



Oropeza 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

Grade 3 ELA SBAC score decreased 8% from 41% to 33%. Grade 4 ELA SBAC score did not change - score remains at 39%.

Grade 5 ELA SBAC score increased 6% from 43% to 49%.

Overall ELA SBAC score decreased 2% from 41% to 39%.

ELA SBAC score for AA students increased 3% from 20% to 23%.

English Learner ELA SBAC score decreased 5% from 16% to 11%.

ELA SBAC score for RSP students increased 4% from 8% to 12%.

Overall Fluency At/Above score is 64%, a 5% increase from 2023/24.

Grade 1 Fluency At/Above score is 71%, a 2% decrease from 2023/24.

Grade 2 Fluency At/Above score is 71%, a 13% increase from 2023/24.

Grade 3 Fluency At/Above score is 68%, a 6% increase from 2023/24.

Grade 4 Fluency At/Above score is 63%, a 5% increase from 2023/24.

Grade 5 Fluency At/Above score is 47%, a 10% decrease from 2023/24.

Fluency At/Above score for African American students is 45%, a 10% increase from 2023/24.

Fluency At/Above score for EL students is 54%, a 4% increase from 2023/24.

Fluency At/Above score for RSP students is 48%, a 10% increase from 2023/24.

ELA Findings

FRSA On Track score increased 14% from 59% to 73%.

FRSA on Track score for African American students increased 7% from 67% to 74%.

FRSA On Track score for Hispanic students increased 16% from 56% to 72%.

FRSA On Track score for English Learner students increased 8% from 49% to 57%.

Kindergarten has the highest percentage of FRSA On Track students at 84%, a 10% increase from 2023/24.

Grade 1's score is 63%, a 3% decrease from 2023/24.

Grade 2's score is 72%, a 30% increase from 2023/24. 42%.

iReady Reading Placement Early On & Mid Above Diagnostic 3 score for all students increased 6% from 39% to 45% when compared to 2023/24 score.

African American iReady Reading Placement Early On & Mid Above Diagnostic 3 score increased 20% from 23% to 43% when compared to 2023/24 score.

English Learner iReady Reading Placement Early On & Mid Above Diagnostic 3 score decreased 6% from 27% to 21% when compared to 2023/24 score.

ELA Findings

Overall Socioeconomically Disadvantaged ELA SBAC met/exceeded score decreased 2% from 41% to 39%.

Grade 3 Socioeconomically Disadvantaged students ELA SBAC met/exceeded score decreased 8% from 41% to 33%.

Grade 4 Socioeconomically Disadvantaged students ELA SBAC met/exceeded score did not change - score remains at 39%. Grade 5 Socioeconomically Disadvantaged students ELA SBAC met/exceeded score increased 6% from 43% to 49%.

Overall Homeless students ELA SBAC met/exceeded score decreased 5% from 27% to 22% (19 students tested).

Grade 3 Homeless students ELA SBAC met/exceeded score increased 4% from 13 to 17%.

Grade 4 Homeless students ELA SBAC met/exceeded score decreased 12% from 25% to 13%. Grade 5 Homeless students ELA SBAC met/exceeded score increased 4% from 36% to 40%.

ELA SBAC met/exceeded score for AA students increased 3% from 20% to 23%.

English Learner ELA SBAC met/exceeded score decreased 5% from 16% to 11%.

ELA SBAC met/exceeded score for RSP students increased 4% from 8% to 12%.

2024 California Dashboard data indicates Students with Disabilities were in the red performance level with 81.5 points below standard, a decline of 7.2 points. RSP students scored 20% Met in ELA, this is a 12 % increase from the previous year.

ELA Goals

Achieve a 6% increase in the number of students in grades K-2 meeting or exceeding on the Spring Foundational Reading Skills Assessment (FRSA).

Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

Area of need is supporting Grade 1 with Foundational Reading Skills Assessment instruction (FRSA), progress monitoring, and using data to create instructional next steps. Teachers will provide Fab Lab support (small group instruction). Intervention team will provide additional FRSA support and resources. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan to meet the needs of their students, with an emphasis on FRSA skills. Teachers will analyze data to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers and PDSA cycle work.

An area of need is ELA instruction for Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. The 2024 CA Dashboard identifies Students with Disabilities in the Red Performance Level for ELA, indicating a 7% decrease in achievement. The 2024 CA Dashboard also identifies Homeless Youth and Socioeconomically Disadvantaged Students in the Orange Performance Levels, indicating a 1% decrease for Homeless Youth and a 7% decrease for Socioeconomically Disadvantaged students. The actions listed above will be implemented to support these students to achieve Yellow or higher performance levels.

ELA Goals

Achieve a 6% increase in the number of grades 1 - 3 students achieving meet/exceed on the Spring fluency assessment.

Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

Area of need is supporting Grade 5 with Fluency instructional best practices, Getting Reading Right training best practices, progress monitoring, and using data to create instructional next steps. Teachers will provide Fab Lab support (small group instruction). Intervention team will provide additional fluency support and resources. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan to meet the needs of their students, with an emphasis on FRSA skills. Teachers will analyze data to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers and PDSA cycle work.

An area of need is ELA instruction for Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. The 2024 CA Dashboard identifies Students with Disabilities in the Red Performance Level for ELA, indicating a 7% decrease in achievement. The 2024 CA Dashboard also identifies Homeless Youth and Socioeconomically Disadvantaged Students in the Orange Performance Levels, indicating a 1% decrease for Homeless Youth and a 7% decrease for Socioeconomically Disadvantaged students. The actions listed above will be implemented to support these students to achieve Yellow or higher performance levels.

ELA Goals

Achieve a 10% increase in the number of grades 1-3 students on/above grade level on iReady Reading Diagnostic 3 assessment.

Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

Area of need is supporting English Learner students to achieve the goal. Teachers will provide Designated ELD instruction. Teachers will provide Fab Lab support (small group instruction). Intervention team will provide additional support and resources to support Designated ELD instruction, including resources located in Ellevation. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan to meet the needs of their students, with an emphasis on English Learners. Teachers will analyze data to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers and PDSA cycle work.

An area of need is ELA instruction for Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. The 2024 CA Dashboard identifies Students with Disabilities in the Red Performance Level for ELA, indicating a 7% decrease in achievement. The 2024 CA Dashboard also identifies Homeless Youth and Socioeconomically Disadvantaged Students in the Orange Performance Levels, indicating a 1% decrease for Homeless Youth and a 7% decrease for Socioeconomically Disadvantaged students. The actions listed above will be implemented to support these students to achieve Yellow or higher performance levels.

ELA Goals

Achieve a 29% increase in the number of grade 3 students scoring met/exceeded on Spring 2026 ELA SBAC.

Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including independent writing, building knowledge, explicit vocabulary instruction, daily linguistic routine; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

Area of need is supporting Grade 3 with implementation of Getting Reading Right best practices and quality core instruction practices, progress monitoring, and using data to create instructional next steps. Teachers will provide Fab Lab support (small group instruction). Intervention team will provide additional needed support and resources. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan to meet the needs of their students, with an emphasis on Getting Reading Right best practices. Teachers will analyze data to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers and PDSA cycle work.

An area of need is ELA instruction for Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students. The 2024 CA Dashboard identifies Students with Disabilities in the Red Performance Level for ELA, indicating a 7% decrease in achievement. The 2024 CA Dashboard also identifies Homeless Youth and Socioeconomically Disadvantaged Students in the Orange Performance Levels, indicating a 1% decrease for Homeless Youth and a 7% decrease for Socioeconomically Disadvantaged students. The actions listed above will be implemented to support these students to achieve Yellow or higher performance levels.

Comprehensive Needs Assessment: Mathematics

Math Findings

Math SBAC met/exceeded score for African American students increased from 13% to 19%.

Math SBAC met/exceeded score for English learners increased 5% from 11% to 16%.

Math Findings

Grade 3 SBAC Math met/exceeded score decreased 8% from 38% to 30%.
Grade 4 SBAC Math met/exceeded score increased 9% from 27% to 36%.
Grade 5 Math SBAC met/exceeded score increased 1% from 28% to 27%.
Grade 4 had the highest increase of 9%.
Overall met/exceeded score remained the same at 31%.
Math SBAC met/exceeded score for African American students increased from 13% to 19%.
Math SBAC met/exceeded score for English learners increased 5% from 11% to 16%.
Math SBAC met/exceeded score for Students with Disabilities increased 2% from 8% to 10%.
Students with Disabilities fell in the Red Performance Level on the 2023 CA Dashboard with 109.5 points below standard.
For 2024, Students with Disabilities fell in the Yellow Performance Level on the CA Dashboard, showing 24% growth.

Math Findings

Math SBAC met/exceeded score for African American students increased from 13% to 19%.

Math SBAC met/exceeded score for English learners increased 5% from 11% to 16%.

Math SBAC met/exceeded score for Students with Disabilities increased 2% from 8% to 10%.

Students with Disabilities fell in the Red Performance Level on the 2023 CA Dashboard with 109.5 points below standard.

For 2024, Students with Disabilities fell in the Yellow Performance Level on the CA Dashboard, showing 24% growth.

Grade 3 SBAC Math met/exceeded score decreased 8% from 38% to 30%.

Grade 4 SBAC Math met/exceeded score increased 9% from 27% to 36%.

Grade 5 Math SBAC met/exceeded score increased 1% from 28% to 27%.

