



Chavez Elementary

School Plan for Student Achievement
2025-2026

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

The SPSA contains the following:

Needs Assessment-

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

Accountability Measure I: Increase Achievement-

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Overall Performance (All Students):36% of students met or exceeded standards, which is below both the elementary (50%) and district (52%) averages.However, there was an improvement of +5 percentage points from the previous year.Grade 3 Underperformance:Only 31% of Grade 3 students met or exceeded standards, well below both the elementary (47%) and district (48%) averages.Despite being low, Grade 3 saw the largest year-over-year gain (+5 percentage points).Grade 4 Middle Ground:36% of Grade 4 students met or exceeded standards, also below the elementary (49%) and district (49%) averages.Unlike other grades, Grade 4 declined slightly (-1 point).Grade 5 Highest Achievement:41% of Grade 5 students met or exceeded standards, higher than both Grade 3 and 4, though still below the elementary (54%) and district (55%) benchmarks.This grade achieved the largest growth (+7 points).High Not Met Category (Overall):64% of students are scoring in the Not Met range overall, compared to only 48% districtwide.This is a major area for instructional focus. Hispanic students have decreased by 3%. Our greatest growth was seen with our African American students, outperforming the district average at 50%, with an 18% increase over 2 years. They met our site goal. Our EL students achieved 10%, a 4% decrease. Students with disabilities in 24/25 were at 22% for ELA. This was a 4% increase from 23/24 school year of 18.8%

ELA Goals

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 31% in June 2025 to 38% by June 2026. By June 2026, 71% of students in grades K-2 will meet or exceed on the Spring foundational reading skills assessment, from 63% in June 2025. By June 2026, % of students in grade 1-3 will meet or exceed on the Spring fluency assessment from % in June 2025.

ACTION PLAN:

To achieve these goals, Chavez will provide targeted programming for both K-2nd and 3rd-5th grades. The team will implement the following action plan:

1. Standards Analysis: Analyze content standards to ensure rigor and implement a structured literacy model of instruction.
2. Nonfiction Focus: Prioritize instruction on nonfiction standards.
3. Small Group Instruction: Emphasize small group instruction for targeted support.
4. Tier 3 Intervention: Provide targeted intervention support for Tier 3 students.
5. Phonics Instruction (K-2): Focus on phonics instruction in grades K-2, incorporating daily fluency practices with supplemental materials and continuing DDRSGI with leveled texts and/or extended phonics.
6. Quality Core Instruction Cycles: Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter, and Spring).
7. Collaborative Planning: Conduct grade-level collaborative full-day planning days three times a year.
8. Co-Teaching: Implement co-teaching with site leads to promote collaboration and instructional alignment.
9. Site-Specific PD: Provide site-specific professional development, along with peer observations and walkthroughs.
10. EL Roadmap and "Look Fors": Use the EL Roadmap and district "look fors" as guides to increase rigor and engagement in lessons.

PROGRESS MONITORING:

Chavez will monitor progress towards these goals through the following strategies:

1. Data Review: Regularly review iReady and SBAC data, and implement practices to address student needs as indicated by these outcomes.
2. Subgroup Tracking: Track and analyze reading performance indicators for all student subgroups (e.g., ELs, SWD, Black/AA, etc.).
3. FRSA Monitoring: Continuously monitor FRSA data to address identified student needs.
4. Progress Analysis: Teachers will analyze student progress during school-wide professional development meetings, grade-level planning, and grade-level meetings.
5. Coaching Support: The site literacy lead will continue to provide coaching support to grade levels according to our learning cycles.

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall Performance: Only 29% of students met or exceeded standards. This is below both the elementary-wide (45%) and district average (38%). High Not Met Levels: 49% of all students scored Not Met, which is much higher than the district (36%) and all elementary (29%). Grade 3: 72% of Grade 3 students scored Not Met or Nearly Met, with only 28% meeting or exceeding. This is well below the district and all elementary averages (both 49%). Grade 4 Shows Slight Improvement: 71% of Grade 4 students are Not Met/ Nearly Met, with 29% meeting or exceeding, compared to 45% at district and all elementary levels. Large gap remains despite some growth (+7% in 2 years). Grade 5 Outperforms Grades 3 & 4: 31% of Grade 5 students met or exceeded, a +20% increase over 2 years. Still below all elementary (40%) and district (41%), but trend shows strong growth. Growth Trends: Overall students improved +8% over 2 years. Grade 5 is driving this improvement (+20%), while Grade 3 actually declined (-2%).

Math Goals

The percentage of students who meet or exceed grade-level standards on the state Math SBAC assessment will grow from 29% in June 2025 to 36% by June 2026.

ACTION PLAN:

Chavez plans to achieve these goals by providing targeted programming for 3rd-5th grades. The team will focus on enhancing mathematical concept development and impact through the following strategies:

1. Unpack Task Rigor: Examine and elevate the rigor of mathematical tasks.
2. Develop Mathematical Understanding: Build conceptual understanding and number sense through Counting Collections and Small Group Instruction (SGI) for students.
3. Release Days for Teachers: Provide dedicated release days for teachers to focus on math instruction.
4. Book Study: Engage in a book study of Principles to Action to guide best practices.
5. 5E Lesson Plan: Implement the 5E instructional model for lesson planning.
6. Instructional Shifts: Make targeted instructional shifts in math practices and clearly define math block instruction.
7. Quality Core Instruction Cycles: Participate in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter, and Spring).
8. Collaborative Planning: Hold grade-level collaborative full-day planning sessions three times a year.
9. Co-Teaching with Site Leads: Facilitate co-teaching with site leads to ensure instructional alignment and support.
10. Professional Development: Provide site-specific professional development, along with peer observations and walkthroughs.

PROGRESS MONITORING

Chavez will monitor progress toward these goals using the following methods:

1. Data Analysis: Regularly analyze iReady and SBAC data to track student progress.
2. Tier 2 Math Tutoring: Provide targeted Tier 2 math tutoring to support struggling students (including students from all identified subgroups).
3. Unit Assessments: Analyze math unit assessments to gauge student understanding.
4. Subgroup Performance: Analyze the math progress and performance of students in all subgroups (e.g., Latinx, ELs, SWD, Black/AA, etc.) during school-wide professional development, grade-level planning, and meetings.
5. Co-Teaching Support: Site leads will continue to provide co-teaching support to grade levels in alignment with our learning cycles.

Comprehensive Needs Assessment: English Learners

English Learner Findings

60% of RFEP students met or exceeded standards, far above the school overall (29%) This group demonstrates that once students reclassify, they are capable of high academic success. High Growth Potential in ELL Students Although only 10% of ELLs met/exceeded, this aligns closely with district averages (10%) and suggests they are performing at the expected level for developing English learners. With targeted support, there's clear potential to accelerate growth. EL + RFEP Group Shows Emerging Strengths 20% of EL + RFEP students are meeting/exceeding, which, while below district (38%), represents a strong starting point given language development demands. These students demonstrate resilience in balancing language acquisition and academic performance.

