



# **Dooley 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

#### ELA FRSA (K–2):

For the 2024–25 school year, 64% of students in grades K–2 were proficient on the Foundational Reading Skills Assessment (FRSA). This reflects a 4% decrease from the previous school year. California Dashboard data (2023 Red and 2024 Red/Orange) identify English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic students as student groups of concern in ELA, indicating persistent gaps in foundational literacy skills for these groups and reinforcing the need for targeted early literacy supports.

#### i-Ready Reading:

For the 2024–25 school year, 45% of students scored on or above grade level on the i-Ready Reading Diagnostic 3 assessment. This reflects a 38% change from the previous school year (2023–24). Despite overall movement, California Dashboard results (2023 Red and 2024 Red/Orange) show that EL, SED, SWD, and Hispanic students continue to perform below schoolwide averages in reading, indicating the need for differentiated instruction, progress monitoring, and targeted intervention to accelerate growth for these student groups.

#### SBAC ELA (Overall):

For the 2024–25 school year, 44% of students scored at the Met or Exceeded level on the SBAC ELA assessment, representing a 1% increase from the previous school year (2023–24). While this reflects slight overall growth, California Dashboard data (2023 Red and 2024 Red/Orange) indicate that achievement gaps persist for EL, SED, SWD, and Hispanic students, underscoring the need for continued focus on equity-driven instructional practices and targeted supports.

#### SBAC ELA – African American Student Group:

In addition, 30% of African American students scored at the Met or Exceeded level on the 2024–25 SBAC ELA assessment. This represents a 2% decrease from the previous school year. While African American students are a separate student group, this decline further reinforces the need for targeted, culturally responsive instruction and intervention across student groups identified on the California Dashboard.

## **ELA Goals**

Grades K–2: Foundational Reading Skills (FRSA)  
By June 2026, 80% of students in grades K–2 will meet or exceed on the Spring Foundational Reading Skills Assessment, increasing from 64% in June 2025.  
Focus Student Groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic students, African American students, and Homeless Youth will receive targeted foundational literacy instruction and progress monitoring to address identified gaps.

Grades 1–3: Fluency  
By June 2026, 69% of students in grades 1–3 will meet or exceed on the Spring Fluency Assessment, increasing from 63% in June 2025.  
Focus Student Groups: EL, SED, SWD, Hispanic students, African American students, and Homeless Youth will receive differentiated fluency practice, explicit instruction, and targeted interventions to accelerate reading accuracy and rate.

Grades 4–5: i-Ready Reading (Stretch Growth for Prior Not Met)  
By June 2026, 29% of students in grades 4–5 who scored at the Not Met achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, increasing from 20% in June 2025.  
Focus Student Groups: EL, SED, SWD, Hispanic students, African American students, and Homeless Youth will be prioritized for intensive small-group instruction, intervention supports, and progress monitoring to accelerate growth.

## **Comprehensive Needs Assessment: Mathematics**

## Math Findings

**SBAC Math (Overall):**  
For the 2024–25 school year, 34% of students scored at the Met or Exceeded level on the SBAC Math assessment. This reflects no change from the previous school year (2023–24), indicating a plateau in overall math performance. California Dashboard data (2023 Red and 2024 Red/Orange) identify multiple student groups as areas of concern, signaling the need for intensified instructional focus and targeted intervention to accelerate student outcomes in mathematics.

**SBAC Math – African American Student Group:**  
In addition, 30% of African American students scored at the Met or Exceeded level on the 2024–25 SBAC Math assessment. This represents a 4% increase from the previous school year. While this reflects positive movement, this student group has been identified in Red (2023) and Red/Orange (2024) on the California Dashboard, indicating that continued targeted supports are necessary to sustain growth and close achievement gaps.

**Dashboard-Identified Student Groups:**  
California Dashboard results (2023 Red and 2024 Red/Orange) indicate continued areas of need in mathematics for the following student groups:  
**English Learners (EL):** Identified as Red/Orange, indicating persistent gaps in access to grade-level mathematical language, discourse, and conceptual understanding.  
**Homeless Students:** Identified as Red/Orange, reflecting significant barriers to consistent access to instruction and learning continuity.  
**Socioeconomically Disadvantaged (SED):** Identified as Red/Orange, indicating lower performance and limited progress over time compared to schoolwide averages.  
**Students with Disabilities (SWD):** Identified as Red/Orange, highlighting the need for strengthened specially designed instruction and aligned intervention supports.  
**Hispanic Students:** Identified as Red/Orange, indicating continued achievement gaps in mathematics and the need for culturally responsive, high-impact instructional strategies.  
These Dashboard findings, combined with stagnant overall SBAC Math performance, underscore the need for targeted, data-driven instruction, consistent intervention structures, and focused supports for identified student groups to improve math outcomes and close achievement gaps.

