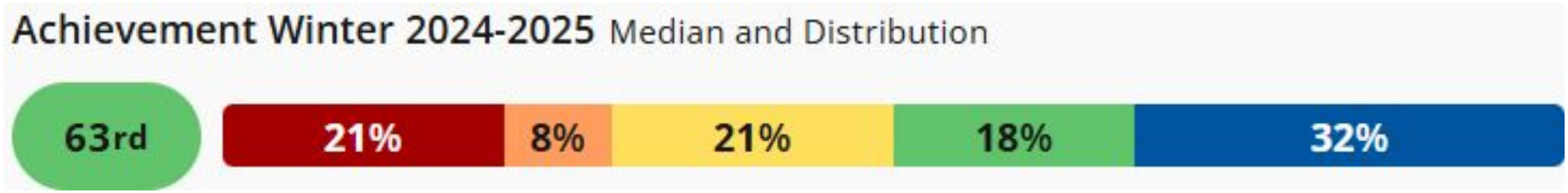


NWEA Math - Winter 24-25

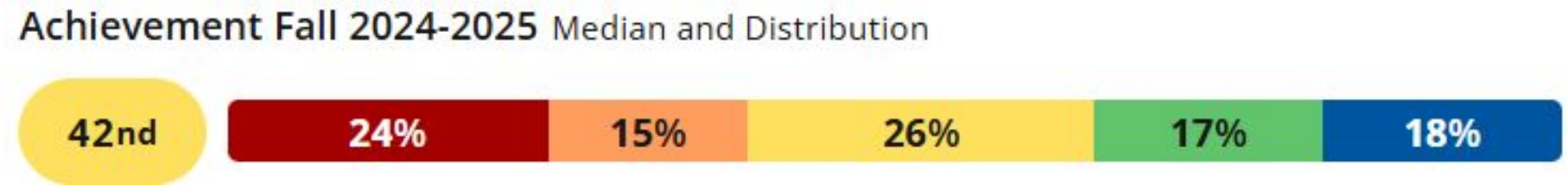


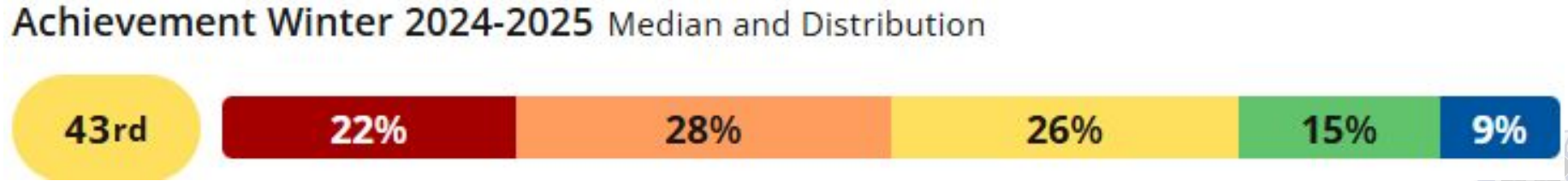
NWEA Math - FALL 24-25 Kinder



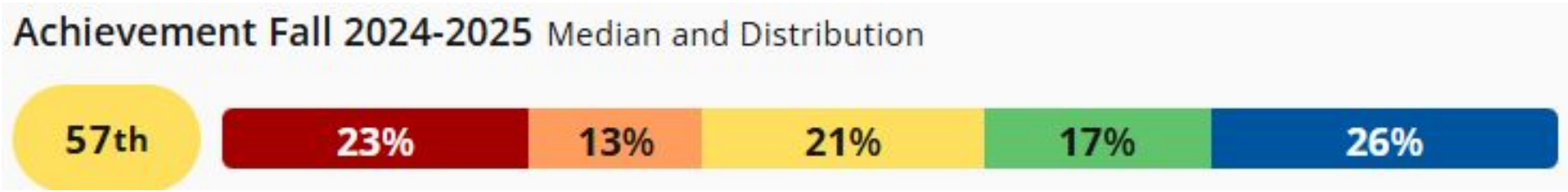


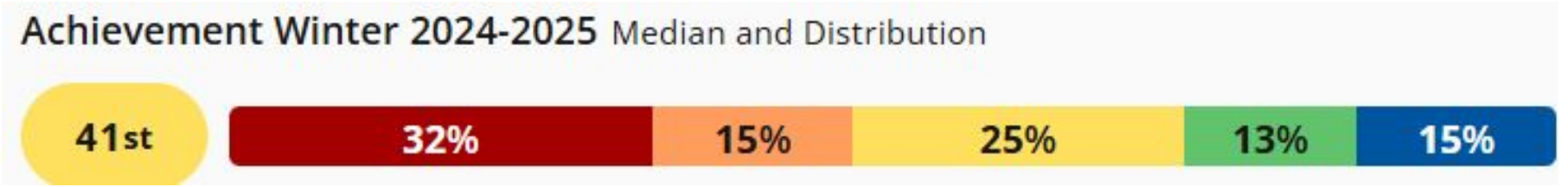
1st



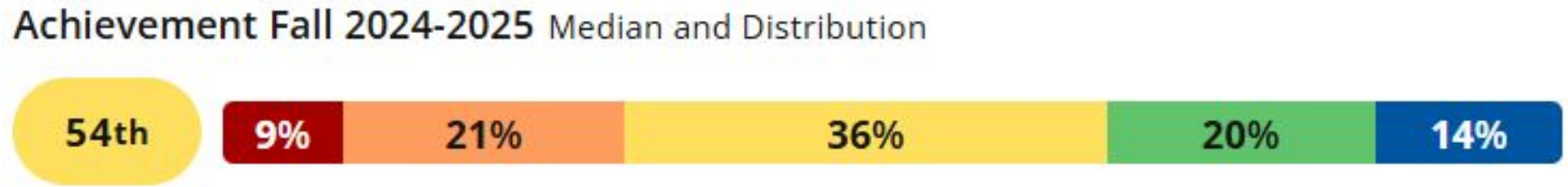


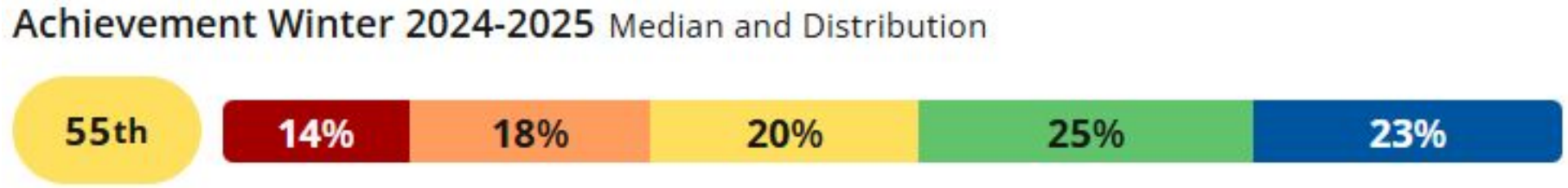
NWEA Math - FALL 24-25 2nd



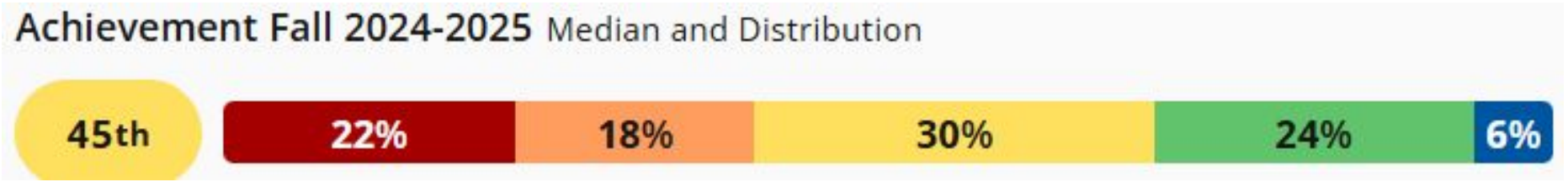


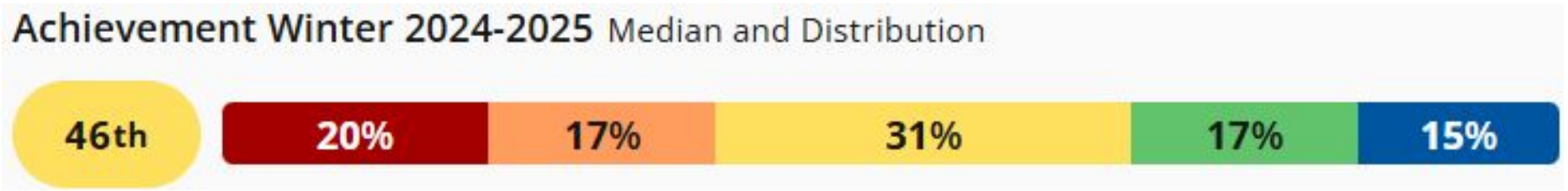
3rd



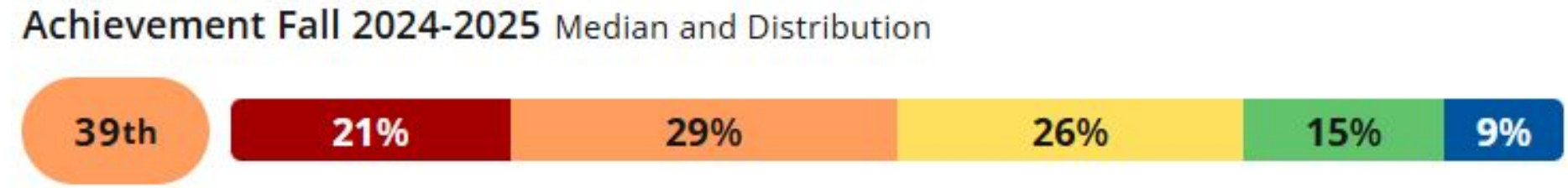


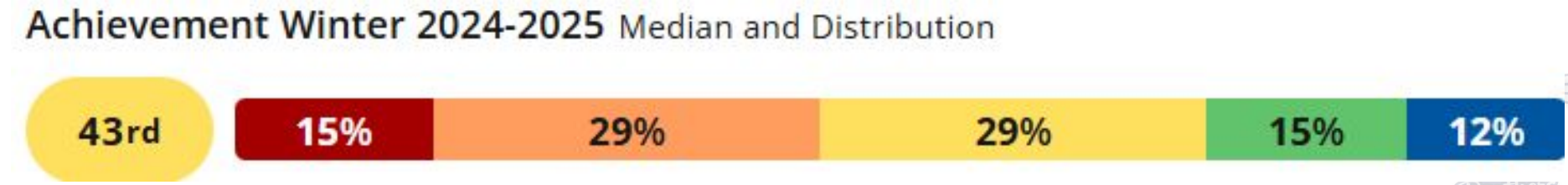
NWEA Math - 24-25 4th



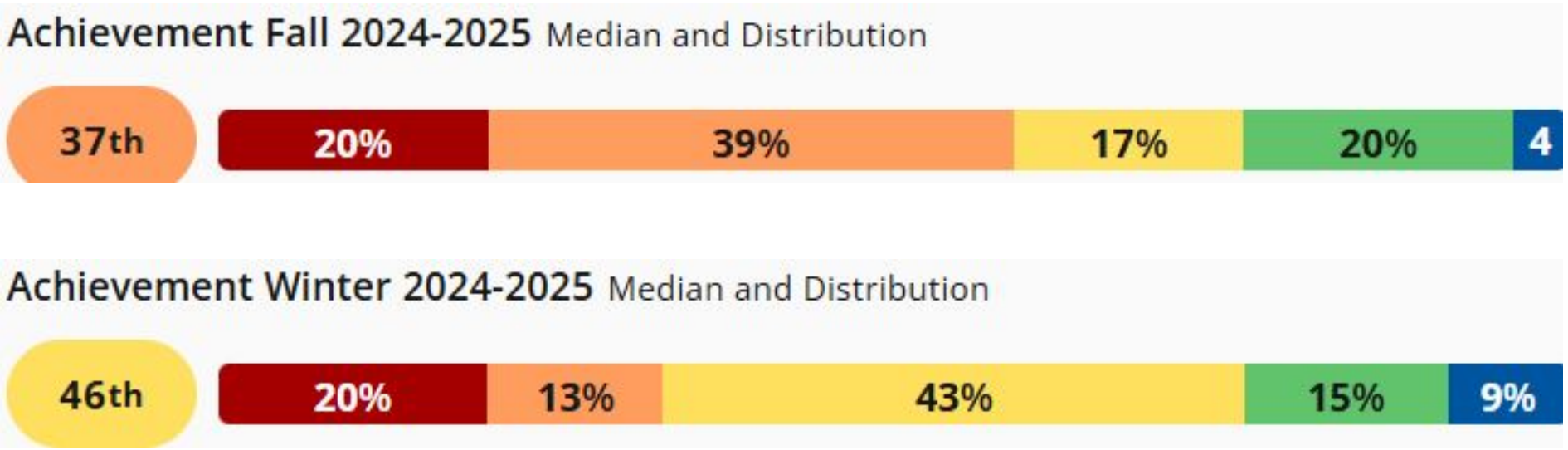


5th





NWEA Math - 24-25 6th



SBAC/California Dashboard - MATH

2023

Mathematics

All Students | State



Yellow

48.1 points below standard

Increased 15.2 Points

EQUITY REPORT

Number of Student Groups in Each Level

0	1	3	0	0
Red	Orange	Yellow	Green	Blue

2024

Mathematics