English Learner Goals

The percentage of Grade 3 EL students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 10% in June 2025 to 38% by June 2026. By June 2026, 71% of EL students in grades K-2 will meet or exceed on the Spring foundational reading skills assessment, from 67 % in June 2025. By June 2026, 53% of EL students in grade 1-3 will meet or exceed on the Spring fluency assessment from 63% in June 2025.

ACTION PLAN:

To achieve these goals, the following action steps will be implemented:

1. K-2 Phonics Focus: Emphasize phonics instruction for K-2 students, and clearly define math block instruction for 3rd-5th grades.
2. Standard Study: Conduct a study of content standards to ensure a standards-based approach to teaching across all areas.
3. Small Group Instruction: Implement small group instruction in both ELA and Math to provide targeted support for ELs.
4. EL Roadmap Study: Teachers will engage in a study of the EL Roadmap to guide best practices.
5. Learning Cycles: Teachers will participate in learning cycles to analyze data specific to ELs.
6. Peer Observations and Walkthroughs: Engage in peer observations and classroom walkthroughs to promote collaborative learning.
7. Integrated and Designated ELD: Define and implement integrated and designated English Language Development (ELD) instruction.
8. Daily Fluency: Provide daily fluency practice with supplemental materials, focusing on building mathematical conceptual understanding and number sense through Counting Collections in Math.
9. DDRSGI: Continue with DDRSGI (Differentiated Daily Reading Small Group Instruction) using leveled text and/or extended phonics skills.
10. ELAC Parent Engagement: Inform ELAC (English Learner Advisory Committee) parents of data and gather feedback on student progress.
11. Parent Conferences: During parent conferences, inform all EL parents of their child's academic and language proficiency levels.

PROGRESS MONITORING:

Progress will be tracked and monitored using the following strategies:

1. FRSA Data: Regular monitoring of FRSA data with a specific focus on ELs.
2. Reading Levels: Track reading levels for ELs to assess growth and proficiency.
3. iREADY Data: Analyze iReady data for both ELA and Math, as well as ELPAC (English Language Proficiency Assessments for California) scores.
4. ELlevation Tools: Use the ELlevation platform tools to monitor progress, differentiate instruction, and track student growth.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey Results:Spring 24-25: Identity75% of AA responded favorably in comparison to 87% of Others sub groups This is a decrease from Sept. 2024 where AA 91% responded favorably Spring 24-25: Belonging88% of AA responded favorably in comparison to 78% of Others sub groups This is an increase from Sept. 2024 where AA 75% responded favorably Spring 24-25: Agency77 % of AA responded favorably in comparison to 77% of Others sub groups

Rates are improving consistently among all subgroups, and chronic absenteeism is decreasing. African American students were at 32.8% in the 23/24 school year. In the 24/25 school year, the percentage increased to 34.1%, but it is currently at 24.7% (25/26). Low socially economic status students chronic absence rate was at 29.6% during the 23/24 school year. In the 24/25 school year, attendance improved to 29.9% and is currently at 24.1%. Students with disabilities' chronic absence rate was at 32.6%, in 23/24 school year, rose to 33.6% in the 24/25 school year and is currently at 27.3% (25/26).

Culture/Climate Goals

Although there have been improvements with attendance and chronic absenteeism, we are still not at the district goal for each category. Our chronic absenteeism rate has been decreasing over time, but it continues to be an area that needs to be monitored.

An Action Plan below in how we will continue to address this issues:
utilizing counselor to address attendance needs through personalized parent meetings and conferences
parent communication (letters, meetings etc)
Regular meetings with counselor and attendance clerk
Focusing on our subgroups and coming up with interventions (EL,SWD, AfAm)
School wide cultural and holiday performances to improve student attendance and excitement about coming to school

Culture/Climate Goals

Black students sense of belonging, identity, and agency will be equal or greater to other subgroups as measured by Pulse survey.

ACTION PLAN:

To achieve this goal, the following strategies will be implemented:

1. Lessons on Respect and Friendship: Develop and teach lessons that emphasize respect, empathy, and building friendships.
2. Establish School Guidelines for Success: Create and promote clear school-wide guidelines that outline expectations for success and inclusivity.
3. Focus Groups: Conduct focus groups of Black students to understand their perspectives, gather feedback, and inform school improvement efforts.
4. Harmony SEL Practices: Implement Harmony Social-Emotional Learning (SEL) practices daily to foster emotional intelligence, cooperation, and positive relationships among students.
5. Increase Student Agency and Belonging: Strengthen student voice and sense of belonging through student groups such as the Chavez Student Council and other leadership opportunities.

PROGRESS MONITORING:

Progress will be monitored through the following methods:

1. Pulse and CORE Survey Analysis: Analyze Pulse and CORE survey data at least three times a year (e.g., Fall, Winter, and Spring) to track progress in the areas of belonging, agency, and identity.
2. Referral Data: Review student referral data to identify patterns and address any issues related to inclusion or belonging.
3. Site Surveys: Conduct surveys to gather feedback from staff, students, and families to assess the effectiveness of the initiatives.
4. Teacher and Collaborative Planning Meetings: Monitor progress during teacher and grade-level planning meetings, with a specific focus on the performance of identified student subgroups (e.g., African American, English Language Learners, students of two or more races).
6. Learning Cycles: Teachers will engage in learning cycles to analyze data related to the performance and experiences of the student subgroups mentioned above.
7. Counselor Support: The school counselor will provide targeted support to both teachers and students, addressing needs based on identified areas of focus.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) ELA Goals: FRSA (K-2nd): By June 2025, students who score at or above grade level on the FRSA (K-2nd) will increase by 10%, from 63% to 73% for all students. SBAC (3rd-5th): By June 2025, students who score "Met" or "Exceeded" on the SBAC ELA (3rd-5th) will increase by 8%, from 33% to 41% for all students.</p> <p>ACTION PLAN: To achieve these goals, Chavez will provide targeted programming for both K-2nd and 3rd-5th grades. The team will implement the following action plan: 1. Standards Analysis: Analyze content standards to ensure rigor and implement a structured literacy model of instruction. 2. Nonfiction Focus: Prioritize instruction on nonfiction standards. 3. Small Group Instruction: Emphasize small group instruction for targeted support.</p>	Goal Partially or Not Met	<p>After reviewing the data, there was an overall increase by 3% over 2 years, but we are still below district goals. Hispanic students have decreased by 3%. Our greatest growth was seen with our African American students, outperforming the district average at 50%, with an 18% increase over 2 years. They met our site goal. Our EL students achieved 10%, a 4% decrease. There has been an overall growth in achievement in ELA and at this rate, we anticipate to grow by at least 5% every year. We believe the decrease in achievement in ELA with our Hispanic and EL population could be due to the new implementation of DLR.</p>	<p>For the 2025-2026 school year we will:</p> <ol style="list-style-type: none"> 1. We will continue to work toward the 5% increase in the amount of students that met or exceeded in ELA. 2. We are implementing district professional development focusing on K-2 on phonics and 3-5 math. 3. Monitor data and growth towards meeting goals at intervals throughout year. 4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing. 5. Use EL Roadmap and district "look fors" as a guide to increase rigor and engagement in lessons.

4. Tier 3 Intervention: Provide targeted intervention support for Tier 3 students.

5. Phonics Instruction (K-2): Focus on phonics instruction in grades K-2, incorporating daily fluency practices with supplemental materials and continuing DDRSGI with leveled texts and/or extended phonics.