## Math Goals

**Grades 3–5: SBAC Math**  
By June 2026, the percentage of students in grades 3–5 scoring Met or Exceeded on the Math SBAC will increase from the current baseline of 34% to 38%.  
**Focus Student Groups:** English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic students, African American students, and Homeless Youth will be prioritized for targeted math instruction and intervention to address identified achievement gaps reflected in California Dashboard results (2023 Red / 2024 Red-Orange).

## Comprehensive Needs Assessment: English Learners

## English Learner Findings

ELPI:  
35.3% Increased  
40.6% Maintained  
24.1% Decreased

## English Learner Goals

By June 2026, English Language (EL) students will advance at least one ELPI level compared to their scores from the previous year (Spring, 2025) as determined by the English Learner Progress Index (ELPI). Action Plan 1. Progress Monitoring & Data Use Teachers, along with Math and Literacy Leads, will use EL Elevation data to progress monitor English Learners regularly. Data reviews will inform instructional adjustments, groupings, and intervention needs. 2. Daily Designated ELD Instruction Teachers will provide daily small group Designated ELD instruction, aligned to students language levels and domains of need. Lessons will focus on language functions, vocabulary, sentence frames, and academic discourse. 3. Identifying Root Causes for Decline The support team will analyze individual student factors related to the 39 students (24.1%) who declined on the Spring 2024 ELPI. Based on findings, the team will develop individual and small group action plans to address specific needs. 4. Targeted After-School Intervention Language Power will be implemented during after-school tutoring. Instruction will prioritize the identified group of students who experienced decreased ELPI levels (39 students / 24.1%). Focus areas may include speaking, writing, vocabulary, or comprehension, depending on student profiles.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

Sense of Belonging (Overall – Grades 4–5):

For the 2024–25 school year, 74% of students in grades 4–5 responded positively in the area of Sense of Belonging as measured by the Student Wellness Pulse Survey. While a majority of students report a positive sense of belonging, this also indicates that approximately 26% of students do not report a positive sense of belonging, representing a significant subgroup of students who may feel disconnected from school. Research and district data indicate that lower levels of belonging are associated with increased behavioral challenges and higher risk for exclusionary discipline.

Suspensions:

All Students – Dashboard Alignment:

California Dashboard data (2023 Red and 2024 Red/Orange) identify suspensions as an area of concern for the school. These findings, in combination with Sense of Belonging data, suggest a need to strengthen Tier 1 school climate practices, student engagement, and proactive behavioral supports to improve connectedness and reduce behaviors that may lead to suspension.

English Learners (EL):

English Learners are identified in Red/Orange on the California Dashboard for suspensions. Lower access to language supports and reduced sense of belonging may contribute to increased behavioral referrals. These findings highlight the need for culturally and linguistically responsive practices to strengthen relationships, clarify expectations, and increase student connection to school.

Homeless Students:

Homeless students are identified in Red/Orange on the California Dashboard, reflecting increased vulnerability to disengagement and behavioral challenges. Barriers related to housing instability can negatively impact students' sense of belonging and emotional regulation, underscoring the need for trauma-informed supports, wraparound services, and intentional relationship-building to reduce suspension risk.

Hispanic Students:

Hispanic students are identified in Red/Orange on the California Dashboard for suspensions, indicating continued disproportionality. Strengthening culturally responsive school climate practices, restorative approaches, and inclusive engagement strategies is necessary to improve students' sense of belonging and reduce exclusionary discipline for this student group.

African American Students:

African American students were identified in Red on the 2023 California School Dashboard for Culture/Climate (Suspensions), indicating significant disproportionality in suspension outcomes. These findings highlight the need for targeted, culturally responsive behavioral supports, restorative practices, and strengthened relationships to reduce exclusionary discipline and improve school connectedness for this student group.

Chronic Absenteeism:

For the 2024–25 school year, the chronic absenteeism rate for African American students is 46.2%, indicating that nearly half of students in this subgroup are missing 10% or more of instructional days. In addition, Homeless Youth demonstrate a chronic absenteeism rate of 50%, reflecting substantial attendance instability for this highly vulnerable population. These rates significantly exceed acceptable thresholds and contribute to reduced access to core instruction, intervention services, and school connectedness.