All Students | State



Yellow

43.8 points below standard

Increased 4.3 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	1	2	0	0
Red	Orange	Yellow	Green	Blue

Single Plan for Student Achievement **(Analysis)**

GOAL 2: ELPAC 2024

Ernie Pyle currently has 79 English Learners enrolled, with 6 Reclassified English Proficient Students being monitored.

According to Fall 2024 data in Ellevation:

11% of students are at level 4,
18% of students are at level 3,
13% of students are at level 2,
7% of students are at level 1
*51% of students are TBD

ELPAC 2023

Ernie Pyle currently has 59 English Learners enrolled, with 15 Reclassified English Proficient Students being monitored.

According to Fall 2023 data in Ellevation:

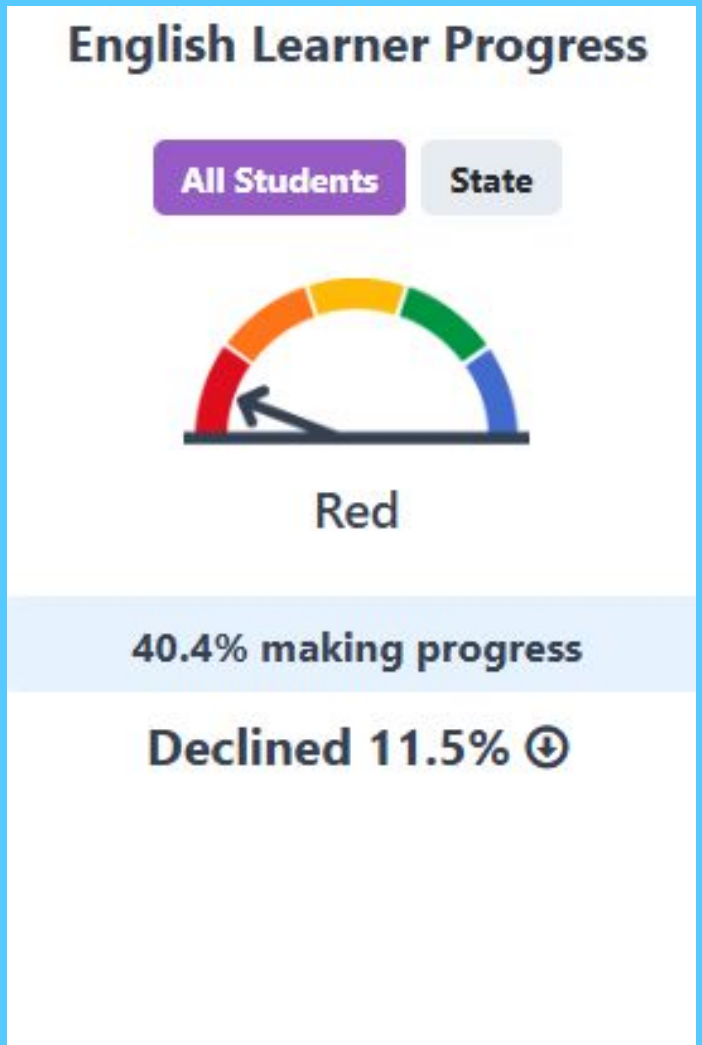
21.8% of students are at level 4,
29.1% of students are at level 3,
21.8% of students are at level 2,
27.3% of students are at level 1.