6. Quality Core Instruction Cycles: Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter, and Spring).

7. Collaborative Planning: Conduct grade-level collaborative full-day planning days three times a year.

8. Co-Teaching: Implement co-teaching with site leads to promote collaboration and instructional alignment.

9. Site-Specific PD: Provide site-specific professional development, along with peer observations and walkthroughs.

10. EL Roadmap and "Look Fors": Use the EL Roadmap and district "look fors" as guides to increase rigor and engagement in lessons.

PROGRESS MONITORING:

	<p>Chavez will monitor progress towards these goals through the following strategies:</p> <p>1.Data Review: Regularly review iReady and SBAC data, and implement practices to address student needs as indicated by these outcomes.</p> <p>2.Subgroup Tracking: Track and analyze reading performance indicators for all student subgroups (e.g., ELs, SWD, Black/AA, etc.).</p> <p>3.FRSA Monitoring: Continuously monitor FRSA data to address identified student needs.</p> <p>4.Progress Analysis: Teachers will analyze student progress during school-wide professional development meetings, grade-level planning, and grade-level meetings.</p> <p>5.Coaching Support: The site literacy lead will continue to provide coaching support to grade levels according to our learning cycles.</p>			
Math	<p>1) Math Goals: (3rd - 5th Grade Students) SBAC: By June 2025, students who score at or above grade level on the SBAC Math will increase by 9%, from 21% to 30%.</p>	<p>Goal Partially or Not Met</p>	<p>After reviewing the data, there was an overall increase by 8% over 2 years, with student achievement in math at 29%, nearly meeting our site goal. Hispanic students have increased by 5%, reaching 25%.</p>	<p>For the 2025-2026 school year we will:</p> <ol style="list-style-type: none"> 1. We will continue to work toward the 5% increase in the amount of students that met or exceeded in SBAC MATH. 2. We are implementing district professional

By June 2025, Latinx students who score at or above on the SBAC Math will increase by 8%.

ACTION PLAN:

Chavez plans to achieve these goals by providing targeted programming for 3rd-5th grades. The team will focus on enhancing mathematical concept development and impact through the following strategies:

1. Unpack Task Rigor: Examine and elevate the rigor of mathematical tasks.
2. Develop Mathematical Understanding: Build conceptual understanding and number sense through Counting Collections and Small Group Instruction (SGI) for students.
3. Release Days for Teachers: Provide dedicated release days for teachers to focus on math instruction.
4. Book Study: Engage in a book study of Principles to Action to guide best practices.
5. 5E Lesson Plan: Implement the 5E instructional model for lesson planning.
6. Instructional Shifts: Make targeted instructional shifts in math practices and clearly define

Our greatest growth was seen with our African American students, with a 7% increase over 2 years , reaching 24%. Our EL students achieved 9%, a 6% decrease over 2 years. There has been an overall growth in achievement in Math and at this rate, we anticipate to grow by at least 5% every year. We believe the growth is supported by professional development, planning days, collaborative data analysis and planning regularly, developing a deeper mathematical understanding, offering tutoring, and focusing on sub groups. The decrease in achievement in Math with our EL population could be due to needed training and understanding of English Language Development standards and how it lends itself to math instruction.

development focusing on K-2 math and continuing the work already done in 3-5 for math.
3. Monitor data and growth towards meeting goals at intervals throughout year.
4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing.

math block instruction.

7. Quality Core Instruction

Cycles: Participate in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter, and Spring).

8. Collaborative Planning: Hold grade-level collaborative full-day planning sessions three times a year.

9. Co-Teaching with Site Leads: Facilitate co-teaching with site leads to ensure instructional alignment and support.

10. Professional Development: Provide site-specific professional development, along with peer observations and walkthroughs.

PROGRESS MONITORING

Chavez will monitor progress toward these goals using the following methods:

1. Data Analysis: Regularly analyze iReady and SBAC data to track student progress.

2. Tier 2 Math Tutoring: Provide targeted Tier 2 math tutoring to support struggling students (including students from all identified subgroups).

3. Unit Assessments: Analyze math unit assessments to gauge student understanding.

	<p>4. Subgroup Performance: Analyze the math progress and performance of students in all subgroups (e.g., Latinx, ELs, SWD, Black/AA, etc.) during school-wide professional development, grade-level planning, and meetings.</p> <p>5. Co-Teaching Support: Site leads will continue to provide co-teaching support to grade levels in alignment with our learning cycles.</p>			
English Learner	<p>1) EL GOALS: FRSA (K-2nd Grade): By June 2025, the percentage of English Language Learners (ELs) meeting or exceeding grade level on the FRSA will increase by 10%, from 48% to 58%. SBAC ELA (3rd-5th Grade): By June 2025, the percentage of ELs meeting or exceeding grade level on the SBAC ELA will increase by 8%, from 14% to 22%. SBAC Math (3rd-5th Grade): By June 2025, the percentage of ELs meeting or exceeding grade level on the SBAC Math will increase by 9%, from 16% to 25%.</p> <p>ACTION PLAN:</p>	Goal Partially or Not Met	<p>After reviewing data for our EL students, we see they achieved 10% on the ELA SBAC, a 4% decrease over 2 years. EL students achieved 9% on the MATH SBAC, a 6% decrease over 2 years. According to ELPAC scores, the greatest need is in reading and writing, with more than half of students scoring a 1 (beginning). We believe the decrease in overall achievement with our EL population could be due to needed training and understanding of English Language Development standards. Teachers also need more time to learn and understand the cycles of quality core instruction, pertaining to both ELA and Math.</p>	<p>Although our English Learners have grown significantly, our goal was not met. We will continue to support our EL students by:</p> <p>For the 2025-2026 school year we will:</p> <ol style="list-style-type: none"> 1. Continuing to work toward the 5% increase in the amount of students that met or exceeded in SBAC MATH. 2. We are implementing district professional development focusing on K-2 on phonics and 3-5 math. 3. Monitor data and growth towards meeting goals at intervals throughout year. 4. Implement the K-12 summit program with a select group of 3-5 students and monitor the data. 5. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing.

To achieve these goals, the following action steps will be implemented:

1. K-2 Phonics Focus:

Emphasize phonics instruction for K-2 students, and clearly define math block instruction for 3rd-5th grades.

2. Standard Study: Conduct a study of content standards to ensure a standards-based approach to teaching across all areas.

3. Small Group Instruction:

Implement small group instruction in both ELA and Math to provide targeted support for ELs.

4. EL Roadmap Study: Teachers will engage in a study of the EL Roadmap to guide best practices.

5. Learning Cycles: Teachers will participate in learning cycles to analyze data specific to ELs.

6. Peer Observations and Walkthroughs: Engage in peer observations and classroom walkthroughs to promote collaborative learning.

7. Integrated and Designated ELD: Define and implement integrated and designated English Language Development (ELD) instruction.

8. Daily Fluency: Provide daily fluency practice with supplemental materials, focusing on building mathematical conceptual understanding and number sense through Counting Collections in Math.

9. DDRSGI: Continue with DDRSGI (Differentiated Daily Reading Small Group Instruction) using leveled text and/or extended phonics skills.