Grade 4 had the highest increase of 9%.

Overall met/exceeded score remained the same at 31%.

Math SBAC met/exceeded score for African American students increased from 13% to 19%.

Math SBAC met/exceeded score for English learners increased 5% from 11% to 16%.

iReady Math Placement Early On/Mid Above Diagnostic 3 score for all students is 37% - this is an 11% increase from Diagnostic 2.

iReady Math Placement Early On/Mid Above Diagnostic 3 score for African American students is 30% - there was no change from Diagnostic 2.

iReady Math Placement Early On/Mid Above Diagnostic 3 score for English Learner students is 16% - this is a 10% increase from Diagnostic 2.

Math Goals

Achieve a 12% increase in Grade 3 SBAC Met/Exceeded score from 30% to 42%.

Actions to achieve the goal include: intervention team will provide additional support and resources to grade 3 teachers to support Math instruction; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group sessions; all teachers will implement daily Designated English Language Development instruction; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data to determine successes, areas of need, and plan instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math training.

Area of need is to increase the number of grade 3 students achieving SBAC Math Met/Exceeded.

Achieve a 10% increase in the number of Students with Disabilities scoring Met/Exceeded on SBAC Math.

Actions to achieve the goal include: RSP teacher will provide support and resources to teachers to support Math instruction for RSP students; RSP teacher will engage in ongoing collaboration with classroom teachers; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group sessions; all teachers will implement daily Designated English Language Development instruction; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data to determine successes, areas of need, and plan instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math training.

An area of need is to Math instruction for Students with Disabilities. There is currently a 21% SBAC Math Met/Exceeded gap between Students with Disabilities and their general education peers. The 2023 CA Dashboard identified Students with Disabilities in the Red Performance Level for Math. The 2024 CA Dashboard identifies Students with Disabilities in the Yellow Performance Level for Math. Students with Disabilities made 23% growth based on CA Dashboard data.

Math Goals

Achieve a 10% increase in SBAC Math Met/Exceeded score for African American and English Learner subgroups.

Actions to achieve the goal include: intervention team will provide additional support and resources to teachers to support Math instruction for English Learners and African American students; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group sessions; all teachers will implement daily Designated English Language Development instruction; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data to determine successes, areas of need, and plan instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math training.

An area of need is to support African American students to achieve SBAC Math Met/Exceeded proficiency. All students scored 31% on SBAC Math Met/Exceeded. There is a 12% gap for African American students and a 15% gap for English Learners.

Achieve an 8% increase in iReady Math Placement Early On/Mid Above score for Diagnostic 3.

Actions to achieve the goal include: intervention team will provide additional support and resources to teachers to support Math instruction for English Learners and African American students; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group sessions; all teachers will implement daily Designated English Language Development instruction; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data to determine successes, areas of need, and plan instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math training.

An area of need is to support African American students to achieve the goal as there was no change to last year's Diagnostic 3 score. We also need to support English Language Learners to close the score gap with all students as there is currently a 21% gap between English Learners and all students.

Comprehensive Needs Assessment: English Learners

English Learner Findings

English Learners achieving Early On/Mid Above on iReady Reading Placement Diagnostic 3 21%. This an 8% increase from Diagnostic 2.

English Learners scored 24% lower than all students (45%).

English Learners achieving Early On/Mid Above on iReady Math Placement is 16%. This is a 10% increase from Diagnostic 2.

English Learners scored 21% lower than all students (37%).

There are 123 ELPI eligible students. 50 students (58.8%) progressed, 29 students (34.1%) maintained, and 6 students (7.1%) decreased. The students who decreased ELPI are in grade 5 (4 students) and grade 3 (2 students). The data indicates a 6% increase in the number of students who progressed when compared to 2023/24.

English Learner FRSA On Track score for Cycle 3 is 46%. This is a 15% increase from Cycle 2.

English Learner FRSA On Track score is 13% lower than all students.

SBAC ELA Met/Exceeded score for English Learners decreased 5% from 16% to 11%. English Learners SBAC ELA Met/Exceede score is 28% lower than all students (39%). SBAC Math Met/Exceeded score English Learners increased 5% from 11% to 16%. English Learner SBAC Math Met/Exceeded score is 15% lower than all students (31%).

English Learners achieving Early On/Mid Above on iReady Reading Placement Diagnostic 3 21%. This an 8% increase from Diagnostic 2. English Learners scored 24% lower than all students (45%).

English Learners achieving Early On/Mid Above on iReady Math Placement is 16%. This is a 10% increase from Diagnostic 2. English Learners scored 21% lower than all students (37%).

There are 123 ELPI eligible students. 50 students (58.8%) progressed, 29 students (34.1%) maintained, and 6 students (7.1%) decreased. The students who decreased ELPI are in grade 5 (4 students) and grade 3 (2 students). The data indicates a 6% increase in the number of students who progressed when compared to 2023/24.

English Learner FRSA On Track score for Cycle 3 is 46%. This is a 15% increase from Cycle 2. English Learner FRSA On Track score is 13% lower than all students.

English Learner Findings

SBAC ELA Met/Exceeded score for English Learners decreased 5% from 16% to 11%. English Learners SBAC ELA Met/Exceeded score is 28% lower than all students (39%). SBAC Math Met/Exceeded score English Learners increased 5% from 11% to 16%. English Learner SBAC Math Met/Exceeded score is 15% lower than all students (31%).

English Learner Goals

Achieve an 8% increase in iReady Math and Reading Placement Early On/Mid Above score for Diagnostic 3. Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement. Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Souday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training. An area of need is to support English Language Learners to close the score gap with all students as there is currently a 24% Reading Gap and a 21% Math gap. Achieve a 10% increase in the number of English Learners scoring met/exceeded on Spring 2026 ELA and Math SBAC. Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement. Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Souday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work;

teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training. An area of need is to support English Language Learners to close the SBAC Math and ELA gaps with all students. Current ELA gap is 28% for ELA (11% to 39%) and 15% for Math (16% to 31%). Achieve a 5% increase in the number of English Learners meeting or exceeding on the Spring Foundational Reading Skills Assessment (FRSA). Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement. Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Soliday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training. Area of need is to support English Learners with building Foundational Reading Skills Assessment instruction (FRSA) skills to close the Cycle 3 gap of 16% (57% to 73%). Achieve a 5% increase in the number of students achieving ELPI progressed from 58% to 63%. Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Soliday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training. Area of need is to reduce the number of students who score ELPI maintained and eliminate the number of students who ELPI decrease.

English Learner Goals

Achieve a 10% increase in the number of English Learners scoring met/exceeded on Spring 2026 ELA and Math SBAC.

Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Soliday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training.

An area of need is to support English Language Learners to close the SBAC Math and ELA gaps with all students. Current ELA gap is 28% for ELA (11% to 39%) and 15% for Math (16% to 31%).

English Learner Goals

Achieve a 5% increase in the number of English Learners meeting or exceeding on the Spring Foundational Reading Skills Assessment (FRSA).

Actions to achieve goal include: ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Soliday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training.

Area of need is to support English Learners with building Foundational Reading Skills Assessment instruction (FRSA) skills to close the Cycle 3 gap of 16% (57% to 73%).

Achieve a 5% increase in the number of students achieving ELPI "progressed" from 58% to 63%.

Intervention team will provide additional support and resources to teachers to support English Learners; Lexia English and Soliday programs will be utilized to support English Learners; daily Designated English Language Development instruction will occur in all classrooms; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group session; all teachers will be provided ongoing opportunities to analyze data, collaborate, and plan; teachers will analyze data monthly to determine successes, areas of need, and determine instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training.

Area of need is to reduce the number of students who score ELPI maintained and eliminate the number of students who ELPI decrease.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall Chronic Absenteeism rate increased 3% from 34% to 37%.

Two student groups are level Orange for Chronic Absenteeism based on 2024 California Dashboard data. Homeless students were 39.8% chronically absent - a 2.4% decrease. Students with Disabilities were 47.7% chronically absent - a 9.89% decrease.

Two student groups are level Red for Chronic Absenteeism based on 2024 California Dashboard data. African American students were 45.8% chronically absent - a 1.4% increase. Socioeconomically Disadvantaged students were 40.7% chronically absent - maintained -0.4%.

English Learner chronic absenteeism rate remained the same at 33%.

Asian chronic absenteeism rate increased 15% from 8% to 23%.

Overall attendance rate remained the same at 91%.

Attendance rate for English Learners increased 1% from 91% to 92%.

Attendance rate for African American students decreased 2% from 90% to 88%.

Attendance rate for Students with Disabilities decreased 3% from 93% to 90%.

Attendance rate for Asian students decreased 2% from 96% to 94%.

California Dashboard "All Students" Suspension data indicates level green. 0.6% of students were suspended at least one day.

California Dashboard "African American" Suspension data indicates level orange. 1.3% of students were suspended at least one day. This was an increase of 1.3%.

Spring 2025 Pulse Survey data indicates scores of 81% for Agency (1% decrease from Winter 2025), 82% for Belonging (4% increase from Winter 2025), and 82% for Identity (3% increase from Winter 2025).

69% of students indicated it was easy for them to make friends at school.

Core 5 Survey results indicate a 3% increase in Growth Mindset from 72% to 75%.

77% of students indicated they can change their intelligence with hard work - this is the same score as the previous year.

79% of students indicated they are capable of learning anything - a 3% increase from the previous year.