Single Plan for Student Achievement

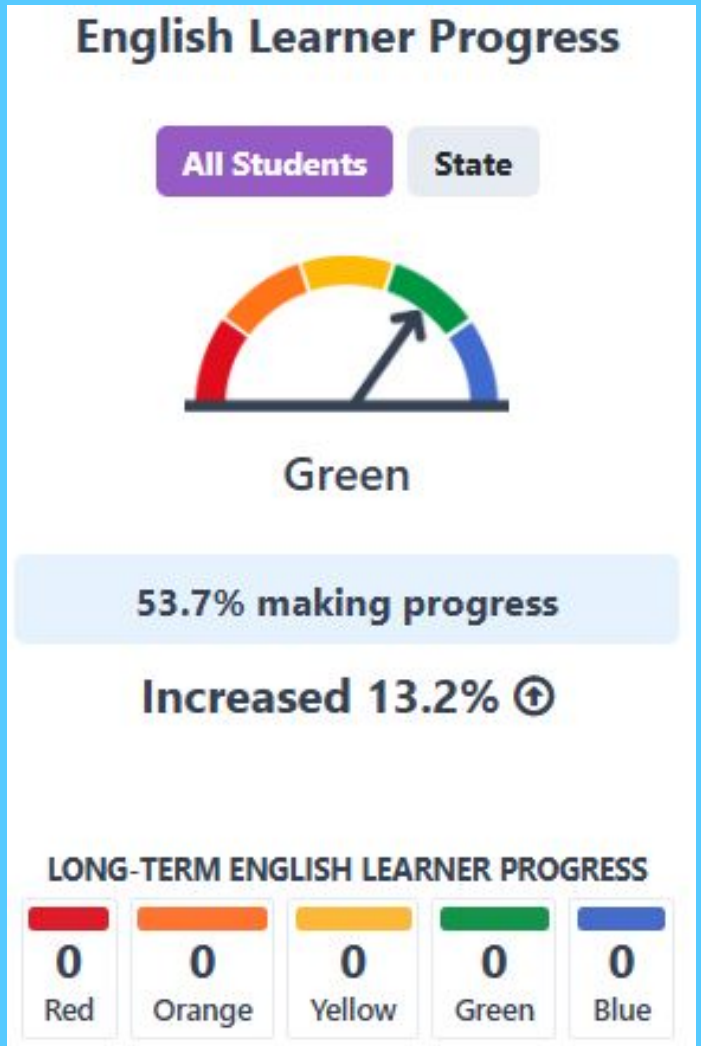
(Analysis)

GOAL 2: SBAC/CA Dashboard ELs

2023



2024



Single Plan for Student Achievement **(Analysis)**

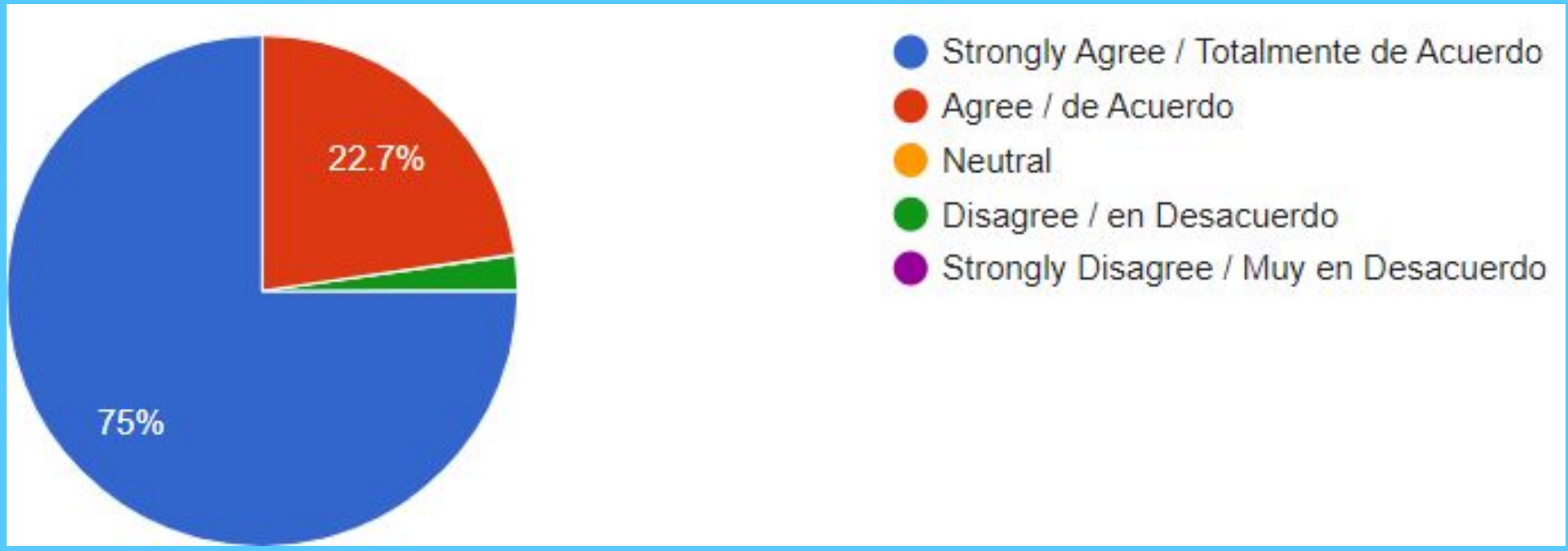
GOAL 3: Parent Engagement

Ernie Pyle will increase parent involvement through advisory committees. Open communication will be encouraged through meetings and messaging systems between the school staff and families in order to support student learning. Ernie Pyle will build strong relationships with students, families, and the community to increase targeted parent engagement opportunities build trust and shared responsibility and increase parent involvement at school events. Ernie Pyle will provide opportunities for parents to provide input regarding programs and student achievement.

Single Plan for Student Achievement

(Analysis)