10. ELAC Parent Engagement: Inform ELAC (English Learner Advisory Committee) parents of data and gather feedback on student progress.

11. Parent Conferences: During parent conferences, inform all EL parents of their child's academic and language proficiency levels.

PROGRESS MONITORING:
Progress will be tracked and monitored using the following strategies:

1. FRSA Data: Regular monitoring of FRSA data with a specific focus on ELs.
2. Reading Levels: Track reading levels for ELs to assess growth and proficiency.
3. iREADY Data: Analyze iReady data for both ELA and Math, as

	well as ELPAC (English Language Proficiency Assessments for California) scores. 4. ELlevation Tools: Use the ELlevation platform tools to monitor progress, differentiate instruction, and track student growth.			
Culture/Climate	<p>1) Culture/Climate Goal: By June 2025, Black students' sense of belonging, agency, and identity will be equal to or greater than that of non-Black students. By June 2025, the percent of favorable answers by students in the areas of sense of belonging, agency, and identity will increase by 5% overall.</p> <p>ACTION PLAN: To achieve this goal, the following strategies will be implemented:</p> <ol style="list-style-type: none"> 1. Lessons on Respect and Friendship: Develop and teach lessons that emphasize respect, empathy, and building friendships. 2. Establish School Guidelines for Success: Create and promote clear school-wide guidelines that outline expectations for success and inclusivity. 	Goal Partially or Not Met	<p>Key Analysis Points and Findings: Pulse Survey - Sense of Belonging 61%. Sense of Agency 58%. Sense of Identity, now at 65%. (Spring 24/25)</p> <p>58% of students responded favorably to a sense of agency at Chavez. The question, "I feel comfortable sharing what I am feeling with others" received the lowest score (27% favorability). For Sense of Belonging, the question, "It is easy to make friends at school" had the lowest score with 45% favorability. Identity had a score of 65% with the the question, "I can name the emotions I feel" with 49% favorability.</p> <p>Attendance Overall Attendance was 90.9% during the school year (23-24), and increased to 91.7% (24/25). So far</p>	<p>For the 2025 - 2026 school year we will:</p> <ol style="list-style-type: none"> 1. Continue SEL lessons for students. 2. Adding schoolwide SEL curriculum following district guidelines and expectations. 3. Continue to use PULSE survey data to monitor progress. 4. The facilitator will work with student council to create a focus group of 4th and 5th graders and identify the barriers students face in terms of making friends at school and sharing their feelings with others. 5. The PBIS team has developed proactive strategies to improve culture climate. 6. The principal, counselor and family engagement facilitator will also inform families the importance of attendance through Title 1 newsletters, meetings and principal updates. 7. To address attendance

3. Focus Groups: Conduct focus groups of Black students to understand their perspectives, gather feedback, and inform school improvement efforts.

4. Harmony SEL Practices: Implement Harmony Social-Emotional Learning (SEL) practices daily to foster emotional intelligence, cooperation, and positive relationships among students.

5. Increase Student Agency and Belonging: Strengthen student voice and sense of belonging through student groups such as the Chavez Student Council and other leadership opportunities.

PROGRESS MONITORING:
 Progress will be monitored through the following methods:

1. Pulse and CORE Survey Analysis: Analyze Pulse and CORE survey data at least three times a year (e.g., Fall, Winter, and Spring) to track progress in the areas of belonging, agency, and identity.
2. Referral Data: Review student referral data to identify patterns and address any issues related to inclusion or belonging.
3. Site Surveys: Conduct surveys

our attendance for this school year (25/26) is at 92.6%

2023/2024: Chronic Absentee rate was 33.2%, a 9% increase from the previous year. In 2024/2025 chronic absentee rate decreased to 28.4% and currently the 2025-2026 rate has decreased to 23.3%. Rates are improving consistently among all subgroups, and chronic absenteeism is decreasing.

utilizing counselor to address attendance needs through personalized parent meetings and conferences

parent communication (letters, meetings etc)

Regular meetings with counselor and attendance clerk

Focusing on our subgroups and coming up with interventions

School wide cultural and holiday performances to improve student attendance and excitement about coming to school

	<p>to gather feedback from staff, students, and families to assess the effectiveness of the initiatives.</p> <p>4. Teacher and Collaborative Planning Meetings: Monitor progress during teacher and grade-level planning meetings, with a specific focus on the performance of identified student subgroups (e.g., African American, English Language Learners, students of two or more races).</p> <p>6. Learning Cycles: Teachers will engage in learning cycles to analyze data related to the performance and experiences of the student subgroups mentioned above.</p> <p>7. Counselor Support: The school counselor will provide targeted support to both teachers and students, addressing needs based on identified areas of focus.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide principal with miscellaneous funds to cover the operational expenses and extra added cost of supplies needed to accelerate learning. All expenses would be reported to school site council and would support academic achievement, student safety, or improvement of school climate. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teachers will meet periodically to discuss their classroom instruction, data, and interventions needed in order to close the opportunity gap with students (Latinx, Black, ELs, special education) (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase materials and/or services to support parent involvement at Chavez. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Full day substitutes and hourly pay for teachers to collaborate, plan, observe, and receive training that support both academic and social emotional school goals. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Playground Partners offers students the ability to participate in any playground games such as obstacles courses, team sports, and fitness related activities. They create an emotionally safe outdoor play environment for all students. They also encourage character development through team building and skills development. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts,	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

including the California English Language Development Standards for English learner students, with an intense focus on:

- Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.
- Reading and Writing grounded in evidence from text.
- Regular practice with complex text and its academic vocabulary with intensity.

Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'

Writing, including daily and unit performance tasks that require:

Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.
K - 2: Foundational Reading Skills Assessment (FRSA)
3 – 5: Smarter Balanced Assessment Consortium summative Assessments

Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

Content Area textbooks (e.g. Health, Science, Social Studies)

Supplemental Reading materials matched to students' instructional Reading level (Newsela)

Thinking Maps

i-Ready Personalized Learning

ELlevation

iReady

progress and needs.

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

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
The need for instructional materials, facilities supplies, and materials to support culture and climate. SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 20, EL Reclassification 10, Core Curriculum 50	Provide principal with miscellaneous funds to cover the operational expenses and extra added cost of supplies needed to accelerate learning. All expenses would be reported to school site council and would support academic achievement, student safety, or improvement of school climate.	All Students	LCFF \$20,000 Materials - LCFF 100%	08/12/2025 - 06/19/2026 Daily	Principal	Core Survey SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 20, EL Reclassification 10, Core Curriculum 50
CORE Survey data Culture-Climate Survey (Student-Staff) 100	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$51,272 Hourly - Recreation Aide (5) for 500 hours annually - LCFF Rec 100%	08/18/2025 - 06/27/2026 Daily	Principal	CORE Survey results Culture-Climate Survey (Student-Staff) 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
In coming kindergartners and their families are provided multiple opportunities to learn more about our dual immersion program. In January information packets are sent to all nearby and dual language preschools to inform them of our program. In February, we invite families to an information night to learn more about our school and meet teachers. In March, we offer parents a tour of the classrooms where they can see learning in action. In the summer, attending students and their families are invited to kinder orientation to meet their teacher, see their classrooms, and begin to make friends.	In late January, all families of 5th grade students are invited to a "Transition Meeting" hosted by the Counselor. She explains the process for completing required paperwork and provides a brief overview of the programs available in the District. Families and students are invited to attend middle school information nights. Parents then select their school of choice on ParentVUE and are notified of their child's placement towards the end of the year. For English Learners (ELs) who do not reclassify by 5th grade, additional transition support will be provided through a collaborative meeting between Chavez' program facilitator, parents, and a middle school representative. This meeting will ensure that families are informed about the reclassification process at the middle school level and know the appropriate points of contact for ongoing support	N/a