The largest increase is in Self-efficacy from 59% to 65%.

Responsible Decision-Making decreased 3% from 74% to 71%.

69% of students indicated they are happy to be at school - a 5% decrease.

Core 5 Survey results indicate a 3% increase in Growth Mindset from 72% to 75%.

77% of students indicated they can change their intelligence with hard work - this is the same score as the previous year.

79% of students indicated they are capable of learning anything - a 3% increase from the previous year.

The largest increase is in Self-efficacy from 59% to 65%.

Responsible Decision-Making decreased 3% from 74% to 71%.

69% of students indicated they are happy to be at school - a 5% decrease.

Spring 2025 Pulse Survey data indicates scores of 81% for Agency (1% decrease from Winter 2025), 82% for Belonging (4% increase from Winter 2025), and 82% for Identity (3% increase from Winter 2025).

69% of students indicated it was easy for them to make friends at school.

Chronic absenteeism rate increased 3% from 34% to 37%.

California Dashboard data indicates African-American 2024 chronic absenteeism data is level red, with a rate of 45.8%, a 1.7% increase.

California Dashboard data indicates Socioeconomically Disadvantaged 2024 chronic absenteeism data is level red, with a rate of 40.7%, a 0.4% decrease.

Students with Disabilities chronic absenteeism rate increased 11% from 33% to 44%.

English Learner chronic absenteeism rate remained the same at 33%.

Asian chronic absenteeism rate increased 15% from 8% to 23%.

Overall attendance rate remained the same at 91%.

Attendance rate for English Learners increased 1% from 91% to 92%.

Attendance rate for African American students decreased 2% from 90% to 88%.

Attendance rate for Students with Disabilities decreased 3% from 93% to 90%.

Attendance rate for Asian students decreased 2% from 96% to 94%.

Culture/Climate Goals

Implement PBIS (Positive Behavior Interventions and Supports) school-wide to reduce the number of office referrals and suspensions. Reduce the number of African-American suspensions by at least 1%.

Culture Climate Leadership Team (CCLT) will receive training on PBIS strategies and then train staff on implementation. CCLT will provide support for resources, modeling, and consultation. Behavior incidents will be tracked monthly. CCLT will analyze data to determine areas of celebration and needed support. Data will also be shared with teachers and staff. The Oropeza Care Center counselor will be available twice a week to provide mental health support for referred students and families. The Care Center counselor will also be available to collaborate with classroom teachers on targeted mental health resources and support.

Area of need is to reduce the number of suspensions. The 2024 CA Dashboard indicated African Americans are in the Orange Performance Level for suspensions. The Dashboard indicates a 1% increase in the number of African American student suspensions. Implementation of PBIS strategies and the Care Center will reduce the number of student suspensions.

Area of need is to increase the percentage of students who indicate they feel happy at school.

Progress monitoring will include ongoing climate surveys, weekly and monthly attendance tracking, behavior incident tracking.

Achieve a 10% increase in Belonging on the Spring 2026 Pulse Survey.

Achieve a 10% increase in the number of students indicating it is easy for them to make friends at school on the 2026 Pulse Survey.

Area of need is to increase the number of students indicating it is easy for them to make friends at school.

Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth. Students will be surveyed to determine what resources they need to make and keep friends at school.

Progress monitoring will include ongoing climate surveys, weekly and monthly attendance tracking, behavior incident tracking.

Achieve a 5% decrease in chronic absenteeism for all students, Asian students, African American students, and Students with Disabilities.

Progress monitoring will occur monthly by creating attendance reports for each teacher and using the data to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences. Counseling team will reach out to families to determine cause of absences and provide needed resources and support to ensure regular attendance. District Office of Student Support Services will provide the school with additional resources to decrease chronic absenteeism.

An area of need is to reduce the percentage of chronic absenteeism for all students, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students.

The 2023 CA Dashboard identified Asian Students and Students with Disabilities in the Red Performance level for Chronic Absenteeism. The 2024 CA Dashboard does not identify Asian students in the Red Performance Level - this group had a 21% decrease in Chronic Absenteeism.

The 2024 CA Dashboard identifies All Students, Homeless Youth, and Students with Disabilities in the Orange Performance Level for Chronic Absenteeism. Students with Disabilities experienced a 10% reduction in chronic absences moving this group from the Red Performance Level to the Orange Performance Level. African American students moved from the Orange Performance Level to the Red Performance Level with a 1% increase in chronic absenteeism.

Progress monitoring will occur monthly by creating attendance reports for each teacher and using the data to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences. District Office of Student Support Services will provide the school with additional resources to decrease chronic absenteeism.

Implement PBIS (Positive Behavior Interventions and Supports) school-wide to reduce the number of office referrals and suspensions. Culture Climate Leadership Team (CCLT) will receive training on PBIS strategies and then train staff on implementation. CCLT will provide support for resources, modeling, and consultation.

Behavior incidents will be tracked monthly. CCLT will analyze data to determine areas of celebration and needed support. Data will also be shared with teachers and staff.

The Oropeza Care Center counselor will be available twice a week to provide mental health support for referred students and families. The Care Center counselor will also be available to collaborate with classroom teachers on targeted mental health resources and support.

Area of need is to reduce the number of suspensions. The 2024 CA Dashboard indicated African Americans are in the Orange Performance Level for suspensions. The Dashboard indicates a 1% increase in the number of African American student suspensions. Implementation of PBIS strategies and the Care Center will reduce the number of student suspensions.

Area of need is to increase the percentage of students who indicate they feel happy at school. Progress monitoring will include ongoing climate surveys, weekly and monthly attendance tracking, behavior incident tracking. Achieve a 10% increase in Belonging on the Spring 2026 Pulse Survey. Achieve a 10% increase in the number of students indicating it is easy for them to make friends at school on the 2026 Pulse Survey. Area of need is to increase the number of students indicating it is easy for them to make friends at school.

Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth. Students will be surveyed to determine what resources they need to make and keep friends at school. Progress monitoring will include ongoing climate surveys, weekly and monthly attendance tracking, behavior incident tracking.

Achieve a 5% decrease in chronic absenteeism for all students, Asian students, African American students, and Students with Disabilities. 2024 California Dashboard data indicates African-American and Socioeconomically Disadvantaged students are level red. Progress monitoring will occur monthly by creating attendance reports for each teacher and using the data to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences. Counseling team will reach out to families to determine cause of absences and provide needed resources and support to ensure regular attendance. District Office of Student Support Services will provide the school with additional resources to decrease chronic absenteeism. An area of need is to reduce the percentage of chronic absenteeism for all students, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students.

The 2023 CA Dashboard identified Asian Students and Students with Disabilities in the Red Performance level for Chronic Absenteeism. The 2024 CA Dashboard does not identify Asian students in the Red Performance Level - this group had a 21% decrease in Chronic Absenteeism.

The 2024 CA Dashboard identifies All Students, Homeless Youth, and Students with Disabilities in the Orange Performance Level for Chronic Absenteeism. Students with Disabilities experienced a 10% reduction in chronic absences moving this group from the Red Performance Level to the Orange Performance Level. African American students moved from the Orange Performance Level to the Red Performance Level with a 1% increase in chronic absenteeism. Progress monitoring will occur monthly by creating attendance reports for each teacher and using the data to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences. District Office of Student Support Services will provide the school with additional resources to decrease chronic absenteeism.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2025. Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading.</p> <p>Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms.</p> <p>Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of writing prompts and social-emotional opportunities. Students continue to need support with reading and writing.</p> <p>Implementation of structured literacy instruction in all K-2 classrooms.</p>	Goal Partially or Not Met	<p>SBAC ELA goal was not attained. Grade 3 ELA SBAC score decreased 8% from 41% to 33%. Grade 4 ELA SBAC score did not change - score remains at 39%. Grade 5 ELA SBAC score increased 6% from 43% to 49%. Overall ELA SBAC score decreased 2% from 41% to 39%. ELA SBAC score for AA students increased 3% from 20% to 23%. English Learner ELA SBAC score decreased 5% from 16% to 11%. ELA SBAC score for RSP students increased 4% from 8% to 12%.</p> <p>FRSA goal was met. FRSA On Track score increased 14% from 59% to 73%. FRSA on Track score for African American students increased 7% from 67% to 74%. FRSA On Track score for Hispanic students increased 16% from 56% to 72%. FRSA On Track score for English Learner students increased 8% from 49% to 57%. Kindergarten has the highest percentage of FRSA On Track students at 84%, a 10% increase from 2023/24%.</p>	<p>Ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.</p>

Area of need is supporting grade 2 with increasing the number of students achieving on track on the Foundational Reading Skills Assessment. Intervention team will provide additional support and resources to grade 2 students and teachers. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. 2) Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2025. Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading.

Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms.

Grade 1's score is 63%, a 3% decrease from 2023/24. Grade 2's score is 72%, a 30% increase from 2023/24. 42%.

iReady reading goal was not met. iReady Reading Placement Early On & Mid Above Diagnostic 3 score for all students increased 6% from 39% to 45% when compared to 2023/24 score. African American iReady Reading Placement Early On & Mid Above Diagnostic 3 score increased 20% from 23% to 43% when compared to 2023/24 score. English Learner iReady Reading Placement Early On & Mid Above Diagnostic 3 score decreased 6% from 27% to 21% when compared to 2023/24 score.