GOAL 3: Parent Engagement - Communication with Parents



Single Plan for Student Achievement

BUDGET

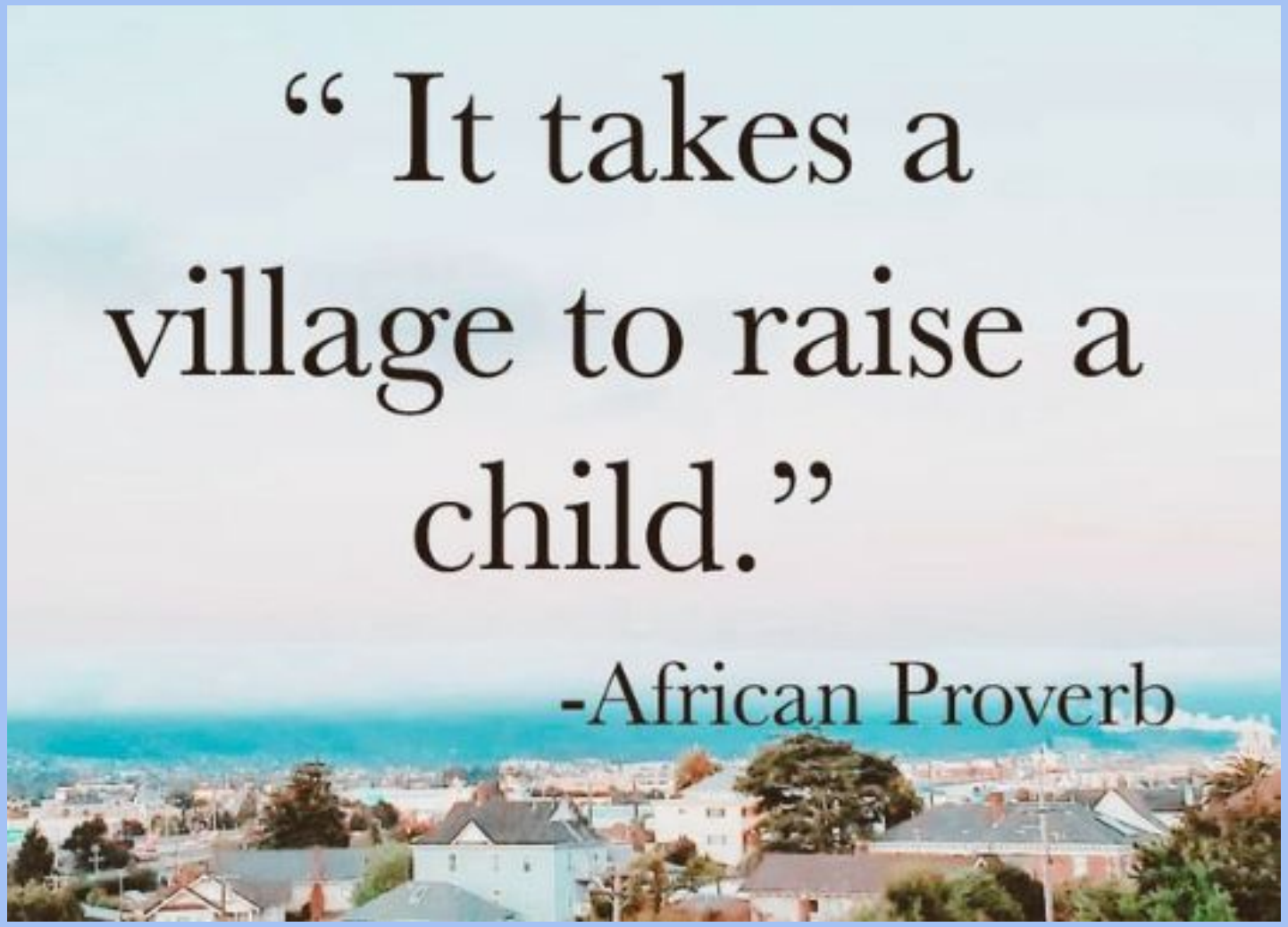
Total Title I Allocation:

$125,553 + **$5,713** = $131,266

$2,109 + **$59** = $2,168

- Lightspeed in 5 classrooms
- Educational Field Trips
- STEAM Assemblies
- Calming Corners
- Classroom Library books

Thank you for joining us :)



Ernie Pyle Elementary School
School Site Council Meeting (SSC)

October 22, 2024
Time: 3:15, Room 21

Legal Requirements:

- ☑ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☑ Uniform Complaint Procedures
- ☑ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☐ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☐ Develop/Revise School Parent Involvement Policy
- ☑ SPSA Development
- ☑ SPSA Budget Development
- ☑ SPSA Budget Review
- ☑ SPSA Review/Recommend
- ☑ Monitoring SPSA Plan
- ☑ School-Parent Compact

Agenda

Welcome and Introductions

I. Call to Order
   A. Approval of Proposed Agenda
   B. Approval Minutes (April 16, 2024)

II. Overview of SSC Composition and Training
   A. Welcome new parent/community members and classified members
   B. Expectations and Responsibilities of SSC Members

III. Legal Requirements
   A. Greene Act
   B. Robert's Rules
   C. Members Right and Quorum
   D. Officers of SSC
      1. Nominations and Voting

IV. Additional Items
   A. SPSA goals, actions, and budget
   B. Review By-Laws
   C. Review Parent and Engagement Policy
   D. Review Title I School-Parent Compact
   E. Uniform Complaint procedure
   F. ELAC Meetings

V. Adjournment

- Next School Site Council Meeting: Tuesday, December 17, 2024 at 3:15 PM

School Site Council
2024-2025
Ernie Pyle Elementary
Sign-In Sheet
Meeting Date: 10/22/24

Member	Name	Position	Signature
Principal	Julia Gavilanes	Principal	
Teacher Representative	Allison Bock	Teacher	
Teacher Representative	Elizabeth Stocks		
Teacher Representative	Julie Wolff	Teacher	
Classified Representative	Gladys Awelewa	staff	
Parent Representative	Yesenia Contreras	parent	
Parent Representative	Jessica Diaz	parent	
Parent Representative	Rachel Young		
Parent Representative	~~Glezoma~~ Davis BRIAN DAVIS	PARENT	
Parent Representative	Juana Valencia		
Guest			
Guest			
Guest			
Guest			
Guest			

Ernie Pyle Elementary School

MINUTES

School Site Council Meeting

April 16, 2024

3:15 pm ~ Room 21

Legal Requirements:

- ❒ SSC Training
- ❒ Review Dist. Parent Involvement Policy
- ❒ Uniform Complaint Procedures
- ❒ Parent Education Opportunities
- ❒ Consolidated Programs Overview
- ❒ Assessment/Curriculum
- ❒ Annual Evaluation of the Effectiveness of Various School Programs
- ❒ Safety Plan
- ❒ Develop/Revise School Parent Involvement Policy
- ❒ SPSA Development
- ❒ SPSA Budget Development
- ❒ SPSA Budget Review- Title Additional Funds
- ❒ SPSA Review/Recommend
- ❒ Monitoring SPSA Plan
- ❒ School-Parent Compact
- ☒ Title 1 Spring Parent Survey

Agenda

Call to Order (3:18pm)
Flag Salute
Roll Call (Members present: S. Morton, J. Wolff, Y. Contreras, G. Awelewa, J. Cummings)

Approve Minutes (February 27, 2024) (Motion to approve: 1st J. Wolff; 2nd S. Morton)
Approve Agenda (Motion to approve: 1st J. Wolff; 2nd S. Morton)

Principal Report

- Title 1 Spring Parent Survey- https://tinyurl.com/2024SpringParentSurvey (Reviewed template from last year's survey. We have the ability to tailor questions to our community. Will add PBIS questions and link to Title I video that was made available earlier in the fall. Possibly also add following to survey: Do you prefer to view recording for parent meetings? Please take this 10 question short survey)
- Redistricting Information
  Bellflower Unified School District is participating in the redistricting process, and community members are invited to share their input on how voting district boundaries should be redrawn.
  Additional Public Hearings will be held- April 25, May 9, and May 23, 2024.
  ErniePyleElementary.org (Voting and making equitable portions of the District)

  The team asked about Prop 28 and what the plan was for Ernie Pyle. The principal shared the meetings and surveys that have gone out to solicit information and shared a few options of what might be able to happen. The SSC was excited about the prospect of additional art funding.

Public Comment

ELAC / DELAC Report

Public Comment

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

October 22, 2024
Time: 3:15, Room 21

Legal Requirements:

- ✓ SSC Training
- ❒ Review Dist. Parent Involvement Policy
- ✓ Uniform Complaint Procedures
- ✓ Parent Education Opportunities
- ❒ Consolidated Programs Overview
- ❒ Assessment/Curriculum
- ❒ Annual Evaluation of the Effectiveness of Various School Programs
- ❒ Safety Plan
- ❒ Develop/Revise School Parent Involvement Policy
- ✓ SPSA Development
- ✓ SPSA Budget Development
- ✓ SPSA Budget Review
- ✓ SPSA Review/Recommend
- ✓ Monitoring SPSA Plan
- ✓ School-Parent Compact

Minutes

Welcome and Introductions

I. Call to Order – 3:17pm (Motion to start - 1st J. Gavilanes; 2nd J. Wolff)
   A. Approval of Proposed Agenda (Motion to approve – 1st G. Awelewa; 2nd J. Wolff)
   B. Approval Minutes (April 16, 2024) (Motion to approve – 1st J. Wolff; 2nd J. Diaz)

II. Overview of SSC Composition and Training
   A. Welcome new parent/community members and classified members (Member introduction of name and position of those present)
   B. Expectations and Responsibilities of SSC Members (Review of duties of School Site Council Chairperson, Vice Chairperson and Secretary; Expectations of all SSC members is to attend all meetings and participate, analyze data and obtain recommendations)