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Lessons and resources need to be created for the use of professional development for the implementation of CCSS. SBAC ELA 10, SBAC Math 10, EL Reclassification 20, Core Curriculum 60	Full day substitutes and hourly pay for teachers to collaborate, plan, observe, and receive training that support both academic and social emotional school goals.	Title 1 \$19,631 Substitute teacher full day (14) for 5 days - Title 1 100%	08/12/2025 - 06/19/2026 Monthly	Classroom Teachers IIC Literacy Teacher Principal	ILT Grade Level Agendas Classroom Observations Data
Plan next steps for teachers in order to provide quality core instruction to students SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 50, EL Reclassification 10	Teachers will meet periodically to discuss their classroom instruction, data, and interventions needed in order to close the opportunity gap with students (Latinx, Black, ELs, special education)	LCFF \$2,804 Substitute teacher full day (10) for 1 days - LCFF 100%	08/12/2025 - 06/19/2026 Trimester	Principal Instructional Leadership Team	FRSA iready SBAC data EL redesignation

Describe Teacher Involvement

The instructional leadership team meets periodically to study data, develop coaching support and elevate the development of curriculum. Teachers have various involvement in school functions such as Culture Climate Leadership Team, which responds to the Pulse data and finds solutions to make sure students feel a sense of safety and belonging. Teachers participate in School Site Council meetings along with community members and the principal. These meetings allow for the voices of each stakeholder to be heard. Teachers also participate in the School Community Resource Fair and other school sponsored events. Teachers keep families informed by communicating on a regular basis in person or through their communication tool of choice, examples include synergy mail or school messenger.

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
support at home Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 50, SEL Survey 30	Purchase materials and/or services to support parent involvement at Chavez.	Par Inv \$2,321 Materials - Par Inv 100%	08/12/2025 - 06/19/2026 Monthly	Principal Facilitator	Principal

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	120060
Title I Parent and Family Involvement (3008)	2351

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

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

State Programs *	Allocation
LCFF	33320

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

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

Assistance to Schools

Counselors

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Brenda Ocampo	12-31-1969
Staff	Classroom Teacher	Yolanda Gonzalez	06-13-2026
Staff	Classroom Teacher	Hilda Parra	06-13-2027
Staff	Classroom Teacher	Suzy Perez	06-13-2026
Staff	Other School Personnel	Kelly Sommer	06-13-2026
Community	Parent/Community Member	█ Yun	06-13-2027
Community	Parent/Community Member	█ Martinez-Salazar	06-13-2027
Community	Parent/Community Member	█ Arnieri	06-13-2026
Community	Parent/Community Member	█ Hernandez	06-13-2026
Community	Parent/Community Member	█ Martinez	06-13-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Natividad
DELAC Representative	Parent of EL Student (required)	██████████ Hernandez
Principal or Designee	Staff Member (required)	Vanessa Rodriguez-Moreno
Secretary	Parent of EL Student (required)	██████ Armenta

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/05/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	After receiving information about ELPAC, GATE and the K-12 summit, families decided they would like to adopt the K-12 summit program for EL 3rd-5th graders. This program is a 6 - 8 weeks plan that is optimized for each students' second language acquisition needs.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/18/2025
6. What was SSC's response to ELAC recommendations?	School Site council agrees to the purchase of the K-12 Summit program. There is evidence that it has helped with student achievement with ELPAC scores at other sites. We would like to try it this year and compare results.

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/18/2025
2. SSC approved the **Home-School Compact** on 11/18/2025
3. SSC approved the **Parent Involvement Guidelines** on 11/18/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 10/22/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/09/2025
6. The SPSA was approved at its meeting on 12/09/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



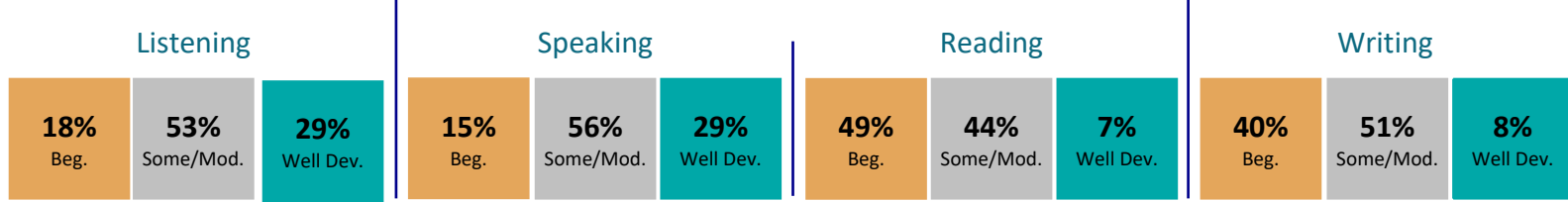
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Chavez

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	50%	50%	0%	0%	33%	67%	0%	33%	50%	17%	67%	33%	0%	50%	50%	0%
01	0%	57%	29%	14%	14%	71%	14%	0%	86%	14%	0%	100%	0%	14%	71%	14%
02	38%	19%	38%	6%	13%	31%	50%	6%	81%	6%	56%	19%	19%	56%	38%	0%
03	30%	30%	25%	15%	15%	50%	30%	10%	60%	25%	50%	35%	10%	45%	40%	10%
04	29%	12%	47%	12%	18%	71%	12%	24%	18%	59%	41%	59%	0%	24%	59%	18%
05	33%	22%	22%	22%	22%	22%	44%	22%	33%	33%	56%	33%	0%	33%	56%	0%



Chavez Elementary

School-Parent Compact 2025-2026

Teacher-Student-Parent Agreement

Our Goal

Cesar Chavez Elementary is committed to developing each child's potential to be a successful, responsible and productive member of society. If this is our goal, we, as students, teachers and parents must be willing to recognize and agree upon our individual responsibilities and roles and be willing to commit and work cooperatively to accomplish our goal.