California Dashboard data also identify Students with Disabilities (SWD) in Red (2023) and Red/Orange (2024) for Chronic Absenteeism, indicating that this student group continues to experience elevated rates of chronic absenteeism compared to school wide averages. Medical needs, behavioral challenges, and service-related factors may contribute to increased absences for SWD, limiting consistent access to IEP services, Tier 1 instruction, and intervention supports. These findings support the identification of Chronic Absenteeism as a priority area and directly inform the school's goal to reduce chronic absenteeism for African American students from 46.2% to 37% or lower and for Homeless Youth from 50% to 40% or lower, or to improve each subgroup from Red to Orange on the California School Dashboard by June 2026. Targeted supports for SWD will also be prioritized to reduce chronic absenteeism and improve access to instructional and related services.

**Culture/Climate Goals**

By Spring 2026, Dooley Spring Pulse Survey results will show an increase of 6% (from 74% in Spring 2024) in the area of Belonging as measured by the Student Wellness Pulse Survey. Action Plan

- Inclusive Classroom Practices** Provide resources for teachers and support staff in L.E.V.E.L.S, inclusive participation, and belonging routines. Ensure students with disabilities are engaged in class discussions, small groups, and leadership roles. Progress Monitoring: Walkthroughs, student feedback.
- Peer Connection & Social Integration** Implement buddy systems and structured recess/lunch inclusion support. Train peer leaders to support students with disabilities. Progress Monitoring: Participation logs, staff observations.
- Small-Group SEL & Check-Ins (Care Center)** Provide SEL groups and individual check-ins for identified students with disabilities. Use tools like Zones of Regulation and restorative circles. Progress Monitoring: Psychologist logs, IEP reviews.
- Family Partnership (Care Center)** Communicate belonging efforts with families of students with disabilities. Host inclusive family engagement events. Progress Monitoring: Attendance, family feedback.
- Student Voice & Data Tracking** Disaggregate Pulse Survey data by students with disabilities subgroup. Conduct mid-year belonging check-ins. Progress Monitoring: SPED/RIT team data reviews.

**Suspension Rate (SWD):** By June 2026, Dooley will reduce the suspension rate for Students with Disabilities (SWD) from 3% to 2.4% or lower (a 20% reduction), or improve to at least the Orange performance level on the California School Dashboard. Action Plan

- Identify At-Risk Students** Review suspension data for Students with Disabilities. Flag students with repeated incidents.
- Provide Early Supports** Use Check-In/Check-Out, counseling, or behavior plans. Teach and reinforce expectations school wide.
- Use Alternatives to Suspension** Apply restorative conversations or reflection time before suspending.
- Communicate with Families Early** Notify families before issues escalate.
- Monitor Monthly** Track suspensions and adjust supports as needed.

**Chronic Absenteeism:** By June 2026, Dooley will reduce the chronic absenteeism rate for (1) African American students from 46.2% to 37% or lower and (2) Homeless Youth from 50% to 40% or lower (a decrease of at least 20% for each subgroup), or improve from the Red to the Orange performance level on the California School Dashboard. Action Plan

- Identify Chronically Absent Students** Review attendance data and flag students at risk (10% or more).
- Make Early Contact** Call or meet with families when patterns start, not after they're severe.
- Remove Barriers** Connect families to support (transportation, counseling, clothing, McKinney-Vento, etc.).
- Provide Daily Check-Ins** Assign a trusted staff member to greet or check in with target students.
- Monitor Attendance Weekly** Track trends and adjust supports based on who is improving or declining.

**Comprehensive Needs Assessment: SPSA Effectiveness**

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Grades K-2	Goal Partially or	ELA	ELA