Programs and services that impacted goal attainment include ELA training for grades TK-2 teachers, implementation of a daily decoding routine (UFLI), implementation of daily phonemic awareness (Heggerty), Fab Lab (small group instruction), Designated ELD, Tier 1 ELA Lead classroom support, Tier 2 small group support by intervention teacher, Soliday groups, and use of Lexia English for Newcomers.

Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of writing prompts and social-emotional opportunities. Students continue to need support with reading and writing.

Implementation of structured literacy instruction in all K-2 classrooms.

Area of need is supporting grade 3 with increasing the number of students achieving proficient on ELA SBAC. Intervention team will provide additional support and resources to grade 3 teachers and students. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. 3)

	<p>Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2025. Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms. Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of writing prompts and social-emotional opportunities. Students continue to need support with reading and writing. Implementation of structured literacy instruction in all K-2 classrooms.</p>			
Math	<p>1) 1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math. -Collect data (number of groups, number of students in groups, instructional focus of groups) on the implementation of Fab Lab (small group instruction). -Math Fab Lab with small group</p>	Goal Partially or Not Met	iReady Math goal was met. iReady Math Placement Early On/Mid Above Diagnostic 3 score for all students is 37% - this is an 11% increase from Diagnostic 2. iReady Math Placement Early On/Mid Above Diagnostic 3 score for African American students is 30% - there was no change from Diagnostic 2. iReady Math	Intervention team will continue to provide additional support and resources to teachers to support Math instruction for English Learners and African American students; Fab Lab (small group instruction) will occur in all classes; data will be used to determine composition of groups and specific instructional focus of small group sessions; all teachers will implement daily Designated English Language Development instruction; all teachers will be provided ongoing

instruction implementation with individualized instructional focus. -Math Fab Lab - student Must Dos and May Dos during Fab Lab are in the students Zone of Proximal Development. - Ongoing classroom visits to provide instructional feedback on instructional practices, including Fab Lab. District Math training for grades 3 - 5 teachers. Stie professional development, collaboration, and resource support to support District Math training. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work. Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2025. 2) Achieve an 8% increase in iReady Placement by June 2025.

An area of need is to increase the percentage of grades 1 - 5 students achieving Early On/Mid Above scores on iReady Math Diagnostic 3. No grade level is above 50%.

Placement Early On/Mid Above Diagnostic 3 score for English Learner students is 16% - this is a 10% increase from Diagnostic 2.

SBAC Math goal was not met. Grade 3 SBAC Math met/exceeded score decreased 8% from 38% to 30%. Grade 4 SBAC Math met/exceeded score increased 9% from 27% to 36%. Grade 5 Math SBAC met/exceeded score increased 1% from 28% to 27%. Grade 4 had the highest increase of 9%. Overall met/exceeded score remained the same at 31%. Math SBAC met/exceeded score for African American students increased from 13% to 19%. Math SBAC met/exceeded score for English learners increased 5% from 11% to 16%.

opportunities to analyze data, collaborate, and plan; teachers will analyze data to determine successes, areas of need, and plan instructional next steps; progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work; teachers will be supported to implement instructional best practices from District Math training.

Intervention team will provide additional support and resources to teachers to support Math instruction. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math training. 3) Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2025.

An area of need to increase English Learner Math SBAC scores.

Intervention team will provide additional support and resources

to teachers to support Math instruction for English Learners. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will implement daily Designated English Language Development instruction. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math training. 4) Achieve an 8% increase in SBAC Math overall and for all subgroups in Math SBAC and iReady Placement by June 2025.

Area of need is to increase the number of Students with Disabilities who score proficient

	<p>on Math SBAC.</p> <p>Intervention team will provide additional support and resources to teachers to support Students with Disabilities in the general education setting. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math training.</p>			
English Learner	<p>1) Achieve an 8% increase in Foundational Reading Skills Assessment by June 2025.</p> <p>Areas of need for English Learners are SBAC Math and</p>	Goal Met	<p>FRSA goal was met. FRSA On Track score increased 14% from 59% to 73%. FRSA on Track score for African American students increased 7% from 67% to 74%. FRSA On Track score for Hispanic</p>	<p>Ongoing professional learning opportunities during staff meetings and grade level collaboration to support purposeful implementation of ELA Quality Core Instruction best practices; Implementation of an Instructional Leadership Team; Grade level and</p>

ELA, iReady Math and Reading Placement, and Foundational Reading Skills Assessment.

Intervention team will provide additional support and resources to teachers to support English Learners. Lexia English and Soliday programs will be utilized to support English Learners. Daily Designated English Language Development instruction will occur in all classrooms. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math, ELA, and ELD

students increased 16% from 56% to 72%. FRSA On Track score for English Learner students increased 8% from 49% to 57%. Kindergarten has the highest percentage of FRSA On Track students at 84%, a 10% increase from 2023/24%. Grade 1's score is 63%, a 3% decrease from 2023/24. Grade 2's score is 72%, a 30% increase from 2023/24. 42%.

cross-grade level planning and collaboration to support purposeful implementation of Getting Reading Right training/best practices (QCI); ongoing classroom visits by Principal to provide Quality Core Instruction best practices feedback; implementation of small group instruction based on student needs data; ongoing collection of formative assessment data for analysis and next steps actions (PDSA cycles); implementation of Getting Reading Right strategies, including UFLI and Heggerty; implementation of PBIS strategies; ongoing recognition of academic achievement; and identify and continuously examine implicit and explicit biases that may contribute to or support inequitable practices that have a negative impact on student achievement.

training. 2) Achieve an 8% increase in iReady Math and Reading Placement scores by June 2025.

Areas of need for English Learners are SBAC Math and ELA, iReady Math and Reading Placement, and Foundational Reading Skills Assessment.

Intervention team will provide additional support and resources to teachers to support English Learners. Lexia English and Soliday programs will be utilized to support English Learners. Daily Designated English Language Development instruction will occur in all classrooms. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks,

data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training. 3) Achieve an 8% increase in SBAC ELA and Math scores by June 2025.

Areas of need for English Learners are SBAC Math and ELA, iReady Math and Reading Placement, and Foundational Reading Skills Assessment.

Intervention team will provide additional support and resources to teachers to support English Learners. Lexia English and Soliday programs will be utilized to support English Learners. Daily Designated English Language Development instruction will occur in all classrooms. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data,

collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training. 4) Fab Lab (Small Group Instruction) with interventions based on student needs will be provided in both ELA and Math in every classroom. ELL students will increase by 6% on I-Ready Reading Placement. Writing professional development for staff, planning of prompts, and implementation of writing experiences will be beneficial and will provide growth opportunities in ELA. Fab Lab Intervention with Small Group Instruction will support ELL students. Continued implementation and monitoring of Designated English Language Development instruction. Progress monitoring will occur during Internal Learning Walk,

	through regular principal informal classroom visits, grade level review of summary of data reports, and PDSA cycle work. Achieve an 8% increase in SBAC ELA & Math, FRSA, and iReady Placement scores by June 2025.			
Culture/Climate	<p>1) Achieve a 5% decrease in chronic absenteeism for all students, Asian students, and Students with Disabilities by June 2025.</p> <p>Area of need is to decrease chronic absenteeism for Asian students and Students with Disabilities.</p> <p>Progress monitoring will occur monthly by creating attendance reports for each teacher and using the data to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences. 2) Achieve a 5% decrease in overall chronic absenteeism by June 2025. Achieve a 5% increase in overall attendance by June</p>	Goal Partially or Not Met	Goal not met. Chronic absenteeism rate increased 3% from 34% to 37%. African American chronic absenteeism rate increased 22% from 37% to 59%. Students with Disabilities chronic absenteeism rate increased 11% from 33% to 44%. English Learner chronic absenteeism rate remained the same at 33%. Asian chronic absenteeism rate increased 15% from 8% to 23%.	Monthly attendance reports will be created for each teacher. Data will be used to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences. Counseling team will reach out to families to determine cause of absences and provide need to resources and support to ensure regular attendance. District Office of Student Support Services will provide the school with additional resources to decrease chronic absenteeism.

2025. Achieve a 5% increase in Growth Mindset (CORE Survey) on the 2025 Spring Survey. Achieve a 10% increase in the number of students indicating it is easy for them to make friends at school on the 2025 Spring Survey. 3) Achieve a 5% increase in Growth Mindset (CORE Survey) on the 2025 Spring Survey.

Achieve a 10% increase in the number of students indicating it is easy for them to make friends at school on the 2025 Spring Survey.

Area of need is to increase the number of students indicating it is easy for them to make friends at school.

Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will

be monitored to determine implementation strengths and areas of needed growth. Students will be surveyed to determine what resources they need to make and keep friends at school.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students. (IN 1)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide substitute teachers for five release days for grade level planning and collaboration on CQI training implementation, differentiated instruction for English Learners, African-American students, and other at-risk learners. (PD 1)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Provide cultural assemblies for students and parents. (PI 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
allocation of funds for field trips to extend the learning environment beyond the school campus, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge through the field trip experience. Field trips will support ELA, Math, Science, Social Studies, the Arts, equity, heritage and culture, community, and awareness of others. (IN 5)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Purchase student planners to allow teachers to communicate with parents and for parents to communicate with teachers. (PI 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide professional reading materials for staff to study during teacher release days and Thursday staff development days. Professional reading material will support instructional best practices and Social Emotional well-being of students and staff. (PD 2)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Materials and supplies to establish a community garden to be taken care of by parents and students. (PI 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and</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 language.</p> <p>Students demonstrate their comprehension of text</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>Thinking Maps</p> <p>i-Ready Personalized Learning</p>

<p>Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>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>ELlevation</p> <p>iReady</p>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. 	<p>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</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</p>

<p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

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

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Special Education students in need of assistive technology/devices. Student materials needed for learning and proving behaviors during lessons and Fab Lab. Basic Services 100	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	All Students, Special Education, Identified At-Risk Students, English Learners, African-American	Title 1 \$35,000 Materials - Title 1 100%	11/13/2025 - 06/11/2026 Monthly	Principal, Counselor, Office Supervisor	Student progress in Reading, Writing, and Mathematics. Special Education students are provided assistive devices/technology to meet IEP goals. Basic Services 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
African-American subgroup has highest chronic absent rate. Attendance rate will need to be improved. Transitional support to attend school will be needed. High need for SEL Support. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40, SEL Survey 30	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	African-American, English Learners, Identified At-Risk Students, Other Targeted Students	LCFF \$15,587 Title 1 \$62,346 Manager Additional Assignment (1) for 576 hours annually - LCFF 20%; Title 1 80%	08/26/2025 - 06/11/2026 Weekly	Principal	Attendance rates. SEL groups and programs. CORE Survey results related to attendance and student social emotional well-being. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40, SEL Survey 30

<p>students need to build background knowledge about their community and the world, build academic vocabulary, and inquiry experiences Culture-Climate Survey (Student-Staff) 100</p>	<p>allocation of funds for field trips to extend the learning environment beyond the school campus, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge through the field trip experience. Field trips will support ELA, Math, Science, Social Studies, the Arts, equity, heritage and culture, community, and awareness of others.</p>	<p>All Students, Asian, English Learners, African-American, Hispanic, Low SES, Newcomers, Other Targeted Students, Special Education</p>	<p>Title 1 \$5,000 Services - Title 1 100%</p>	<p>11/13/2025 - 06/11/2026 Monthly</p>	<p>teachers</p>	<p>writing assessments, use of academic language, Pulse and CORE surveys Culture-Climate Survey (Student-Staff) 100</p>
<p>to student behavior regulation; provide behavior intervention support and resources for teachers Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Other 20</p>	<p>The Registered Behavior Technician (RBT) provides targeted, data-driven behavioral support aligned with student Behavior Intervention Plans (BIPs). Key responsibilities include implementing individualized and small-group</p>	<p>Identified At-Risk Students, Other Targeted Students, Targeted Staff</p>	<p>Title 1 \$28,000 Services - Title 1 100%</p>	<p>11/13/2025 - 06/11/2026 Daily</p>	<p>principal, counselor</p>	<p>data collected in LROIX intervention tracking system; data collected in behavior intervention tracking system; teacher survey Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20, Culture-Climate Survey</p>

	<p>interventions, collecting and analyzing data to inform decisions, and collaborating with teachers and site teams to adjust strategies. RBTs model effective classroom management, reinforcement systems, and de-escalation techniques to promote consistent practices across settings. They contribute to Multi-Tiered Systems of Support (MTSS) through participation in SST meetings, tiered intervention planning, and progress monitoring. In addition, RBTs respond to behavioral crises, ensuring safety and smooth transitions back to learning.</p>					<p>(Student-Staff) 40, Other 20</p>
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Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
All students are in need of materials to support learning in whole group and small group settings. Basic Services 100	School supplies and instructional materials for students to support classroom teaching and learning. Instructional materials for students' direct learning in all classrooms, including special education classrooms. Materials will benefit all students including English Learners and African-American students. Materials will include manipulatives and other materials to support all modalities of learning. Materials include technology for the classrooms including document cameras, projectors, and headphones.	African-American, English Learners, All Students, Hispanic, Low SES, Asian, Newcomers, Other Targeted Students, Special Education, White	LCFF \$10,000 Materials - LCFF 100%	08/26/2025 - 06/11/2026 Monthly	principal, counselor, office supervisor	student progress in iReady Reading and Math, FRSA, Fluency, SBAC, IEP goals Basic Services 100

<p>At-risk students with an emphasis on ELs and AA subgroup that need additional support in the area of ELA and Math. Close the achievement gap for our English Language Learners and AAs by providing small group intensive instruction at the Tier 2 and 3 level. Elementary Reading - FRSA 40, Elementary Reading - Benchmarks 40, EL Reclassification 20</p>	<p>Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.</p>	<p>English Learners, Identified At-Risk Students, African-American</p>	<p>Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/26/2025 - 06/11/2026 Daily</p>	<p>Certificated Teacher Administrator</p>	<p>Data collected in LROIX Intervention Tracking System. I-Ready Data, District Assessments, and standards-based common assessments. Elementary Reading - FRSA 40, Elementary Reading - Benchmarks 40, EL Reclassification 20</p>
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Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>Increase safety and supervision for the school. Additional coverage needed for Kindergarten lunch, arrival, and dismissal. Supervision in unsafe areas needed additional supervision. Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>	<p>Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.</p>	<p>All Students, All Parents, Identified At-Risk Students, Other Targeted Students</p>	<p>LCFF \$36,916 Hourly - Recreation Aide (6) for 300 hours annually - LCFF 100%</p>	<p>08/26/2025 - 06/11/2026 Daily</p>	<p>Principal, Office Supervisor, Counselor</p>	<p>CORE Data from Parents, Staff, and Students will show improvement in Safety, Knowledge in Rules in Discipline, Connection to School, and Social Awareness will improve. Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Special Education students and families have specialized needs that an LVN can support as additional intervention. CORE Data shows need with self-efficacy and need of students with positive outlook on self-management. Culture-Climate Survey (Parent) 40, Basic Services 60	Health Assistant to provide additional support. Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation.	Identified At-Risk Students, Homeless, Low SES, Newcomers, All Parents, English Learners, Foster, Targeted Parents, African-American	Title 1 \$10,414 Health Assistant .19 FTE - Title 1 100%	08/26/2025 - 06/11/2026 Weekly	School Nurse	Principal, Counselor Culture-Climate Survey (Parent) 40, Basic Services 60
Students need to be exposed to VAPA enrichment to increase motivation and academic achievement. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$72,067 Teacher - Elementary .4 FTE - Prop 28 100%	08/22/2025 - 06/12/2026 Weekly	VAPA teacher	students Other 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Kindergarten and Transitional Kindergarten Parent Orientations in August to support families and students in their transition to elementary school. Literacy Lead and Intervention Coordinator will be available to support struggling TK/K students during the first few weeks of school. Literacy and IIC will support assessment of Kindergarten students at the beginning of the year to support small group instruction and the formation of groups. First two weeks of school are minimum days for TK and Kindergarten classes to allow teachers to assess students and meet with parents to discuss assessments and their instructional program.</p>	<p>Middle School Information Night will be held in January. Counselors will visit each 5th Grade classroom and inform students of the process. Information is distributed by flyer and through the School Messenger system.</p>	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Agency, Belonging, and Identity are areas of need by students on the Pulse Survey. Positive Reinforcement systems will be utilized to achieve growth in these areas with a special focus on respect and making friends.	School specific programs include: Otter Bucks, Fast Passes, Otter Squad Prize Room, monthly raffles, monthly Otter Star Slip raffles, monthly Spin the Wheel raffle, Otter Pop parties, Cupcake Social, Turkey Trot, Egg Hunt, Bunny Hop, Snow Day, Cookiepalooza, monthly and semester award recognition.	Gift Account, ASB, and monetary donations at a cost of up to \$5,000. Funds are used to purchase student incentives and prizes.	Throughout the year.	Principal, Counselors, Teachers, Recreation Aides	Use the Pulse Survey and site created interim surveys to monitor Agency, Belonging, and Identity with a special focus on respect and making friends.

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
effective implementation of standards, CQI training, small group instruction, increase student achievement and engagement SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Core Curriculum 20	Provide substitute teachers for five release days for grade level planning and collaboration on CQI training implementation, differentiated instruction for English Learners, African-American students, and other at-risk learners.	Title 1 \$28,044 Substitute teacher full day (20) for 5 days - Title 1 100%	11/13/2025 - 06/11/2026 Monthly	principal, IIC, leads	principal and intervention team will participate in release days, classroom observations with targeted feedback, agenda and minutes of release day work

Describe Teacher Involvement
<p>Teachers will be include:</p> <ol style="list-style-type: none"> 1. Grade Level Representative Committee 2. Teachers participate in Back to School Night, Open House, and Parent Conferences 3. Teacher representatives on the School Site Council 4. Hosting ELA and Math lesson observations for site peers as well as peers from other schools

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Teachers and parents need a tool for back and forth communication about classroom work and homework. Culture-Climate Survey (Parent) 100	Purchase student planners to allow teachers to communicate with parents and for parents to communicate with teachers.	Par Inv \$500 Materials - Par Inv 100%	11/13/2025 - 06/11/2026 Daily	classroom teachers	Culture-climate survey - parent satisfaction
We need to celebrate the cultures of the school family and increase parent involvement and engagement during school activities. Culture-Climate Survey (Parent) 100	Provide cultural assemblies for students and parents.	Par Inv \$3,600 Services - Par Inv 100%	11/13/2025 - 06/11/2026 Monthly	principal, teachers, support staff	Parent Survey, Assembly Attendance

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)	266375
Title I Parent and Family Involvement (3008)	4173