As a **TEACHER**, I understand the importance of a quality education for all children and I am willing to carry out the following commitments to the best of my ability:

- Treat all children with respect and dignity.
- Provide instruction, as directed by Common Core Standards, in a manner that engages all students.
- Consider and respect the intellectual, social emotional and physical well being of each child.
- Provide a safe, healthy and positive learning environment for each child.
- Provide a communication platform for teacher-to-parent contact, as well as, ways parents may contact you directly as needed. (e.g., Remind app, Class Dojo, office hours).
- Communicate with parents on their child's progress as needed based on performance levels (e.g., fall conferences, achievement reports and spring conferences).
- Explain my expectations, instructional goals and grading policy to parents and students.
- Communicate with students the recommended reading time per grade level span.
- Follow-up with parents when a student has frequent absences/tardies.
- Offer parents resources to support student success

Teacher's name

Teacher's Signature

As a **STUDENT**, I know that I am ultimately responsible for my own success and I am willing to carry out the following assignments to the best of my ability:

- Get to class on time (e.g., make sure to listen to the bell for time warning), dressed appropriately (uniform policy), and ready to learn.
- Take care of myself and be responsible for my own behavior.
- Be present and focused in your learning.
- Follow Chavez Guidelines for Success: Be Kind... in thoughts ,words, and actions
- Ask for help when I do not understand.
- Read for 30 minutes (or the recommended reading time per grade level span on a daily basis
- Respect the rights of others to work without disruptions or distractions.
- Work to the best of my ability on all assignments.
- Advocate for yourself when you need support with assignments.
- Talk to my parents and teacher about my schoolwork and progress.
- Provide my parents with all school notices in a timely manner.



LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Chavez Elementary School
730 West Third Street.,
Long Beach, California 90802
(562)590 -0904

Student's Name

Student's Signature

As a **PARENT**, I want the best education for my child, and understand that my participation and cooperation is crucial to his/her/their success in school and agree to carry out the following assignments to the best of my ability:

- Provide adequate food and rest for my child to study at home to ensure the best conditions for learning.
- Prioritize the safety of your child and other children during drop-off and pick-up times.
- Being mindful and respectful during drop-off and pick-up times (e.g., being patient, friendly communication, making sure your car is not blocking others, not parking in a spot that may cause a hazard).
- Make sure that my child is appropriately dressed and on time for school. If uniform support is needed, I will reach out by contacting the main office.
- Provide a time and an environment for my child to study and encourage him/her/them to complete all assignments to the best of his/her/their ability.
- Respect the health and safety of others (per district guidelines).
- Call for an appointment if I have any concerns about my child's performance or attitude towards school and meet with my child's teacher or support staff to discuss ways to correct the situation.
- Encourage my child to read for 30 minutes independently or with an adult (use grade level recommended reading time)
- Provide a reason for absences via phone call or written note.
- Communicate with the school with specific needs/resources that are needed to make students successful

Parent's Name

Parent's signature

Date

With teachers, students, and parents working together all of our students have the best chance for success! Thank you for all of your support!

Revised and approved: November 18, 2025

COMPACTO ENTRE LA ESCUELA-PADRES DE LA ESCUELA CHAVEZ 25-26

Compromiso Entre el Maestro-Estudiante-Padre

NUESTRA META



La escuela Elemental César Chávez está comprometida en asistir a cada estudiante con su potencial de ser capaz, responsable y un miembro productivo de la sociedad. Si esta es nuestra meta, nosotros como estudiantes, maestros y padres tenemos la obligación de reconocer y tener un arreglo con nuestras responsabilidades individuales y el papel de comprometernos y trabajar en cooperación mutua para lograr nuestra meta.

Como **MAESTRA** (o) yo entiendo la importancia de una educación de calidad para todos los niños y estoy de acuerdo en seguir con el compromiso a lo mejor de mi habilidad:

- Tratar a todos los estudiantes con respeto y dignidad.
- Proveer instrucción como es dirigido por los Estándares Básicos Comunes en una manera que involucra a todos los estudiantes.
- Considerar y respetar el bienestar intelectual, socioemocional y físico de cada niño.
- Proporcionar un ambiente de aprendizaje seguro, saludable y positivo para cada niño.
- Proporcionar una plataforma de comunicación para el contacto entre maestros y padres, también explicar formas de cómo los padres pueden comunicarse con usted directamente según sea necesario. (por ejemplo, aplicación Remind, Class Dojo, agendar citas).
- Comunicarse con los padres sobre el progreso de sus hijos según sea necesario, según los niveles de desempeño (por ejemplo, conferencias de otoño, informes de logros y conferencias de primavera).
- Explicarle a los padres y estudiantes mis expectativas, metas de instrucción y mi póliza de calificaciones al igual que la expectativa de los minutos de lectura en casa de acuerdo al grado de su hijo/a,
- Seguimiento con los padres cuando un estudiante tiene ausencias/tardanzas frecuentes.
- Ofrecer a los padres recursos para apoyar el éxito de los estudiantes.

Nombre del Maestro/a

Firma del Maestro/

Como **ESTUDIANTE**, yo reconozco que soy básicamente responsable de mi propio éxito y estoy de acuerdo de hacer los siguientes trabajos a lo mejor de mi habilidad:

- Llegar a clase a tiempo (por ejemplo, asegurarme de escuchar el timbre que indica dirigirme a clase), vestirme apropiadamente (de acuerdo a la póliza de uniforme) y estar listo para aprender.
- Cuidarme a mí mismo/a y ser responsable de mi conducta/comportamiento.
- Respetar la salud y seguridad de los demás
- Estar presente y enfocado en la enseñanza
- Trabajar lo mejor de mis habilidades en todas mis tareas.
- Seguir las Normas del Éxito de la Escuela Chávez

✓ **Se Bondadoso...en pensamientos, palabras y acciones**

- Pedir ayuda cuando no entiendo algo.
- Leer 30 minutos diariamente (o la recomendación de acuerdo a mi grado).
- Respetar el derecho de los demás para trabajar sin interrupciones o distracciones.
- Trabajar lo mejor que pueda en todas las tareas y pedir ayuda cuando necesites apoyo con las tareas.
- Hablar con mis padres y maestro/a sobre mi trabajo en el salón y mi progreso.
- Darle a mis padres todas las notificaciones de la escuela lo más pronto posible.

Nombre del Estudiante

Firma del Estudiante



Como **PADRE/TUTOR**, Yo quiero la mejor educación para mi hijo/a y entiendo que la participación y cooperación es crucial para el éxito en la escuela de mi hijo/a y estoy de acuerdo en asistir en lo siguiente a lo mejor de mi habilidad:

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- Proveer comida adecuada y descanso adecuado para mi hijo/a para asegurar la mejor condición para su aprendizaje.
- Priorizar la seguridad de su hijo y de otros niños durante los horarios de entregar y recoger a sus hijos en la escuela.
- Ser consciente y respetuoso durante los horarios de dejar y recoger a los niños (por ejemplo, ser paciente, tener una comunicación amigable con otros, asegurarse de que su automóvil no bloquee a otros, no estacionarse en un lugar que pueda causar un peligro o accidente).
- Asegurarme que mi hijo/a este vestido apropiadamente y de que llegue a tiempo a la escuela. Si se necesita apoyo uniforme, me comunicaré con la oficina principal.
- Proveer un horario y un lugar callado para que mi hijo/a estudie en casa y animarlo/a a terminar todas sus tareas a lo mejor de su habilidad.
- Tener todos los materiales de aprendizaje disponibles para su hijo/a.
- Respetar la salud y la seguridad de los demás (según las pautas del distrito).
- Llamar para hacer una cita si yo tengo preocupaciones acerca del logro o actitud de mi hijo/a en la escuela y reunirme con el maestro/a de mi hijo/a o el personal de apoyo de la escuela para discutir maneras de corregir la situación.
- Motivar a mi hijo/a a leer por lo menos 30 minutos independientemente o con un adulto (o usar la recomendación para el grado de su hijo/a para el tiempo de la lectura)
- Proveer a la escuela una razón sobre las faltas escolares ya sea por teléfono o por escrito.
- Comunicarse con la escuela con necesidades/recursos específicos que se necesitan para que los estudiantes tengan éxito.