III. Legal Requirements
   A. Greene Act (Shared printout of The Green Act)
   B. Robert's Rules (Shared printout of Robert's Rules of Order)
   C. Members Right and Quorum (The need to be respectful and follow protocol; the SSC is not a social committee; 6 people or more to hold meeting or majority of group)
   D. Officers of SSC
      1. Nominations and Voting (Julie Wolff volunteered for Chairperson, motion to approve: 1st J. Gavilanes; 2nd J. Wolff) (Yesenia Garcia-Contreras volunteered for Vice Chairperson, motion to approve: 1st J. Gavilanes; 2nd J. Wolff) (Gladys Awelewa volunteered for Secretary, motion to approve: 1st A. Bock; 2nd J. Diaz)

IV. Additional Items

A. SPSA goals, actions, and budget (Reviewed the Single Plan for Student Achievement; it's a living document that is updated continuously, the SPSA has also been shared with the school staff; Reviewed the 3 Goals that we have as a school; Goal 1 – School Climate; Goal 2 – ELA & Math; Goal 3 – Parent Engagement; Overview of NWEA schoolwide scores, colors and levels: Blue – exceeding, Green – at grade level, Yellow – approaching, Orange – below grade level, Red – at risk; Julie Wolff explained the FastForward and RTI programs)

B. Review By-Laws

C. Review Parent and Engagement Policy (This year Disciplina Positiva will be offered for the Spanish community and Mrs. Ashton will be offering an English Parent Workshop after school)

D. Review Title I School-Parent Compact (Reviewed the school budget as part of the SPSA)

E. Uniform Complaint procedure (Shared a copy of BUSD Uniform Complaint Procedures (UCP))

F. ELAC Meetings (Next meeting on 10/23/24 at 8:45am; Currently we have 79 EL students)

V. Adjournment (Meeting adjourned at 4:15pm; Motion to adjourn: 1st J. Wolff; 2nd A. Bock)

- Next School Site Council Meeting: Tuesday, December 17, 2024 at 3:15 PM

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

April 22, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☐ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☐ Develop/Revise School Parent Involvement Policy
- ☐ SPSA Development
- ☑ SPSA Budget Development
- ☐ SPSA Budget Review- Additional Funds
- ☐ SPSA Review/Recommend
- ☐ Monitoring SPSA Plan
- ☐ School-Parent Compact

Agenda

Welcome and Introductions

I. Call to Order
   A. Approval of Proposed Agenda
   B. Approval Minutes (4-1-25)

II. SPSA Budget Development 25-26 SY

III. Principal Report
- AVID Upcoming Conference & Information
- Parent Engagement Academy (5 sessions)
- Playground Updates
- Promotion, Dance & Field Trip for 6th Grade
- Fundraiser - Color Run

IV. ELAC / DELAC Report

V. Public Comments

VI. Adjourn SSC Meeting:

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

April 22, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☐ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☐ Develop/Revise School Parent Involvement Policy
- ☐ SPSA Development
- ☑ SPSA Budget Development
- ☐ SPSA Budget Review- Additional Funds
- ☐ SPSA Review/Recommend
- ☐ Monitoring SPSA Plan
- ☐ School-Parent Compact

Minutes

Welcome and Introductions

I. Call to Order - **3:18pm**
   A. Approval of Proposed Agenda - **Motion to Approve: 1st L. Stocks; 2nd A. Bock**
   B. Approval Minutes (4-1-25) - **Motion to Approve: 1st G. Awelewa; 2nd A. Bock**

II. SPSA Budget Development 25-26 SY - **Shared Proposed Budget for 25/26; Total monies is $361,047, the breakdown is as followed: 0.4 $90,501, 0.5 $77,814, 0.9 $34,100, Title I $97,347, Prop 28 $61,285. We have approximately $100,000 less than the 24-25 SY.**
Motion to Approve: 1st J. Diaz; 2nd Y. Garcia-Contreras

III. Principal Report
- AVID Upcoming Conference & Information - **11 staff members will attend 25-26 AVID conference in San Diego; saw a video of what AVID is all about.**
- Parent Engagement Academy (5 sessions)
- Playground Updates - **Big playground not completed yet, ribbon cutting TBD**
- Promotion, Dance & Field Trip for 6th Grade - **5/23 Knotts; 5/27 Thompson Park; 6/4 Dance; 6/5 Promotion**
- Fundraiser - Color Run - **June 2nd starting at 1:10pm; Panther Pride Club will be organizing the event; Students will ask for monetary donations; Funds will be used for Library expansion.**

IV. ELAC / DELAC Report

V. Public Comments - **Open House will be May 1st at 5:30pm; PTA Teacher Luncheon May 7th; One vacancy in teacher positions, not losing any teachers this year.**

VI. Adjourn SSC Meeting: **3:46pm**

School Site Council
2024-2025
Ernie Pyle Elementary
Sign-In Sheet
Meeting Date: 4/22/25

Member	Name	Position	Signature
Principal	Julia Gavilanes	Principal	
Teacher Representative	Allison Bock	Teacher	
Teacher Representative	Elizabeth Stocks	Teacher	
Teacher Representative	Julie Wolff	Teacher	
Classified Representative	Gladys Awelewa	SECRETARY	
Parent Representative	Yesenia Contreras	parent	
Parent Representative	Jessica Diaz	PARENT	
Parent Representative	Rachel Young		
Parent Representative	Brian Davis	PARENT FATHER	
Parent Representative	Chezoma Davis		
Guest			
Guest			
Guest			
Guest			
Guest			

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

April 1, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☐ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☐ Develop/Revise School Parent Involvement Policy
- ☐ SPSA Development
- ☐ SPSA Budget Development
- ☑ SPSA Budget Review- Additional Funds
- ☐ SPSA Review/Recommend
- ☐ Monitoring SPSA Plan
- ☐ School-Parent Compact

Minutes

Welcome and Introductions

I. Call to Order - **3:20pm**

A. Approval of Proposed Agenda - **Motion to Approve: 1st J. Diaz; 2nd E. Stocks**

B. Approval Minutes (2-18-25) - **Motion to Approve: 1st E. Stocks; 2nd J. Diaz**

II. SPSA Budget Review - Additional Funds - **Reallocation of funds due to approximately extra $5,772 in Title I funds. Funds will be used for Technology/Lightspeeds and additional instruments for ETMLA. In addition, Funds reallocated to cover the following expenses: Educational Field Trips, STEAM Assemblies, Calming Corners, Classroom Library books.**

III. Principal Report

- Parent Engagement Academy (5 sessions) - **Virtual workshops for parents in the evening starting this week. Available in English and Spanish.**
- Playground Updates - **Kinder playground will be ready this week; A ribbon cutting ceremony will take place and parents will be invited.**
- Promotion & 6th Grade Activities - **Promotion is Thursday, June 5th at 9am; 6th Grade Dance is Wednesday, June 4th at 3pm-5pm.**
- Fundraiser - Color Run - **Money raised will be for the Library upgrades/expansion.**

IV. ELAC / DELAC Report - **None at this time.**

V. Public Comments - **Next SSC Meeting we will cover our Proposed Budgets for 25-26 and the first phase of AVID and becoming an AVID school.**

VI. Adjourn SSC Meeting: **3:37pm**

Next Meeting - April 22, 2025, at 3:15, in room 21

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

February 18, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☑ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☑ Develop/Revise School Parent Involvement Policy
- ☐ SPSA Development
- ☐ SPSA Budget Development
- ☐ SPSA Budget Review- Additional Funds
- ☐ SPSA Review/Recommend
- ☑ Monitoring SPSA Plan
- ☑ School-Parent Compact

Agenda

Welcome and Introductions

I. Call to Order
   A. Approval of Proposed Agenda
   B. Approval Minutes (12-17-2024)

II. Parent Engagement Policy-Review, update & approve fro 25-26 SY

III. Parent Engagement-Review, update & approve fro 25-26 SY

IV. SPSA Annual Evaluation & CA Dashboard

V. ELAC / DELAC Report
   - Public Comment

VI. Adjourn SSC Meeting:

Next Meeting - April 1, 2025, at 3:15, in room 21

School Site Council
2024-2025
Ernie Pyle Elementary
Sign-In Sheet
Meeting Date: 2/18/25