<p>FRSA 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 68% in June 2024.</p> <p>Grades 3-5 SBAC All Dooley students will achieve at least one year of academic growth in literacy by June 2025.</p> <p>49% of 3-5 students will score Met/Exceeded on SBAC ELA, up from 43%</p> <p>iReady 50% of Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 31% (ELA) in June 2024.</p> <p>Action Plan Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs) Teachers will provide writing instruction around the 3 genres of writing. Develop opportunities to build</p>	<p>Not Met</p>	<p>FRSA: 64% of our students in K-2 were proficient in the Foundational Reading Skills Assessment for the 24-25 school year. This was a decrease of 4% from the previous school year.</p> <p>iReady: 45% of students were on or above grade level on the iReady Reading Diagnostic 3 assessment for the 24-25 school year. This was an ??? from the previous school year 23-24.</p> <p>SBAC: 44% of our students scored met/exceeded for the 24-25 school year. This was an increase of 1% from the previous school year 23-24.</p> <p>In addition, 30% of our African American students scored met/exceeded which was a 2% decrease to the percentage from the previous school year.</p>	<p>FRSA 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 68% in June 2024.</p> <p>Grades 3-5 SBAC All Dooley students will achieve at least one year of academic growth in literacy by June 2025.</p> <p>49% of 3-5 students will score Met/Exceeded on SBAC ELA, up from 43%</p> <p>iReady 50% of Grade 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA will meet their accelerated growth target in June 2025, up from 31% (ELA) in June 2024.</p> <p>SBAC: 44% of our students scored met/exceeded for the 24-25 school year. This was an increase of 1% from the previous school year 23-24. In addition, 30% of our African American students scored met/exceeded which was a 2% decrease to the percentage from the previous school year.</p> <p>Action Plan Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs) Teachers will provide writing instruction around the 3 genres of writing. Develop opportunities to build teacher efficacy</p>
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	<p>teacher efficacy during grade level time Teachers will use a variety of data diagnostically to inform instructional next steps</p> <p>Progress Monitoring FRSA Assessments (dates determined by ELA Pacing Guide) iReady Diagnostic Assessment 2 and 3</p>			<p>during grade level time Teachers will use a variety of data diagnostically to inform instructional next steps</p>
Math	<p>1) Grades 1-2 iReady Math 30% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 18% in March 2024.</p> <p>Grades 3-5 iReady Math 30% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 15% in March 2024.</p> <p>Grades 3-5 SBAC Math 40% of 3-5 students will score Met/Exceeded on SBAC math, up from 33%.</p>	Goal Partially or Not Met	<p>SBAC: 34% of our students scored met/exceeded on SBAC math for the 24-25 school year. This was equal to the percentage from the previous year 23-24. In addition, 30% of our African American students scored met/exceeded, which was an increase of 4% from the previous school year.</p>	<p>1) Grades 1-2 iReady Math 30% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 18% in March 2024.</p> <p>Grades 3-5 iReady Math 30% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 15% in March 2024.</p> <p>Grades 3-5 SBAC Math 40% of 3-5 students will score Met/Exceeded on SBAC math, up from 33%.</p> <p>40% of Grades 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June</p>

	<p>40% of Grades 4-5 students who were Not Met or Nearly Met on the prior years SBAC Math will meet their accelerated growth target in June 2025, up from 16% (math) in June 2024.</p> <p>Action Plan Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs) Develop opportunities to build teacher efficacy during grade level time Teachers will use a variety of data diagnostically to inform instructional next steps</p> <p>Progress Monitoring Math Unit Assessments iReady Diagnostic Assessment 2 and 3</p>			<p>2025, up from 16% (math) in June 2024.</p> <p>Action Plan Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs) Develop opportunities to build teacher efficacy during grade level time Teachers will use a variety of data diagnostically to inform instructional next steps</p> <p>Progress Monitoring Math Unit Assessments iReady Diagnostic Assessment 2 and 3</p>
English Learner	<p>1) Grades K-5 ELPAC 57% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 52% as of June 2024</p> <p>Action Plan</p>	Goal Partially or Not Met	<p>35.3% Increased 40.6% Maintained 24.1% Decreased</p>	<p>ELPAC 57% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 52% as of June 2024</p> <p>Action Plan Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs)</p>