Nombre del padre/Tutor

Firma del Padre /Tutor

Fecha

¡Cuando los maestros, estudiantes y padres trabajan juntos todos nuestros estudiantes tienen la mejor oportunidad al éxito! ¡Gracias por todo su apoyo!

Actualizado: **Revisado y aprobado en noviembre del 2025**



2025-2026

**Chavez Elementary School
Parental Involvement Guidelines**

As a school that receives Title I, Part A (Title I) funds, Chavez has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines established Chavez's expectations for parent involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parent Involvement Guidelines.

PART I

Chavez agrees to implement to the following requirements:

- Jointly develop with parent, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adapt the school's school-parent compact as a component of its School Parent Involvement Guidelines.
- Agree to be governed by the following statutory definition of parent involvement, and will carry out programs, activities and procedures in accordance with this definition:



PART II

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

1. Chavez will take the following actions to involve parent in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site trainings. Topics include:
 - Responsibilities & Roles of SSC and its member
 - Composition of SSCs
 - Budgetary considerations
 - Single Plan for Student Achievement
 - Role of ELAC and other advisory committees
 - Plan meeting with SSC and ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - Invite all parents to attend meetings
 - Advertise the Title I Newsletter throughout the school year.
 - At meeting
 - Review Single Plan for Student Achievement, and as a group, note changes and make adjustment (deletions or additions) as necessary
 - Write or update the Parent Involvement Guidelines & Home-School-Compact
 - Oral and written translations be made available for Spanish and Khmer parents to allow for discussions.

2. Chavez will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
 - At a SSC and ELAC meeting
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 - Chavez Website
3. Chavez will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school: Public School Choice notifications
 - Supplemental Services
 - Interventions
 - At SSC and ELAC Meetings
 - Parent Information Meetings
4. Chavez will convene an Annual Title I Public Meeting to inform parents:
 - That their children's school participates in Title I.
 - Of the requirement of Title I
 - Of their rights to be involved
 - Meetings times and locations
 - Invitation/fliers sent home with each child in the appropriate language.
5. Chavez will provide updated information to parents about Title I programs throughout the school year.
 - Section of Newsletter



- On Main Office Counter
 - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
 - School Website
6. Chavez will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent workshops (e.g., as needed); parent surveys (CORE)
 - Coffee with the Principal / PTO (monthly meetings)
 - In school newsletters (i.e., Title 1 Newsletters 1 per quarter, Monthly calendars)
 - Back-to-School Night (September)
 - At SSC and ELAC meetings
7. Chavez will coordinate and integrate parental involvement programs and activities with Head Start and other programs that encourage and support parents in participating more fully in early education of their children by:
- Promotion/advertisement of the District's Kindergarten festivals
8. Chavez will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parent of participating children:
- At school site council meetings



PART III

SHARED RESPONSIBILITY FOR HIGH STUDENT
ACADEMIC ACHIEVEMENT

1. Chavez will build the schools and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and the community to improve student academic achievement, through the following activities specifically described below:
 - Parent education workshops on site
 - Parent-Teacher Conferences
 - Monthly calendar of Parent workshops posted on district website
 - DCAC, DELAC and other district parent forums/meeting
 - District website resources: click "P" for Parental Involvement
 - Actively recruit VIPS
2. Chavez will incorporate the Home-School Compact as a component of its School Parent Involvement Guidelines:
 - Outlines shared responsibilities of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distribution method to include: tear offs sent home with each student and presentation of the compact during Parent Teacher Conferences.
3. Chavez will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics as the following:



- The state's academic content standards
 - The state and local academic assessments including alternate assessments
4. Chavez will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent Workshops
5. Chavez will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parent as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and school by:
- Teacher/Staff In-services
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Our school secretary and/or designee will be doing the translations of written materials/notifications that are sent to parents.

PART IV

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

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



- Involving parent in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parent from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding of the training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improve parental involvement;
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.



PART V

ADOPTION

The Chavez Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the School Site Council members on October 28, 2024 and will be in effect for the period of 1 year. The school will distribute the guidelines on or before 03/18/25. When feasible, will provide a copy of these Guidelines to parents in a language the parent can understand.

Principal Signature: Brenda Ocampo

_____*Brenda Ocampo*_____

Firma del Director(a)

____12/9/25_____

Fecha

Date approved: November 18th, 2025



Escuela Elemental Cesar E. Chavez

Guía para la Participación de Padres

Como escuela que recibe fondos de la Parte A del Título 1, La escuela Chavez ha desarrollado adjunto con los miembros del Concilio del Plantel Escolar y distribuirá a los padres de los niños participantes, el Guía Escolar para la Participación de Padre que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las Escuelas Primarias y Secundarias (ESEA) Las guías establecen las expectativas de la Primaria Chávez para la participación de padres y describe como la escuela implementará un número de actividades específicas para la participación de padres. El compacto entre el Hogar-Escuela se incorporará dentro del Guía Escolar de la participación de padres.

PARTE I

Chavez está de acuerdo de implementar los siguientes requisitos:

- Junto a los padres desarrollar, distribuir a los padres de los estudiantes participantes el Guía para la Participación de Padres que la escuela y padres de los estudiantes estuvieron de acuerdo.
- Informar a los padres sobre la Guía para la Participación de Padres en una manera que sea comprensible y uniforme en el idioma que los padres puedan comprender.
- Tener la Guía para la Participación de Padres disponible para la comunidad.
- Periódicamente actualizar la Guía para la Participación de Padres para reunir los cambios necesarios de los padres y la escuela.
- Adaptar el Compacto Entre el Hogar-Escuela como un componente del Guía para la Participación de Padres.



- Estar de acuerdo de ser gobernado por el siguiente estatuto definido por la participación de padres y llevará a cabo programas, actividades y procedimientos de acuerdo a esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ EL GUIA PARA LA PARTICIPACIÓN DE PADRES

1. Chavez tomará las siguientes acciones para involucrar a padres en el desarrollo y el acuerdo en conjunto del Guía para la Participación de Padres y el plan escolar. Si aplica, en manera organizada y a tiempo bajo la sección 1118(b) del ESEA:

- Responsabilidades y la labor de SSC y sus miembros
- Composición de SSC
- Consideraciones presupuestales
- Plan Único para el Rendimiento Estudiantil
- Labor de ELAC y otros comités consultivos

Planear una junta con los padres de SSC y ELAC para repasar la guía del año pasado y las actividades de participación de padres que están subrayadas en el Plan Único para el Rendimiento Estudiantil.