Member	Name	Position	Signature
Principal	Julia Gavilanes	Principal	
Teacher Representative	Allison Bock	Teacher	
Teacher Representative	Elizabeth Stocks	teacher	
Teacher Representative	Julie Wolff	teacher	
Classified Representative	Gladys Awelewa	Secretary	
Parent Representative	Yesenia Contreras	parent	
Parent Representative	Jessica Diaz	parent	
Parent Representative	Rachel Young		
Parent Representative	Brian Davis		
Parent Representative	Chezoma Davis		
Guest			
Guest			
Guest			
Guest			
Guest			

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

February 18, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☑ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☑ Develop/Revise School Parent Involvement Policy
- ☐ SPSA Development
- ☐ SPSA Budget Development
- ☐ SPSA Budget Review- Additional Funds
- ☐ SPSA Review/Recommend
- ☑ Monitoring SPSA Plan
- ☑ School-Parent Compact

Minutes

Welcome and Introductions

I. Call to Order - ***3:19pm***

A. Approval of Proposed Agenda - ***Motion to approve: 1st A. Bock; 2nd Y. Contreras***

B. Approval Minutes (12-17-2024) - ***Motion to approve: 1st J. Wolff; 2nd G. Awelewa***

II. Parent Engagement Policy-Review, update & approve for 25-26 SY - ***Motion to approve: 1st J. Wolff; 2nd A. Bock - Update Admin Name to reflect Julia Gavilanes on pages 4 and 8.***

III. Parent Engagement-Parent Compact Review, update & approve for 25-26 SY - ***Motion to approve: 1st J. Gavilanes; 2nd L. Stocks - Update Admin Name to reflect Julia Gavilanes on page 5; Add under 'Ernie Pyle Elementary School will be responsible for' bullet 7: Parent Square; Create reminders to post on Parent Square regarding accessing report cards in Aeries Parent Portal.***

IV. SPSA Annual Evaluation & CA Dashboard - ***Viewed some of the changes in the CA Dashboard regarding the school climate in absenteeism and suspension. We went from Red indicator to Green for ELS-significant growth. Also, reviewed the NWEA Reading scores and Math scores. In addition, reviewed current Schools Programs and its effectiveness.***

V. ELAC / DELAC Report - ***Meeting tomorrow 2/19/25***

- Public Comment - ***New interim PTA President, Jessica Diaz; Monthly PBIS Events; Color Run Fundraiser for picnic benches and our library expansion.***

VI. Adjourn SSC Meeting: ***3:58pm***

Next Meeting - April 1, 2025, at 3:15, in room 21

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

April 1, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☐ Annual Evaluation of the Effectiveness of Various School Programs
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- ☐ SPSA Review/Recommend
- ☐ Monitoring SPSA Plan
- ☐ School-Parent Compact

Agenda

Welcome and Introductions

I. Call to Order
   A. Approval of Proposed Agenda
   B. Approval Minutes (2-18-25)

II. SPSA Budget Review - Additional Funds

III. Principal Report
- Parent Engagement Academy (5 sessions)
- Playground Updates
- Promotion & 6th Grade Activities
- Fundraiser - Color Run

IV. ELAC / DELAC Report

V. Public Comments

VI. Adjourn SSC Meeting: _____

Next Meeting - April 22, 2025, at 3:15, in room 21

School Site Council
2024-2025
Ernie Pyle Elementary
Sign-In Sheet
Meeting Date: 4/1/25

Member	Name	Position	Signature
Principal	Julia Gavilanes	Principal	
Teacher Representative	Allison Bock	Teacher	
Teacher Representative	Elizabeth Stocks	Teacher	
Teacher Representative	Julie Wolff	Teacher	
Classified Representative	Gladys Awelewa	Secretary	
Parent Representative	Yesenia Contreras	parent	
Parent Representative	Jessica Diaz	parent	
Parent Representative	Rachel Young		
Parent Representative	Brian Davis	PARENT	
Parent Representative	Chezoma Davis	PAREN	
Guest			
Guest			
Guest			
Guest			
Guest			

Ernie Pyle Elementary School
School Site Council Meeting (SSC)

April 1, 2025
Time: 3:15, Room 21

Legal Requirements:

- ☐ SSC Training
- ☐ Review Dist. Parent Involvement Policy
- ☐ Uniform Complaint Procedures
- ☐ Parent Education Opportunities
- ☐ Consolidated Programs Overview
- ☐ Assessment/Curriculum
- ☐ Annual Evaluation of the Effectiveness of Various School Programs
- ☐ Safety Plan
- ☐ Develop/Revise School Parent Involvement Policy
- ☐ SPSA Development
- ☐ SPSA Budget Development
- ☑ SPSA Budget Review- Additional Funds
- ☐ SPSA Review/Recommend
- ☐ Monitoring SPSA Plan
- ☐ School-Parent Compact

Minutes

Welcome and Introductions

I. Call to Order - **3:20pm**

A. Approval of Proposed Agenda - **Motion to Approve: 1st J. Diaz; 2nd E. Stocks**

B. Approval Minutes (2-18-25) - **Motion to Approve: 1st E. Stocks; 2nd J. Diaz**

II. SPSA Budget Review - Additional Funds - **Reallocation of funds due to approximately extra $5,772 in Title I funds. Funds will be used for Technology/Lightspeeds and additional instruments for ETMLA. In addition, Funds reallocated to cover the following expenses: Educational Field Trips, STEAM Assemblies, Calming Corners, Classroom Library books.**

III. Principal Report

- Parent Engagement Academy (5 sessions) - **Virtual workshops for parents in the evening starting this week. Available in English and Spanish.**
- Playground Updates - **Kinder playground will be ready this week; A ribbon cutting ceremony will take place and parents will be invited.**
- Promotion & 6th Grade Activities - **Promotion is Thursday, June 5th at 9am; 6th Grade Dance is Wednesday, June 4th at 3pm-5pm.**
- Fundraiser - Color Run - **Money raised will be for the Library upgrades/expansion.**

IV. ELAC / DELAC Report - **None at this time.**

V. Public Comments - **Next SSC Meeting we will cover our Proposed Budgets for 25-26 and the first phase of AVID and becoming an AVID school.**

VI. Adjourn SSC Meeting: **3:37pm**

Next Meeting - April 22, 2025, at 3:15, in room 21

Bellflower Unified School District

Title I School-Parent Compact

We build futures!

Ernie Pyle Elementary School

The Ernie Pyle Elementary School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Ernie Pyle will be responsible for:

- Providing highly qualified teachers who meet ESEA requirements.
- Teaching the adopted curriculum, which aligns with California State Standards.
- Providing all students safe, collaborative conditions for learning (BUSD LCAP Goal 1).
- Provide parents regular opportunities for two-way communication, to ask questions, express concerns, and regularly engage in dialogue to ensure or assist with the academic and social-emotional success of their children.
- Provide families with clear information on district and school issues, expectations for student behavior and achievement and community resources and services for families.
- Actively recruit parents and provide information for service on task forces, advisory committees, action teams and other participator activities.
- Encouraging families to meet regularly with teachers. Administration, and school staff to discuss classroom issues, which concern them and any ideas they may have to improve their children's learning.

As a parent, I will be responsible for:

- Supporting my child's learning and promoting high standards by providing a quiet place for completing homework, monitoring homework completion, and communicating with the teacher with any questions regarding homework.
- Participating, when able, in school events and the school community to understand academic expectations and support my child's education.
- Encouraging my child to participate in enrichment opportunities that expand learning during extra-curricular time.
- Supporting the school's homework, discipline and attendance policies including attending school every day and on time.
- Making sure that my child gets adequate sleep and has a healthy diet which includes bringing only a healthy snack to school.
- Getting involved in my child's education through participation in school events and conferences with my child's teacher.
- Reading all school-home communications and contacting the school when I have questions or concerns.
- Ensuring that my child meets the uniform - dress code policy every day.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
(B) frequent reports to parents on their children's progress;
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Ernie Pyle Elementary School will be responsible for:

- Parent-teacher conferences are conducted at the beginning of each school year and the Title I School-Parent Compact is discussed. Additionally, parents and teachers will complete one of the following forms: Parent Conference Guide, IEP, AIP, GATE-IPD or a teacher developed form. Spring parent-teacher conferences are held for all students who are performing below grade level standards to review progress and update conference forms.
- Report Cards are available in parent portal to parents three per year.