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	64120

* 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	Ed Garcia	06-11-2026
Staff	Classroom Teacher	Harper Kolodny	06-11-2026
Staff	Classroom Teacher	Jason Jeffries	06-11-2027
Staff	Classroom Teacher	Gregory Rangel	06-11-2027
Staff	Other School Personnel	Christine Franco	06-11-2027
Community	Parent/Community Member	██████ Sandoval	06-11-2027
Community	Parent/Community Member	██████ Ledesma	06-11-2027
Community	Parent/Community Member	██████ Licon	06-11-2027
Community	Parent/Community Member	██████ Gomez	06-11-2027
Community	Parent/Community Member	██████ Gutierrez	06-11-2027

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)	██████ Ledesma
DELAC Representative	Parent of EL Student (required)	██████ Gomez
Principal or Designee	Staff Member (required)	Ed Garcia
Secretary	Parent of EL Student (required)	██████ Zarate

Name	Representing
██████ Licon	Community Member
██████ Gomez	Parent of EL Student
██████ Flores	Parent of EL Student
██████ Ledesma	Parent of EL Student
██████ Zarate	Parent of EL Student
██████ Marroquin	Parent of Non-EL Student
██████ Jimenez	Parent of Non-EL Student
██████████████ Avila	Parent of Non-EL Student
Jessica Thierry	Staff Member

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?	10/16/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC members reviewed and discussed the School Plan for Student Achievement. Findings, areas of need, goals, and impact were reviewed and discussed in the areas of ELA, Math, English Learners, and Culture/Climate. ELAC members reviewed English Learner data findings, goals, areas of need, and support to be provided to achieve goals.</p> <p>ELAC recommends approval of the SPSA and SPSA Addendum ATSI</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/27/2025
6. What was SSC's response to ELAC recommendations?	SSC accepted ELAC's recommendations.

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 10/27/2025
2. SSC approved the **Home-School Compact** on 10/13/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/13/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/08/2025, 09/08/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/13/2025
6. The SPSA was approved at its meeting on 10/27/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI)

Oropeza Elementary School

If TSI/ATSI, identify subgroups:

African-American	Foster Youth	Socioeconomically Disadvantaged
American Indian	Hispanic	Students with Disabilities
<input checked="" type="checkbox"/> Asian-American	Homeless	Two or More Races
English Learner	Pacific Islander	White
Filipino		

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the above identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI/TSI responsibilities.

Date Approved by SSC

10/13/25

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI, TSI, or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI/TSI targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI/TSI student groups:

- ✓ • **There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.
- **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

THERE ARE NO RESOURCE INEQUALITIES
IN OUR SPSA

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based

interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school’s CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site’s continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED SCHOOL DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI)

Oropeza Elementary School

Si es TSI o ATSI, identifique los subgrupos:

Afroamericanos	Jóvenes en hogares de crianza	Desfavorecidos socioeconómicamente
Indio americanos	Hispanos	Estudiantes con discapacidades
✗ Asiático-americanos	Sin hogar	Dos o más razas
Estudiante que está aprendiendo inglés	Isleños del pacífico	Blancos
Filipinos		

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI/TSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

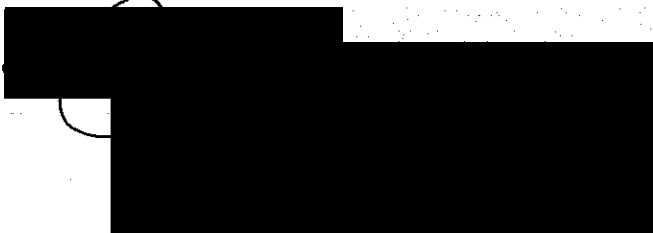
Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC

10/13/25

Firma del director



Firma del presidente del SSC

Inequidad de recursos

Las escuelas elegibles para CSI, TSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido:

✓ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

● **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

● **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

NO HAY INEQUIDADES DE RECURSOS
PRESENTES EN NUESTRA SPSA.

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los

materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.

- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.
- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

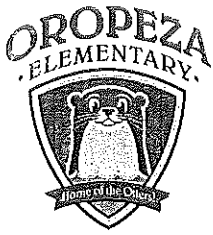
Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto

riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Jenny Oropeza School ♦ "Home of the Otters!"

700 Locust Avenue • Long Beach, CA 90813 • (562) 436-4420

<https://oropeza.lbschools.net/>

Home/School Compact

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we are here to help.

The Home/School Compact has been formed to provide the highest quality instructional program to the students at Oropeza Elementary School. The staff and parents/guardians of Oropeza Elementary School agree to implement the following programs and activities:

The School

- OES will provide daily instruction that is centered on the State Standards, is organized, prepared, and well-planned.
- OES will provide instruction in Social Emotional Learning to help students reach their full potential so they are college and career ready.
- OES will provide students with a safe, kind, respectful, and well-managed environment, both inside and outside of the classroom.
- OES will provide a setting for the WRAP after school program.
- OES will provide interventions for struggling students including but not limited to: Student Success Team, Interventionist, After School Tutorial (some based on available funding).
- OES will provide positive incentives for regular school attendance.
- OES will closely monitor daily student attendance and follow up accordingly.
- OES will monitor students' progress in a meaningful and measurable manner.
- OES will share student progress with parents in a meaningful and timely manner.
- OES will respond to parent concerns in a timely and respectful manner.
- OES will encourage parents/guardians to become involved in school by participate in a variety of organizations (i.e. VIPS, School Site Council, ELAC, Monthly Parent Meetings, Back to School Night, Open House, Parent Classes, etc.).

The Home

- Parents/Guardians at OES will send their children to school every day well rested (establish an appropriate bedtime routine), in good health, and ready to learn.
- Parents/Guardians will work collaboratively with the school to help students reach their full potential.
- Parents/Guardians at OES will ensure their children eat a healthy breakfast either by getting them to school between 7:30 and 7:45 a.m. to eat in the cafeteria or providing them with a healthy breakfast at home before coming to school.
- Parents/Guardians at Oropeza Elementary School will make sure that their children 1st-3rd, arrive no later than 7:55 and are in line by 8:00. 4th and 5th grade students walk to class at the 7:55 bell and are in class by 8:00.
- Parents/Guardians at OES will pick up their children on time every day after school.
- Parents/Guardians at OES will send their children to school every day dressed in clean uniforms. At Oropeza, uniforms consist of dark blue bottoms; white, red, dark blue or light blue collared shirts; school-logo shirts; closed toed shoes and socks.
- Parents/Guardians at OES will assist their children with their homework assignments to make sure the work is done CAREFULLY and COMPLETELY.
- Parents/Guardians at OES will read and/or listen to their children read at least 20 minutes every night.
- Parents/Guardians at OES will attend a parent/teacher conference in the fall, as well as at other times during the school year if necessary, to discuss the progress of their children.
- Parents/Guardians are strongly encouraged to become involved in school by participating in a variety of organizations (i.e. VIPS, School Site Council, ELAC, Monthly Parent Meetings).

This Home/School Compact is to be signed by the principal, the teacher, and the parent/guardian once the compact has been read and understood. Once signed and returned, this page will be kept on file at school.

Principal's Signature

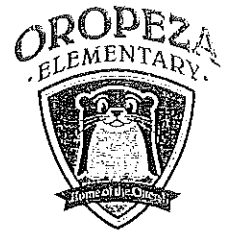
Teacher's Signature

Parent/Guardian's Signature

Student

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Hogar/Escuela Compacto

Nuestro distrito valora profundamente la colaboración familiar como esencial para el éxito estudiantil. Los invitamos cordialmente y los animamos a participar en la educación de sus hijos. Para garantizar que podamos brindarles el mejor apoyo posible, les pedimos que programen sus citas con anticipación siempre que sea posible. Las reuniones se centrarán en las necesidades de su hijo/a y nos comprometemos a colaborar de forma respetuosa y orientada a la búsqueda de soluciones. Si necesitan apoyo con el idioma, asistencia con la programación u otras adaptaciones, estamos aquí para ayudarles.

El Pacto Hogar/Escuela se formó para brindar un programa de instrucción de la más alta calidad a los estudiantes de la Escuela Primaria Oropeza. El personal y los padres/tutores de la Escuela Primaria Oropeza acuerdan implementar los siguientes programas y actividades:

La escuela

- ❖ OES proporcionará instrucción diaria centrada en los Estándares Estatales.
- ❖ OES proporcionará instrucción diaria organizada, preparada y bien planificada.
- ❖ OES proporcionará instrucción respaldada por tecnología.
- ❖ OES trabajará para desbloquear el potencial de cada estudiante.
- ❖ OES brindará instrucción en Mentalidad de crecimiento para ayudar a los estudiantes a alcanzar su máximo potencial.
- ❖ OES proporcionará una base sólida para que los estudiantes estén preparados para la universidad y una carrera.
- ❖ OES brindará a los estudiantes un entorno seguro y bien administrado, tanto dentro como fuera del aula.
- ❖ OES proporcionará un entorno para el programa extracurricular WRAP.
- ❖ OES proporcionará intervenciones para estudiantes con dificultades que incluyen, entre otras: Equipo de éxito estudiantil, intervencionista, tutoría después de clases (algunas basadas en los fondos disponibles).
- ❖ OES proporcionará incentivos positivos para la asistencia regular a la escuela.
- ❖ OES monitoreará de cerca la asistencia diaria de los estudiantes y hará el seguimiento correspondiente.
- ❖ OES monitoreará el progreso de los estudiantes de manera significativa y mensurable.
- ❖ OES compartirá el progreso de los estudiantes con los padres de manera significativa y oportuna.
- ❖ OES responderá a las inquietudes de los padres de manera oportuna y respetuosa.
- ❖ OES alentará a los padres/tutores a involucrarse en la escuela participando en una variedad de organizaciones (es decir, VIPS, Consejo Escolar, ELAC, reunión de padres cada mes, Noche de Regreso a la Escuela, Casa Abierta, Clases para Padres, etc.).
- ❖ OES tratará a cada alumno con amabilidad y respeto.