<p>Teachers will provide opportunities for small group instruction based on data (with an emphasis on MLLs)</p> <p>Teachers will provide writing instruction around the 3 genres of writing.</p> <p>Develop opportunities to build teacher efficacy during grade level time</p> <p>Teachers will use a variety of data diagnostically to inform instructional next steps.</p> <p>Ellevation will be used to determine specific students in need of additional supports based on ELPAC results.</p> <p>Progress Monitoring FRSA Assessments (dates determined by ELA Pacing Guide) iReady Diagnostic Assessments 2 and 3</p>		<p>Teachers will provide writing instruction around the 3 genres of writing.</p> <p>Develop opportunities to build teacher efficacy during grade level time</p> <p>Teachers will use a variety of data diagnostically to inform instructional next steps.</p> <p>Ellevation will be used to determine specific students in need of additional supports based on ELPAC results.</p> <p>Progress Monitoring FRSA Assessments (dates determined by ELA Pacing Guide) iReady Diagnostic Assessments 2 and 3</p>
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<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
Culture/Climate	<p>1) 80% percent or more students will rate themselves as responsible decision makers, as determined by the CORE Survey by June 2025, up from 73% as of June 2024</p> <p>Suspension rate for African American students will decrease by 6% by the end of the 2024-2025 school year.</p> <p><b>Action Plan</b> The Safe &amp; Civil Team will meet monthly to analyze data and determine next steps Student Council members will be a part of a focus group to look at data and provide feedback and possible solutions.</p> <p><b>Progress Monitoring</b> Pulse Survey data will be utilized as a progress monitoring tool throughout the year. Suspension rate percentages will be monitored each month.</p>	Goal Partially or Not Met	80% percent or more students will rate themselves as responsible decision makers, as determined by the CORE Survey by June 2025, up from 71% as of June 2024	<p>By Spring 2026, Dooley Spring Pulse Survey results will show an increase of 6% (from 74% in Spring 2024) in the area of Belonging for 4-5 grade students as measure by the Student Wellness Pulse Survey.</p> <p><b>Action Plan</b> The Safe &amp; Civil Team will meet monthly to analyze data and determine next steps Student Council members will be a part of a focus group to look at data and provide feedback and possible solutions.</p> <p><b>Progress Monitoring</b> Pulse Survey data will be utilized as a progress monitoring tool throughout the year. Suspension rate percentages will be monitored each month.</p>

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Counselor increased from 50% to 100% - oversee and manage planning & selection of appropriate student classroom placement; coordinate retention process, SARB, GATE/EXCEL, School-Based Mental Health, coordinate testing logistics for all state and district assessments, provide academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans, provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth, identify students in need of behavioral interventions and provide support to improve student civility. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Reviews student records, observes students, consults with parent, students, and teacher to advise on appropriateness of evaluation for special educational services. Assess student social and behavioral needs. Develop behavior intervention plans. Works with parent, staff and student to design appropriate modifications and interventions. (IN 3)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
Storyworks and scholastic news help students build language arts skills and meet ELA standards. These supplemental resources provide authentic texts that help students in reading, writing, speaking and listening, and language domains. 3rd - 5th grade students will receive digital and print resources. (SM 1)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
TK/Kindergarten teachers will provide resources and support in the areas of academics and social emotional learning during our kindergarten orientation. (PI 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To support student success both academically and socio-emotionally, there is a need for targeted parent workshops focused on Social-Emotional Learning (SEL), Math, and Reading. (PI 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Signage will be purchased to support parent communication around workshop/parent meeting locations. The signage will be used to help notify, inform and direct families of parent related events. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Kindergarten teachers will provide resources and support in the areas of academics and social emotional learning during our kindergarten orientation. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Librarian will provide standards based lessons to extend classroom learning and provide classroom teacher with the opportunity to meet with students in small groups and one-on-one, (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
SEL Faciliator will be increased from 50% to 100%. SEL Facilitator will provide workshops and trainings for parents on ways to support students academically and socially, work with small groups of students who are struggling in reading or math, support students socially and emotionally via SEL curriculum/resources, and support teachers as an instructional leader (lesson study, trainer of trainer, etc.). (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

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

<p>Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; 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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <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"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<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>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students are in need of these supplies when they get injured. SEL Survey 100	Purchase of essential health and first-aid supplies (e.g. bandages, adhesive strips, gloves, ice packs, disinfectants and other medical essentials) to support student safety and wellness throughout the school year.	All Students	LCFF \$500 Materials - LCFF 100%	11/01/2025 - 06/12/2026 Daily	Nurse	Observation SEL Survey 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
To support rigorous core instruction and differentiated learning in order to support all learners both academically and socially-emotional. SEL Survey 10, Core Curriculum 90	To provide teachers, students and staff with instructional materials, tools, and resources that support high-quality core instruction and differentiated learning aligned to the Common Core State Standards. Additionally, to fund meaningful opportunities that promote students' growth mindset, self efficacy and sense of belonging.	All Students	LCFF \$3,000 Materials - LCFF 100%	11/01/2025 - 06/12/2026 Other	Principal Office Supervisor Teachers	Observation SEL Survey 10, Core Curriculum 90

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
There is a need to replace technology that is outdated or no longer functioning in order to enhance and/or support instruction and support the academic and social-emotional needs of our students. Core Curriculum 100	Purchase electronics, technology, and related resources that support teachers and staff in meeting the academic and social-emotional needs of students.	All Students, All Staff	LCFF \$1,500 Materials - LCFF 100%	11/01/2025 - 06/12/2026 Other	Principal Teachers Staff	Observation Core Curriculum 100
Dooley student need engaging, hands-on learning experiences that connect academic standards to real-world contexts. There is a need to enhance interdisciplinary instruction while enforcing ELA and math through outdoor-learning. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	Garden Ground Education will provide TK-5 weekly lesson that consists of a standards-based, inter-disciplinary set of lessons that help bring to life grade-level content in science, social studies, ELA, math, history and art.	All Students	LCFF \$9,375 Services - LCFF 100%	11/01/2025 - 06/12/2026 Weekly	Principal Office Supervisor	Observations, teacher feedback and alignment of weekly lessons to grade-level standards. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
These activities enhance student engagement, build school culture, and provide meaningful connections to learning beyond the classroom. SEL Survey 20, Core Curriculum 60, Basic Services 20	To provide transportation, resources, and materials to support student events both onsite (e.g., culture assemblies, 5th grade activities, etc.) and offsite (e.g., field trips, Fun Run, enrichment experiences, etc.).	All Students	LCFF \$1,000 Materials - LCFF 100%	11/01/2025 - 06/12/2026 Other	Principal Teachers Office Supervisor	Observations SEL Survey 20, Core Curriculum 60, Basic Services 20
Student needs to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$180,167 Teacher - Elementary 1 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher	Students Other 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Additional resources are needed for the various text types needed to effectively teach reading and writing. SBAC ELA 50, Core Curriculum 50	Storyworks and scholastic news help students build language arts skills and meet ELA standards. These supplemental resources provide authentic texts that help students in reading, writing, speaking and listening, and language domains. 3rd - 5th grade students will receive digital and print resources.	All Students	LCFF \$3,200 Materials - LCFF 100%	08/28/2025 - 06/15/2026 Monthly	Teachers	Grade level planning SBAC ELA 50, Core Curriculum 50

<p>According to the needs highlighted in our data, additional resources are needed to support some students. Assessments are provided by a psychologist. Other 100</p>	<p>Reviews student records, observes students, consults with parent, students, and teacher to advise on appropriateness of evaluation for special educational services. Assess student social and behavioral needs. Develop behavior intervention plans. Works with parent, staff and student to design appropriate modifications and interventions.</p>	<p>Identified At-Risk Students</p>	<p>LCFF \$19,245 Title 1 \$19,244 Psychologist .2 FTE - LCFF 50%; Title 1 50%</p>	<p>08/11/2025 - 06/26/2026 Daily</p>	<p>Psychologist</p>	<p>Students reports for Triennials, initials, Behavior Intervention Plans, and observations. SST monitoring. Other 100</p>
<p>additional counselor time needed to support students needing social emotional and behavioral support in order to thrive, students will have more opportunity for individual and group support to manage their emotions and be better able to participate in their learning Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 30</p>	<p>Counselor increased from 50% to 100% - oversee and manage planning &amp; selection of appropriate student classroom placement; coordinate retention process, SARB, GATE/EXCEL, School-Based Mental Health, coordinate testing logistics for all state and district assessments, provide academic support for at-risk students;</p>	<p>All Students</p>	<p>LCFF \$37,435 Title 1 \$56,153 Counselor .5 FTE - LCFF 40%; Title 1 60%</p>	<p>08/11/2025 - 06/26/2026 Other</p>	<p>Counselor</p>	<p>group logs, check in, survey data Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 30</p>

	collaborate with teachers to monitor the progress and effectiveness of intervention plans, provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth, identify students in need of behavioral interventions and provide support to improve student civility.					
Students are performing below grade level in reading and math based on iReady, FRSA, SBAC and district assessments. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Other 10	Parent Faciliator will be increased from 50% to 100%. Parent Faciliator will work with small groups of students who are struggling in reading or math and support teachers as an instructional leader (lesson study, trainer of trainer, etc.).	Other Targeted Students	Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%	08/11/2025 - 06/26/2026 Daily	Parent Engagement Facilitator	Intervention schedule, data meetings, Meeting agendas, staffing PD. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, Other 10

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of:</p> <ul style="list-style-type: none"> <li>*Math: numbers, shapes, and problem solving skills</li> <li>*Language Skills: how to effectively communicate, use new vocabulary, and follow simple directions</li> <li>*Reading Skills: alphabet letters and sounds, rhyming, how to listen for sounds and read simple words</li> <li>*Comprehension: how to ask and answer questions from books read aloud, sequence a story using pictures</li> <li>*Writing: how to hold a pencil correctly, form letters, and draw pictures to tell a story</li> <li>*Social Emotional Learning: to manage emotions, share with others, and take initiative in learning new things</li> </ul>	<p>Each year in February/ March, our school counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same information, and ask questions of the counselor. When available, the Lindsey Middle School counselor is on hand to answer questions specific to that campus, as the vast majority of our students enroll at Lindsey.</p>	

## **Accountability Measure 2: Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
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
There is a need to strengthen structured collaboration among grade-level teams to improve instructional consistency and responsiveness to student data and teachers require dedicated time and support. SBAC ELA 20, SBAC Math 20, SEL Survey 10, Core Curriculum 50	To support instructional improvement and student achievement, professional development will focus on strengthening collaboration through data analysis, standards-based unit planning, and instructional strategy sharing. Teachers will meet quarterly in grade-level teams to review student data (such as CFAs, i-Ready, or SBAC), co-plan lessons, and align instruction to priority standards. Sessions will include dedicated time for applying strategies and reflecting on impact. Through this structured collaboration, we aim to increase consistency, build collective efficacy, and improve outcomes for all students.	LCFF \$9,675 Substitute teacher full day ( 23 ) for 1.5 days - LCFF 100%	11/01/2025 - 06/12/2026 Quarterly	Principal Leads IIC	Observations

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
There is a need to strengthen structured collaboration among grade-level teams to improve instructional consistency and responsiveness to student data and teachers require dedicated time and support. SBAC ELA 20, SBAC Math 20, SEL Survey 10, Core Curriculum 50	To support instructional improvement and student achievement, professional development will focus on strengthening collaboration through data analysis, standards-based unit planning, and instructional strategy sharing. Teachers will meet quarterly in grade-level teams to review student data (such as FAs, i-Ready, FRSA, Fluency, SBAC), co-plan lessons and align to priority standards. Sessions will include dedicated time for applying strategies and reflecting on impact. Through this structured collaboration, we aim to increase consistency, build collective efficacy, and improve outcomes for all students.	Title 1 \$9,675 Substitute teacher full day ( 23 ) for 1.5 days - Title 1 100%	11/01/2025 - 06/12/2026 Quarterly	Principal Leads IIC Asst. Principal	Observations

## **Describe Teacher Involvement**

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

- \* Teachers at each grade level and grade level release meet collaboratively to bring coherence and consistency to the content and presentation of CCSS. During grade level meetings, teachers will share methods to integrate CCSS into Wonders & associated ancillary materials, Informational text, Response to Literature and Write From The Beginning prompts. Teachers will also analyze unit assessment data in order to provide support and ideas to determine best next steps. Teachers in grades K-5 will participate in training to become more adept at Small Group Instruction to accelerate learning.
- \* Staff participates in the site-based decision making process through the Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council meeting, with advisement from the English Language Advisory Committee. The staff is encouraged to participate in decisions regarding the overall academic program.
- \* Staff participates in Parent/Teacher conferences (twice a year), the Student Study team process at the grade and site level to share data and collaborate instructional strategies. Staff will communicate with parents via phone calls, emails and in person.
- \* Coordinating and integrating federal, state, and local funds/services: Staff participates in the coordination and integration of the federal, state, and local funds/services process through Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council, with advisement from English Language Advisory Committee.
- \* QCV, ILW and CDS teams participates in grade level and cross grade level classroom walk throughs, curriculum development, Student Support Team meetings, IEPs, and staff development workshops.

## **Accountability Measure 4: Parent & Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
To foster partnerships between school and home, it is essential to provide materials and resources that support family engagement efforts. Culture-Climate Survey (Parent) 30, SEL Survey 20, Core Curriculum 50	Materials for parent workshops, training and school activities. Paper and informational print materials for home-school communication as well as materials needed to maintain parent rooms.	Par Inv \$1,800 Materials - Par Inv 100%	11/01/2025 - 06/12/2026 Other	Principal Office Supervisor	Observations Budget
Essential in supporting student develop organizational skills, manage assignments and build responsibility. Additionally, planners support the goal of building the school-home communication and partnering with families. Core Curriculum  100	Provide academic planners for 3rd-, 4th-, and 5th-grade students to support organization and strengthen communication between home and school.	Par Inv \$1,500 Materials - Par Inv 100%	09/01/2025 - 06/12/2026 Annually	Principal Office Supervisor	Observation
New families have shared that a school orientation provides parents with the opportunity to learn about the school before the first day. It supports the SEL and academic needs of the families and students. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Parent) 30, Other 40	TK/Kindergarten teachers will provide resources and support in the areas of academics and social emotional learning during our kindergarten orientation.	Par Inv \$1,166 Teacher Hourly Extra Comp ( 6 ) for 2 hours annually - Par Inv 100%	08/20/2025 - 08/20/2025 Annually	TK/Kindergarten Teachers	Parent Feedback



### 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)	192476
Title I Parent and Family Involvement (3008)	5831

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	82880

\* 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	Nancy Dalton	06-15-2026
Staff	Classroom Teacher	Elizabeth Gonzalez	06-15-2027
Staff	Classroom Teacher	Michelle Rimpo	06-15-2027
Staff	Classroom Teacher	Nichole Powell -Dixon	06-15-2027
Staff	Other School Personnel	Janique Ratliff	06-15-2027
Community	Parent/Community Member	████████ Santana	06-13-2026
Community	Parent/Community Member	██████ Rodriquez	06-15-2027
Community	Parent/Community Member	████████ Hernandez	06-15-2027
Community	Parent/Community Member	████████ Landeros	06-15-2027
Community	Parent/Community Member	████████ Sandoval	06-15-2027

## 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)	██████ Perez
DELAC Representative	Parent of EL Student (required)	██████ Santana
Principal or Designee	Staff Member (required)	Sylvia Cortes-Sagrera
Secretary	Parent of EL Student (required)	██████ Hernandez

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?	11/12/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Recognize students who have passed ELPAC with a certificate and or assembly                      Recommend that Mrs. Sagrera keep servicing our students taking the ELPAC test                      Tutoring for ELL before or after school in reading</p> <p>Help our second-language students in various ways, including providing certificates to boost their self-esteem, particularly those who have been identified as FEP'd after taking the ELPAC. or a celebration for the students.                      Testing with a familiar face makes them feel more welcoming and will perform better. (For example, Mrs.Sagrera).                      After attending parent conferences, many of our students are struggling in Language Arts. We need help so they can be successful.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results

Question	Answer
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/19/2025
6. What was SSC's response to ELAC recommendations?	SSC supports the recommendations of the ELAC and also shares that in support of our ELL students they will be receiving before and after school intervention for students who have maintained or decreased on the ELPAC.

## 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 11/19/2025
2. SSC approved the **Home-School Compact** on 10/14/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/14/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 09/16/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/19/2025
6. The SPSA was approved at its meeting on 11/19/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Home School Compact

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

### THE SCHOOL

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

Principal's Signature \_\_\_\_\_

Date

10.14.25

### THE HOME

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

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

### THE STUDENT

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

Student Signature \_\_\_\_\_

Date \_\_\_\_\_



## Compacto Escolar-Hogar

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

### LA ESCUELA

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

El personal escolar será un modelo positivo para los estudiantes.

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

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

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

Firma del director \_\_\_\_\_

Fecha

10.14.25

### EL HOGAR

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

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

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

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

Firma del padre/tutor \_\_\_\_\_

Fecha \_\_\_\_\_

### EL ESTUDIANTE

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

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

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

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

Firma del estudiante \_\_\_\_\_

Fecha \_\_\_\_\_

# **Dooley Elementary Family Involvement Guidelines 2025-2026**

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

## **PART I**

Dooley agrees to implement the following requirements:

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

## **PART II**

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

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

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

## **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

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

### **PART IV**

#### **DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

\* \* \* \* \*

**PART V**  
**ADOPTION**

Dooley Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **October 14, 2025**, and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before November 7, 2025 Dooley, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10-14-25

Date

# Dooley Elementary

## Guía de Participación Escolar para las Familias

### 2025-2026

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

#### **PARTE I**

Dooley está de acuerdo en implementar los siguientes requisitos:

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

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

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

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

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

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

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

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

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elige comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;

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

\* \* \* \* \*

#### **PARTE V: ADOPCIÓN**

Esta Guía de Participación Dooley para las Familias se ha desarrollado conjuntamente y de acuerdo con las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 14 **de octubre de 2025** y estará vigente por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **7 de noviembre de 2025** o antes. Dooley, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

10.14.25

Fecha