- Progress Reports are distributed to parents of students who are performing below grade level or whose grades have dropped two times per year.
- Parents who would like to volunteer in class can do so with the teacher's permission and upon completion of the volunteer application process.
- Parents who would like to observe classroom instruction can do so, but must follow the BUSD Visitor's Policy.
- Parents may email all staff members
- Parents may message the teacher through the classroom messaging app. Ex: Dojo / Class Tag
- The school will ensure regular two-way communication through school-wide flyers, via the BUSD app, parent email, and parent phone numbers in English and in Spanish.

As a parent, I will be responsible for:

- Attending and actively participating with parent-teacher conferences.
- Reviewing Report Cards and always encouraging my child to try his/her best on all academic tasks.
- Reviewing Progress Reports and always encouraging my child to try his/her best on all academic tasks.
- Contacting the school and communicating with all school staff and my child's teacher as needed.

This Compact was established byErnie Pyle Elementary School on February 18, 2025, and will be in effect for the period of the 2025-2026 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before the start of the 2025-2026 school year.

Ms. Gavilanes - Principal

Julia
Signature of Principal

2/18/25
Date

Bellflower Unified School District
Pacto de Escuela y los Padres del Título I
Escuela Primaria Ernie Pyle

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La escuela primaria Ernie Pyle y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A, acuerdan que el pacto entre la escuela y los padres describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán en la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares académicos del Estado (ESSA Sección 1116[d]).

Describa cómo la responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los niños atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos estatales, y las formas en que cada padre será responsable de apoyar el aprendizaje de sus hijos; y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Sección 1116[d][1] de ESSA):

La escuela primaria Ernie Pyle será responsable de:

- Proporcionar maestros altamente calificados que cumplan con los requisitos de ESEA.
- Enseñar el plan del currículo adoptado, que se alinea con los Estándares del Estado de California.
- Brindar a todos los estudiantes condiciones seguras y colaborativas para el aprendizaje (Meta 1 de BUSD LCAP).
- Brindar a los padres oportunidades regulares para la comunicación bidireccional, para hacer preguntas, expresar inquietudes y participar regularmente en el diálogo para garantizar o ayudar con el éxito académico y socioemocional de sus hijos.
- Proporcionar a las familias información clara sobre los problemas del distrito y la escuela, las expectativas de comportamiento y rendimiento de los estudiantes y los recursos y servicios comunitarios para las familias.
- Reclutar activamente a los padres y proporcionar información para el servicio en grupos de trabajo, comités asesores, equipos de acción y otras actividades de participación.

- Animar a las familias a reunirse regularmente con los maestros, administradores y el personal de la escuela para discutir los problemas del salón de clases que les conciernen y cualquier idea que puedan tener para mejorar el aprendizaje de sus hijos.

Como padre, seré responsable de:

- Apoyar el aprendizaje de mi hijo(a) proporcionando un lugar tranquilo para completar la tarea, monitorear la finalización de la tarea y comunicarse con el maestro con cualquier pregunta sobre la tarea.
- Participar, cuando sea posible, en eventos escolares y con la comunidad escolar para comprender las expectativas académicas y apoyar la educación de mi hijo(a).
- Animar a mi hijo(a) a participar en oportunidades de enriquecimiento que amplían el aprendizaje durante el tiempo extracurricular.
- Apoyar las políticas escolares de tareas, disciplina y asistencia, incluida la asistencia a la escuela todos los días y a tiempo.
- Asegurarme de que mi hijo duerma lo suficiente y tenga una dieta saludable que incluya llevar solo un refrigerio saludable a la escuela.
- Involucrarse en la educación de mi hijo/a a través de la participación en eventos escolares y conferencias con el maestro/a de su hijo/a.
- Leer todas las comunicaciones entre la escuela y el hogar y comunicarse con la escuela cuando tenga preguntas o inquietudes.
- Asegurarme de que mi hijo/a cumpla con el uniforme - política del código de vestimenta todos los días.

Describa la importancia de la comunicación entre maestros y padres de forma continua a través de, como mínimo, los siguientes medios (Secciones 1116[d][2][A-D] de la ESSA):

(A) conferencias de padres y maestros en las escuelas primarias, al menos una vez al año, durante las cuales se discutirá el pacto en relación con el logro individual del niño;
(B) informes frecuentes a los padres sobre el progreso de sus hijos;
(C) acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo(a) y observación de las actividades del salón de clases; y
(D) asegurar una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela, y en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

La escuela primaria Ernie Pyle será responsable de:

- Las conferencias de padres y maestros se llevan a cabo al comienzo de cada año escolar y se discute el Pacto entre la escuela y los padres del Título I. Además, los padres y maestros completarán uno de los siguientes formularios: Guía de conferencias para padres, IEP, AIP, GATE-IPD o un formulario desarrollado por el maestro. Las conferencias de padres y maestros de primavera se llevan a cabo para todos los estudiantes que se desempeñan por debajo de los estándares del nivel de grado para revisar el progreso y actualizar los formularios de la conferencia.
- Los reportes de grados seran disponibles a traves del portal de padres.

- Los informes de progreso se distribuyen a los padres de los estudiantes que se desempeñan por debajo del nivel de grado o cuyas calificaciones han bajado dos veces por año.
- Los padres que deseen ser voluntarios en la clase pueden hacerlo con el permiso del maestro y al completar el proceso de solicitud de voluntariado.
- Los padres que deseen observar la instrucción en el salón de clases pueden hacerlo, pero deben seguir la Política de visitantes de BUSD.
- Los padres pueden enviar correos electrónicos a todos los miembros del personal.
- Los padres pueden enviar mensajes al maestro/a a través de la aplicación de mensajes del salón de clases. Ej: Dojo/ Class Tag
- La escuela garantizará una comunicación bidireccional regular a través de volantes en toda la escuela, a través de la aplicación BUSD, el correo electrónico de los padres y los números de teléfono de los padres en inglés y en español.

Como padre, seré responsable de:

- Asistir y participar activamente en las conferencias de padres y maestros.
- Revisar las boletas de calificaciones y siempre alentar a mi hijo(a) a que haga todo lo posible en todas las tareas académicas.
- Revisar los informes de progreso y siempre animar a mi hijo(a) a hacer todo lo posible en todas las tareas académicas.
- Ponerme en contacto con la escuela y comunicarme con todo el personal de la escuela y el maestro de mi hijo(a) según sea necesario.

Este Pacto fue establecido por la escuela primaria Ernie Pyle el 18 de febrero del 2025 y estará vigente durante el período del año escolar del 2025-2026. La escuela distribuirá el Pacto anualmente a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del comienzo del año escolar del 2025-2026.

Sra. Gavilanes - Directora

Julia
Signature of Principal:

2/18/25
Date:

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Bellflower Unified School District

Title I School Parent and Family Engagement Policy
Ernie Pyle Elementary School

Ernie Pyle Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partner's feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Ernie Pyle's annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- Ernie Pyle will offer a Title 1 Parent meeting on the evening of Back to School night, post the presentation to the website and families are welcome to set up a meeting with the principal for questions or concerns regarding Title 1.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent notification requirements for Title I, including the family engagement policy. Specific

information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.

- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- Parents are invited to attend ongoing parent workshops offered by the school, School Site Council Meetings, ELAC meetings, or contact school staff via telephone or messaging systems such as email and apps.

Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services. Parent input and comments are documented on the SSC minutes, which are submitted

with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Ernie Pyle's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on February 27, 2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the start of the 2024-2025 school year.

Mrs. Cummings - Principal

Mrs Cummings
Signature of Principal:

2-27-24
Date:

Bellflower Unified School District

Política de participación de padres y familias de la escuela Título I

Escuela Primaria de Ernie Pyle

La escuela primaria de Ernie Pyle, con los padres y miembros de la familia, ha desarrollado conjuntamente, acordado mutuamente y distribuido a los padres y miembros de la familia de los niños participantes en los programas del Título I, Parte A, los siguientes requisitos como se describe en las secciones 1116 (b) y (c) de ESSA.