- Invitar a todos los padres a asistir a las juntas
- Anunciar en el Boletín Escolar del Título I todo el año escolar

En la Junta



- Repasar el Plan Único para el Rendimiento Estudiantil y en grupo hacer cambios y ajustes (borrar o agregar) como sea necesario escribir o actualizar el Guía para la Participación de Padres y el Compacto ente el Hogar-Escuela
 - Traducciones verbales y por escrito en Español y Khmer disponible para los padres y para poder tener discusiones
2. Chavez tomará las siguientes acciones para distribuir a los padres y la comunidad el Guía para la Participación de Padres:
- En las juntas de SSC y ELAC
 - Junta Anual del Título I
 - Mostrador de la Escuela
 - Noche de Regreso a la Escuela
 - Página de Internet de Chávez
3. Regularmente Chavez actualizará la Guía para la Participación de Padres para reunir los cambios necesarios de los padres y la escuela. Notificación de Escuelas Públicas
- Servicios Suplementales
 - Intervenciones
 - En las juntas de SSC y ELAC
 - Juntas informativas para padres
4. Chavez tendrá una junta anual del Título I para informar a los padres:
- Que la escuela de sus hijos participa en el Título I



- Sobre sus derechos de estar involucrados
 - Horario y lugar de las juntas
 - Invitaciones/volantes mandados a casa en el idioma apropiado
5. Chavez proveerá información actualizada a los padres sobre el Título I durante el año escolar.
- Sección del boletín
 - Mostrador en la oficina de la escuela
 - En las juntas de SSC, ELAC y otras juntas de padres (PTA, PTO/CAAP)
 - Página de Internet de la escuela
6. Chavez proveerá a los padres una descripción y explicación sobre el plan de estudio que se usa en la escuela, las formas de evaluación académicas para medir el progreso y los niveles de capacidad que los estudiantes deben reunir. La escuela también proveerá oportunidades de juntas regulares para formular sugerencias y de participar en las decisiones relacionadas con la educación de sus hijos.
- Talleres de padres; encuestas de padres
 - Pláticas con el director
 - Boletín escolar
 - Noche de Regreso a la Escuela
 - Juntas de SSC y ELAC
7. Chavez coordinará e incorporará el programa de participación de padres y actividades con Head Start y otros programas que animan y apoyan la participación de padres en una edad temprana para sus hijos.



8. Chavez entregará al distrito cualquier comentario de padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio a los padres de estudiantes participantes:

- En las juntas del Concilio Escolar

PARTE III

COMPARTIR LA RESPONSABILIDAD DE LOS ESTUDIANTES DE ALTO LOGRO ACADÉMICO

1. Chavez levantara la capacidad escolar y de padres para poder asegurar efectivamente la participación de padres y para apoyar la colaboración entre la escuela, padres y la comunidad para mejorar el logro académico de los estudiantes, a través de las siguientes actividades específicas descritas abajo:
 - Taller para padres en la escuela
 - Conferencias de Padres y Maestros
 - Calendario mensuales de los talleres de padres en la página de internet
 - Juntas y foros de padres en el distrito tal como DCAC, DELAC
 - Recursos en la página de internet: elija "P" para participación de padres
 - Activamente registrar a padres voluntarios (VIPS) para ayudar en el salón.
2. Chavez incluirá el Compacto entre el Hogar-Escuela como un componente del Guía de Participación de los Padres:
 - Subraya las responsabilidades en el hogar, escuela y del estudiante en el logro académico
 - Desarrollar, discutir y repasar en la primera junta de SSC y ELAC



- -
- Método de distribución incluirá: Mandar a casa con cada estudiante y entregar el compacto durante las conferencias de Padres y Maestros
 3. Con la asistencia del distrito, Chavez proveerá asistencia para los padres de los estudiantes de la escuela para entender los siguientes temas:
 - Los Estándares Básicos del estado
 - Las evaluaciones académicas y estatales incluyendo evaluaciones alternativas
 4. Con la asistencia del distrito, Chavez proveerá materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico, tal como entrenamiento de alfabetización, y el uso de tecnología, como sea apropiado para promover la participación de padres:
 - Talleres de Padres
 5. Con la asistencia del distrito y de los padres, Chavez educará a sus maestros y otro personal escolar en cómo comunicarse con y trabajar con los padres como compañeros en el valor y utilidad de la contribución de padres, y cómo implementar y coordinar los programas de padre y aumentar la comunicación entre los padres y la escuela proveyendo:
 - Entrenamiento de Maestros/Personal
 6. La escuela extenderá de manera viable y apropiada, las siguientes acciones para asegurar que la información relacionada con la escuela y los programas de padres, juntas, y otras actividades, se mande a los padres de estudiantes participantes en una forma comprensible y uniforme, incluyendo formatos alternativos cuando se necesario, y de manera viable en un idioma que los padres pueden entender:



escritos/notificaciones que se
manden a los padres.

PARTE IV

COMPONENTE DISCRECIONAL DEL GUÍA DE PARTICIPACIÓN DE PADRES

Nota: El Guía de Participación de Padres puede incluir párrafos adicionales describiendo otras actividades discrecionales que la escuela, bajo consulta de los padres, eligen comprometerse para aumentar la capacidad de la participación de padres en la escuela para apoyar el logro académico de sus hijos, tal como las siguientes actividades discrecionales anotadas bajo la sección 1118(e) del ESEA:

- Involucrando padres en el desarrollo de entrenamiento para los maestros, director y otros educadores para mejorar la efectividad del entrenamiento.
- Proveer entrenamiento necesario de alfabetización para los padres usando fondos del Título I Parte A, si el distrito escolar exhausto todos los recursos disponibles del entrenamiento;
- Pagar gastos razonables y necesarios asociados con las actividades de la participación de padres incluyendo el costo de transportación y del cuidado de niños para permitir que los padres participen en juntas y sesiones de entrenamiento relacionadas con la escuela;
- Entrenamiento de padres para aumentar la participación de los padres;
- Para aumentar la participación de padres en la educación de sus hijos, organizar las juntas escolares a distintos horarios, o tener conferencias de padres y otros educadores en el hogar de los estudiantes participantes para asegurar que los



al re que no pueden asistir
as conferencias en la escuela
tengan la oportunidad de asistir
a una conferencia.

- Adoptando e implementar modelos para mejorar la participación de padres;
- Establecer un comité de padres (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de padres del Título I, Parte A;
-
-
- Desarrollar participaciones apropiadas para las organizaciones comunitarias y negocios, incluyendo organizaciones religiosas, en actividades de participación de padres; y
- Proveer otro apoyo razonable para actividades de la participación de padres bajo la sección 1118 como lo pidan los padres.

PARTE V

ADOPCIÓN

La Guía de Participación de Padres de Chavez fue desarrollada en conjunto con y de acuerdo con los padres de los estudiantes participantes en los programas del Título I Parte A. La Guía fue adoptada por el Concilio del Plantel Escolar el 28 de octubre del 2024 y estará en efecto por el periodo de 1 año. La escuela brindará una copia de esta Guía a todas las familias el o antes del 18 de marzo del 2025. Cuando sea viable, Chavez proveerá una copia del Guía a los padres en el idioma que los padres pueden entender.

Firma del Director: [Brenda Ocampo](#)

Brenda Ocampo

Firma del Director(a)



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Long Beach, California 90802
(562)590 -0904

____12/9/25_____
Fecha

Aprobada: 18 noviembre del 2025