El hogar

- ❖ Durante el aprendizaje a distancia, los padres/tutores ayudarán a que el niño asista a las sesiones de Zoom diariamente.
- ❖ Los padres/tutores de OES enviarán a sus hijos a la escuela todos los días bien descansados (establezcan una rutina adecuada para acostarse), con buena salud y listos para aprender.
- ❖ Los padres/tutores trabajarán en colaboración con la escuela para ayudar a los estudiantes a alcanzar su máximo potencial.
- ❖ Los padres/tutores de OES se asegurarán de que sus hijos coman un desayuno saludable, ya sea llevándolos a la escuela entre las 7:15 y las 7:45 a. m. para comer en la cafetería o brindándoles un desayuno saludable en casa antes de venir a la escuela.
- ❖ Los padres/tutores de la Escuela Primaria Oropeza se asegurarán de que sus hijos de 1º a 3º lleguen a más tardar a las 7:55 y estén en fila a las 8:00. Los estudiantes de 4to y 5to grado caminan a clase cuando suena el timbre de las 7:55 y están en clase a las 8:00.
- ❖ Los padres/tutores de OES recogerán a sus hijos a tiempo todos los días después de la escuela. El parque infantil cierra todos los días a las 15:00 horas. Todos los estudiantes deben ser recogidos a más tardar a las 3:00.
- ❖ Los padres/tutores de OES enviarán a sus hijos a la escuela todos los días vestidos con uniformes limpios. En Oropeza, los uniformes consisten en pantalones de color azul oscuro; camisas con cuello blanco, rojo, azul oscuro o celeste; camisetas con el logo de la escuela; zapatos cerrados y calcetines.
- ❖ Los padres/tutores de OES ayudarán a sus hijos con sus tareas para asegurarse de que el trabajo se haga CUIDADOSAMENTE y COMPLETAMENTE.
- ❖ Los padres/tutores de OES leerán y/o escucharán a sus hijos leer al menos 20 minutos cada noche.
- ❖ Los padres/tutores de OES asistirán a una conferencia de padres/maestros en el otoño, así como en otros momentos durante el año escolar si es necesario, para discutir el progreso de sus hijos.
- ❖ Se recomienda encarecidamente a los padres/tutores que se involucren en la escuela participando en una variedad de organizaciones (es decir, VIPS, Consejo Escolar, ELAC, reunión de padres cada mes).

Este Convenio Hogar/Escuela debe ser firmado por el director, el maestro y el padre/tutor una vez que se haya leído y comprendido el convenio. Una vez firmada y devuelta, esta página se mantendrá archivada en la escuela.

Firma del director: _____
Firma de los padres: _____

Firma del maestro/a: _____
Alumno/a: _____

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Parental Involvement Guidelines

Revised October 2025

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

PART I

Oropeza Elementary School agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree upon
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand
- Make the School Parental Involvement Guidelines available to the local community
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school
- Adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines

PART II

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

1. OES will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Attendance at one of the following district trainings or school site trainings:

- Responsibilities & Roles of SSC and its members
- Composition of SSC
- Budgetary considerations
- School Plan for Student Achievement
- Role of ELAC and other advisory committees

Plan meetings with SSC & ELAC parents to review the previous year's guidelines and parental involvement activities as outlined in the Single Plan for Student Achievement:

- Invite other parents and stakeholders to attend the meeting
- Advertise in Title I Newsletter, at Back-to-School night, through School Messenger, etc.
- Make personal contacts/invitations by school personnel to encourage involvement

SSC will do the following at the regular meetings:

- Review School Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
- Write or update the Parent Involvement Guidelines & Home-School Compacts
- Provide translation (oral and written) for parents to allow for discussions

- Review and revise the Safe School Plan or delegate to an appropriate committee
2. Oropeza Elementary will take the following actions to distribute the Parent Involvement Guidelines to parents and the local community:
 - SSC & ELAC meetings
 - Main Office
 - Distributed by Synergy Mail
 - Copies Sent Home
 3. Oropeza Elementary will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school. The needs will be discussed at Monthly Parent Meetings, ELAC and SSC. SSC will vote to approve the updates in the guidelines.
 4. Oropeza Elementary will hold an Annual Title I Public Meeting to inform parents of the requirements of Title I, how Title I funds are used at this school, and parents' right to be involved. Incentives, refreshments, and as funds permit, childcare will be provided. Parents will be informed in the following ways:
 - Multiple meetings will be held at varying times to accommodate parents' schedules
 - Notifications/fliers will be sent home in languages that parents understand
 - Announcements will be made through School Messenger
 5. Oropeza Elementary School provide updated information to parents about Title I programs throughout the school year at the following events and in the following publications:
 - Section of Newsletter (4 times a year)
 - Flyers sent home with child in appropriate language
 - Flyers available in Main Office
 - Make announcements during assemblies and when needed, invite parents to remain after for a brief informational meeting (translation will be provided)
 - Provide translation for the announcement section of the school assembly
 - More utilization of School Messenger in English and Spanish
 - Provide more signage to alert parents of special school events
 - Provide a recruitment table at these special events to gather parent volunteers for school needs
 - At SSC, ELAC meetings and other parent meetings
 6. Oropeza Elementary School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent workshops; parent surveys
 - Monthly Parent Meetings
 - In school newsletters -- Title I Newsletter
 - Back-to-School night, Parent/Teacher Conferences, Open House
 - At SSC and ELAC meetings
 7. Oropeza Elementary School will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents 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. Oropeza Elementary will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
 - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Oropeza Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for parents and staff
 - Parent education workshops on site
 - Parent-Teacher Conferences
 - Monthly calendars of Parent Workshops posted on district website
 - DCAC, DELAC and other district parent forums/meetings
 - District website resources: click "P" for Parent Involvement
 - Volunteers in Public Schools (VIPS)
 - Monthly Parent Meetings
 - WRAP Program
 - Spirit Assemblies
 - Student Recognitions

2. Oropeza Elementary will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines. The Home-School Compact outlines the shared responsibility of the home, school, and student in academic achievement. The Home-School Compact will follow the following protocol:
 - The Home-School Compact will be reviewed, discussed, and developed at the first SSC and ELAC meeting
 - School Site Council must vote to approve compact the Home-School Compact annually
 - The Home-School Compact will be distributed at Parent/Teacher Conferences

3. Oropeza Elementary will, with the assistance of its district, provide assistance to parents 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. Oropeza Elementary will, with the assistance of its district and the Community Schools partnership, will provide materials and training to help parents work with their children to improve their children's academic achievement. Materials, training and workshops will focus on literacy, math, and the use of technology to support student learning. The following is a list of, but not limited to, materials, trainings and workshops that will be provided to parents throughout the school year:
 - Parent Workshops and/or Informational Training Meetings
 - Kindergarten Festivals, OES Kindergarten Preview Day
 - Content Standards/Grade Level Learning Expectations
 - Understanding Standardized Testing and How to Support Your Child's Efforts
 - Other workshops as requested and needed

5. Oropeza Elementary will, with the assistance of its district and parents, educate its teachers and support staff, in ways to reach out, communicate, and collaborate with parents as equal partners. The goal is to build and strengthen ties between staff and parents, maintain the value and utility of parent contributions, and improve OES staff's skills in implementing and coordinating parent partnership programs. OES will provide ongoing teacher/staff in-services on the following areas:
Teacher/Staff In-services
 - Working with parents at Back to School, Parent Conferences, and Open House
 - Documenting interventions and academic progress

6. Oropeza Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Under the direction of the principal, various Oropeza School staff members will do the translations of written materials/notifications that are sent to parents

PART IV.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINE COMPONENTS

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

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

* * * * *

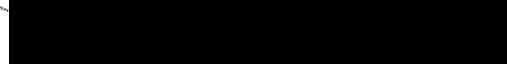
PART V.

ADOPTION

The Jenny Oropeza Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/13/25 and will be in effect for the period of 2 years. The school will distribute the Guidelines to all parents on or before November 21, 2025.



Signature of School Site Council Chairperson



Signature of Principal

10/13/25

Date

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Directrices para la Participación de los Padres

Revisadas en octubre de 2025

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Jenny Oropeza (OES) ha desarrollado, junto con los miembros del Consejo Escolar, y distribuido a los padres de los niños participantes, las Directrices para la Participación de los Padres en la Escuela. Estas directrices contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Estas directrices establecen las expectativas de la OES en cuanto a la participación de los padres y describen cómo la escuela implementará diversas actividades específicas de participación parental. El Convenio entre el Hogar y la Escuela está incorporado en las Directrices para la Participación de los Padres en la Escuela.

PARTE I

La Escuela Primaria Oropeza se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes las Directrices de Participación Parental Escolar, con el acuerdo de la escuela y los padres de los niños participantes.
- Informar a los padres sobre las Directrices de Participación Parental Escolar en un formato comprensible y uniforme y, en la medida de lo posible, distribuirlas en un idioma que puedan comprender.
- Poner las Directrices de Participación Parental Escolar a disposición de la comunidad local.
- Actualizar periódicamente las Directrices de Participación Parental Escolar para satisfacer las necesidades cambiantes de los padres y de la escuela.
- Adoptar el convenio entre la escuela y los padres como parte de las Directrices de Participación Parental Escolar.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES DE PARTICIPACIÓN PATERNA ESCOLAR

1. La OES tomará las siguientes medidas para involucrar a los padres en el desarrollo y acuerdo conjunto de sus Directrices de Participación Parental Escolar y su plan escolar, si corresponde, de manera organizada, continua y oportuna, según la sección 1118(b) de la ESEA:

Asistencia a una de las siguientes capacitaciones del distrito o del plantel escolar:

- Responsabilidades y funciones del Consejo Escolar (SSC) y sus miembros
- Composición del SSC
- Consideraciones presupuestarias
- Plan Único para el Logro Estudiantil
- Función del Consejo Asesor para Estudiantes (ELAC) y otros comités asesores

Planificar reuniones con los padres del SSC y del ELAC para revisar las directrices del año anterior y las actividades de participación parental, según lo descrito en el Plan Único para el Logro Estudiantil:

- Invitar a otros padres y partes interesadas a asistir a la reunión
- Publicar en el Boletín Informativo del Título I, en Noche de regreso a clases, a través de School Messenger, etc.
- Establecer contactos personales o invitaciones por parte del personal escolar para fomentar la participación.

El SSC realizará lo siguiente en las reuniones regulares:

- Revisar el Plan Escolar para el Rendimiento Estudiantil y, como grupo, anotar los cambios y realizar ajustes (eliminaciones o adiciones) según sea necesario.
- Redactar o actualizar las Pautas de Participación de los Padres y los Convenios entre el Hogar y la Escuela.
- Proporcionar traducción (oral y escrita) para que los padres puedan dialogar.
- Revisar y modificar el Plan Escolar Seguro o delegar la responsabilidad a un comité apropiado.

2. La Escuela Primaria Oropeza tomará las siguientes medidas para distribuir las Pautas de Participación de los Padres a los padres y a la comunidad local:

- Reuniones del SSC y ELAC
- Oficina Principal
- Distribuido por Synergy Mail
- Envío de copias a casa

3. La Escuela Primaria Oropeza actualizará periódicamente las Pautas de Participación de los Padres para satisfacer las necesidades cambiantes de los padres y de la escuela. Estas necesidades se discutirán en las Reuniones Mensuales de Padres, la Asociación de Padres y Maestros (PTO), el ELAC y el SSC. El SSC votará para aprobar las actualizaciones de las pautas.

4. La Escuela Primaria Oropeza llevará a cabo una Reunión Pública Anual del Título I para informar a los padres sobre los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y su derecho a participar. Se proporcionarán incentivos, refrigerios y, según lo permitan los fondos, cuidado de niños. Se informará a los padres de las siguientes maneras:

- Se realizarán múltiples reuniones en horarios variables para adaptarse a los horarios de los padres.
- Se enviarán notificaciones/volantes a casa en idiomas que los padres entiendan.
- Los anuncios se harán a través del School Messenger.

5. La Escuela Primaria Oropeza proporcionará información actualizada a los padres sobre los programas del Título I durante el año escolar en los siguientes eventos y publicaciones:

- Sección del boletín informativo (4 veces al año).
- Volantes enviados a casa con el niño en el idioma apropiado.
- Volantes disponibles en el mostrador de la oficina principal.
- Hacer anuncios durante las asambleas y, cuando sea necesario, invitar a los padres a quedarse después para una breve reunión informativa (se proporcionará traducción).
- Proporcionar traducción para la sección de anuncios de la asamblea escolar.
- Mayor uso del School Messenger en inglés y español.
- Proporcionar más señalización para alertar a los padres sobre eventos escolares especiales.
- Proporcionar una mesa de reclutamiento en estos eventos especiales para reunir a padres voluntarios para las necesidades escolares.
- En las reuniones del SSC, ELAC y otras reuniones de padres

6. La Escuela Primaria Oropeza proporcionará Se proporcionará a los padres una descripción y explicación del currículo vigente en la escuela, los métodos de evaluación académica utilizados para medir el progreso estudiantil y los niveles de competencia que se espera que alcancen. La escuela también ofrecerá oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:

- Talleres para padres; encuestas para padres
- Reuniones mensuales para padres
- Boletines escolares: Boletín del Título I
- Noche de regreso a clases, reuniones de padres y maestros, jornada de puertas abiertas
- En las reuniones del SSC y ELAC

7. La Escuela Primaria Oropeza coordinará e integrará programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación del jardín de infantes de transición en sitios seleccionados
- Promoción/publicidad de los festivales de jardín de infantes del distrito

8. La Primaria Oropeza presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:
- En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Oropeza desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades, se describe específicamente a continuación:

- Capacitaciones del distrito ofrecidas para padres y personales.
- Talleres de educación para padres en el sitio.
- Conferencias de padres y maestros
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para participar de los padres.
- Organización de padres y maestros (PTO)
- Voluntarios en Escuelas Públicas (VIPS)
- reunión de padres cada mes
- Programa ENVOLTURA
- Asambleas espirituales
- Reconocimientos de estudiantes

2. La Primaria Oropeza incorporará el Pacto Hogar-Escuela como un componente de su Acuerdo Escolar para Padres. Pautas de participación, El Pacto Hogar-Escuela describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico. El Pacto Hogar-Escuela seguirá el siguiente protocolo:

- El Pacto Hogar-Escuela será revisado, discutido y desarrollado en la primera reunión del SSC y ELAC.
- El Consejo Escolar debe votar para aprobar el Pacto Hogar-Escuela anualmente.
- El Pacto Hogar-Escuela se distribuirá en las conferencias de padres y maestros.

3. La Primaria Oropeza, con la ayuda de su distrito, brindará asistencia a los padres de niños asistentes por la escuela para comprender temas como los siguientes

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. La Primaria Oropeza, con la ayuda de su distrito y la asociación de Escuelas Comunitarias, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Los materiales, la capacitación y los talleres se centrarán en la alfabetización, las matemáticas y el uso de la tecnología para apoyar el aprendizaje de los estudiantes. La siguiente es una lista de, entre otros, materiales, capacitaciones y talleres que se brindarán a los padres durante el año escolar:

- Talleres para padres y/o reuniones de capacitación informativa
- Festivales de Kindergarten, Día de presentación previa de OES Kindergarten
- La importancia de participar en la educación de su hijo.
- Estándares de contenido/Expectativas de aprendizaje a nivel de grado
- Comprender las pruebas estandarizadas y cómo apoyar los esfuerzos de su hijo.
- Ayudar a su hijo con operaciones matemáticas
- Estrategias de crianza para usar en casa
- Otros talleres según sea necesario y necesario

5. La Primaria Oropeza, con la ayuda de su distrito y los padres, educará a sus maestros y personal de apoyo, en formas de acercarse, comunicarse y colaborar con los padres como socios iguales. El objetivo es construir y fortalecer los vínculos entre el personal y los padres, mantener el valor y la utilidad de las contribuciones de los padres y mejorar las habilidades del personal de OES para implementar y coordinar programas de colaboración

con los padres. OES proporcionará servicios de capacitación continua para maestros/personal en las siguientes áreas: Servicios de capacitación para maestros/personal

- Trabajar con los padres en el regreso a clases, las conferencias de padres y las jornadas de puertas abiertas.
- Documentar las intervenciones y el progreso académico.

6. La Primaria Oropeza, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíen a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender. Bajo la dirección del director, varios miembros del personal de OES harán las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV

COMPONENTES DE LA GUÍA DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

NOTA: Las Guías para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con sus padres, decida realizar para desarrollar la capacidad de los padres de participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118(e) de ESEA:

- Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación.
- Proporcionar la capacitación necesaria en alfabetización para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación.
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Capacitar a los padres para mejorar la participación de otros padres.
- Organizar reuniones escolares en distintos horarios o realizar conferencias en casa entre maestros u otros educadores que trabajan directamente con los niños participantes, con padres que no pueden asistir a las conferencias en la escuela. El objetivo es maximizar la participación de los padres en la educación de sus hijos.
- Adoptar e implementar enfoques modelo para mejorar/aumentar la participación de los padres.
- Establecer un consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A.
- Desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres.
- Proporcionar otro apoyo razonable para las actividades de participación de los padres según la sección 1118, según lo soliciten los padres.

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PARTE V. ADOPCIÓN

Las Pautas de Participación Parental de la Escuela Primaria Jenny Oropeza se desarrollaron conjuntamente con los padres de niños que participan en los programas del Título I, Parte A, y fueron acordadas por ellos. Las Pautas fueron adoptadas por los miembros del Consejo Escolar el 10/13/25 y estarán vigentes por un período de 2 años. La escuela distribuirá las Pautas a todos los padres a más tardar el 21 de noviembre de 2025.

[Redacted Signature]

Firma del Presidente del Consejo Escolar

[Redacted Signature]

Firma del Director

10/13/25

Fecha