Describa cómo los padres y los miembros de la familia de los niños que participan en los programas del Título I, Parte A participan en el desarrollo conjunto y la distribución a una política escrita de participación de los padres y la familia en la escuela, acordada por dichos padres para cumplir con los requisitos de la Sección 1116(c) de ESSA) a (f) (Sección 1116[b][1] de ESSA):

- **El consejo de la escuela (SSC) colabora para escribir y revisar anualmente la Política de participación de padres y familias de la escuela Título I.**

- **La política de participación de los padres y la familia de las escuelas de Título I se carga en la Confirmación de datos a través de Aeries para distribuirse a todas las familias en las escuelas de Título I al comienzo del año.**

- **La política de participación de padres y familias de la escuela Título I se analiza durante la reunión anual de padres de Título I al comienzo de cada año escolar.**

Describa cómo los padres y miembros de la familia de los niños que participan en los programas del Título I, Parte A, pueden enmendar una política escolar de participación de los padres y la familia que se aplica a todos los padres y miembros de la familia, si es necesario, para cumplir con los requisitos (ESSA Sección 1116[b][2]):

- **Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden compartir sus sugerencias o inquietudes con SSC mientras revisan y actualizan la Política de participación de padres y familias de la escuela Título I.**

Describa cómo la Agencia Educativa Local (LEA) involucrada tiene una política de participación de padres y familias a nivel de distrito escolar que se aplica a todos los padres y miembros de la familia en todas las escuelas atendidas por la LEA, y cómo la LEA puede modificar esa política, si es necesario para cumplir los requisitos (Sección 1116[b][3] de ESSA):

- **La Política de participación de padres y familias de LEA Título I se revisará y actualizará anualmente. La política de LEA se actualizará con el Comité Asesor de Padres a nivel de LEA y se compartirá con los SSC a nivel escolar en todas las escuelas de Título I para recibir comentarios.**

Describir cómo pueden los padres y familiares de los niños que participan en los programas del Título I, Parte A, si encuentran que el plan bajo la Sección 1112 de ESSA no es satisfactorio para los

padres y miembros de la familia, y la LEA deberá presentar los comentarios de los padres con el plan cuando la LEA presente el plan al Estado (Sección 1116[b][4] de la ESSA):

- **El Plan de responsabilidad y control local (LCAP, por sus siglas en inglés) de BUSD se comparte con varios grupos asesores de padres: Grupo asesor del distrito, Grupo de asesores de padres y Comité asesor del idioma inglés del distrito. Durante cada presentación del LCAP, se toman notas diligentes con respecto a los comentarios y discusiones de los padres.**

- **La encuesta LCAP de BUSD solicita aportes de todos los socios educativos, incluidos el personal, los padres y los miembros de la comunidad. Los comentarios se recopilan en un formato digital y se abordan en consecuencia a través de nuestros comités asesores a medida que se revisa y actualiza el LCAP.**

- **BUSD comparte los comentarios de los socios educativos y las respuestas de BUSD a los comentarios en todas las reuniones del comité asesor, con la Junta de Educación, y envía esta información al estado con el LCAP como parte de la sección de comentarios de los socios educativos.**

Describa cómo la escuela atendida por los fondos del Título I, Parte A lleva a cabo una reunión anual, en un momento conveniente, a la que se invitará y animará a todos los padres y familiares de los niños participantes a asistir, para informar a los padres de la participación de su escuela bajo el Título I. , Parte A y para explicar los requisitos y los derechos de los padres a participar (Sección 1116[c][1] de la ESSA):

- **La reunión anual de padres de Título I para Ernie Pyle se lleva a cabo al comienzo de cada año escolar durante la Noche de Regreso a la Escuela, ya que este es un evento con asistencia máxima.**
- **La presentación anual de la reunión de padres de Título I explica los requisitos y regulaciones de Título I en detalle. También proporciona información específica sobre los fondos y gastos del Título I del sitio, notificaciones y participación de los padres, y oportunidades de participación de los padres.**

Describa los pasos que toma la escuela para ofrecer un número flexible de reuniones, como reuniones en la mañana, tarde, noche u otras formas y puede proporcionar, con fondos provistos bajo el Título I, Parte A, para transporte, cuidado de niños y visitas de hogar, ya que dichos servicios se relacionan con la participación de los padres (Sección 1116[c][2] de ESSA):

- **Ernie Pyle ofrecerá una reunión de padres de Título I en la tarde de la Noche de Regreso a la Escuela, publicará la presentación en el sitio web y las familias pueden programar una reunión con la directora para preguntas o inquietudes sobre el Título I.**

Describir cómo los padres y miembros de la familia de los niños participantes están involucrados, y de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas bajo el Título I, Parte A, incluida la planificación, revisión y mejora de la política de participación de los padres y la familia de la escuela y el desarrollo conjunto del plan del programa de toda la escuela bajo ESSA Section 1114(b), excepto que si una escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño conjuntos de los programas escolares, la escuela puede usar ese proceso, si dicho proceso incluye una representación adecuada de los padres de los niños participantes (ESSA Sección 1116[c] [3]):

- **Durante la reunión anual de padres de Título I, se revisan detalles específicos sobre los servicios de Título I. También revisamos el proceso para escribir y revisar el Plan Escolar para el Rendimiento Estudiantil. La Reunión Anual de Padres del Título I también revisa todos los requisitos de notificación a los padres para el Título I, incluida la política de participación familiar. Se comparte y revisa información específica sobre el programa y los servicios de Título I de la escuela. Los padres son bienvenidos y alentados a dar su opinión.**

- **Todos los padres son bienvenidos a asistir a las reuniones del Comité Asesor de Aprendizaje de Inglés (ELAC). Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. ELAC revisa y brinda información para el Plan Escolar para el Rendimiento Estudiantil, que incluye el programa y los servicios del Título I.**

- **Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden participar en la planificación, revisión y mejora del Plan Escolar para el Logro Estudiantil, que incluye el programa y los servicios del Título I, y la Política de participación de los padres y la familia de la escuela del Título I.**

Describa cómo la escuela proporciona a los padres y familiares de los niños participantes de los programas del Título I, Parte A: información oportuna sobre los programas del Título I, Parte A; una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro de los exigentes estándares académicos estatales; y si lo solicitan los padres, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible (ESSA secciones 1116[c][4][C.A]:

- **Durante la reunión anual de padres del Título I, se comparte información específica sobre el programa y los servicios del Título I, el plan de estudios adoptado, las evaluaciones académicas y el análisis de los datos escolares que incluyen los niveles de rendimiento medidos por los estándares de contenido del estado de California.**

- **Durante la Noche de Regreso a la Escuela, los maestros comparten sobre el programa y los servicios del Título I, el plan de estudios adoptado y las evaluaciones académicas con los padres de los estudiantes en sus clases individuales.**

- **Durante las conferencias anuales de padres, los maestros discuten el programa y los servicios del Título I, el plan de estudios adoptado, las evaluaciones académicas y los datos de rendimiento individual que incluyen los niveles de rendimiento medidos por los estándares de contenido del estado de California y cómo se relacionan con cada estudiante individual.**

- **Se invita a los padres a asistir a los talleres continuos para padres ofrecidos por la escuela, las reuniones del Consejo del Sitio Escolar, las reuniones de ELAC o comunicarse con el personal de la escuela por teléfono o sistemas de mensajería como correo electrónico y aplicaciones.**

Describa cómo el plan del programa para toda la escuela, Sección 1114(b) de ESSA, si no es satisfactorio para los padres de los niños participantes en los programas del Título I, Parte A, puede presentar los comentarios de los padres sobre el plan cuando la escuela pone el plan a disposición de la LEA (ESSA Sección 1116[c][5]):

- **Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden participar en la planificación, revisión y mejora del Plan Escolar para el Rendimiento Estudiantil, que incluye el programa y los servicios del Título I. Los aportes y comentarios de los padres se documentan en las actas del SSC, que se envían con el Plan Escolar para el Rendimiento Estudiantil, para su revisión por parte de la administración del distrito y la Junta de Educación.**

La Política de participación de los padres y la familia de la escuela Título I, Parte A de Ernie Pyle se desarrolló conjuntamente y se acordó con los padres y familiares de los niños que participan en los programas del Título I, Parte A el 27 de febrero del 2024. La escuela distribuirá la política a todos los padres y familiares de los estudiantes participantes del Título I, Parte A anualmente al comienzo del año escolar de 2024-2025 o antes.

Sra. Cummings - Directora

Ms. Cummings

Signature of Principal:

2-27-24

Date: