



2023-2024

Stevenson Elementary

School Plan for Student Achievement

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

Needs Assessment

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

Accountability Measure I: Increase Achievement

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

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

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

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

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guidelines or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

Written Analysis - ELA Findings

Written Analysis

iReady Reading D1 to D3 TYPICAL ON-TRACK Growth (Typical Growth is the average annual growth for students at this grade and placement level.)

22-23	21-22
1st - 60%	33%
2nd - 81%	45%
3rd - 54%	43%
4th - 67%	58%
5th - 42%	56%

iReady Reading D1 to D3 STRETCH Growth (Stretch Growth for below-grade level students is an ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency.)

22-23	21-22
1st - 33%	9%
2nd - 51%	14%
3rd - 17%	13%
4th - 25%	23%
5th - 10%	15%

SBAC ELA

- 32% of Stevenson students scored at the Met and Exceeded level on the SBAC ELA exam. This is a 4% decrease from 2021-22. It is 17% lower than the district elementary average.
 - Grade 3 (33%) increased 7% from 2021-22, and is 16% lower than the district elementary average.
 - Grade 4 (28%) decreased 13% from 2021-22. This is 18% lower than the district elementary average.
 - Grade 5 (36%) decreased 6% from 2021-22, and is 16% lower than the district elementary average.
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- The AA subgroup (32%) increased 9% from 2021-22 and is 1% lower than the district elementary average for this subgroup.
 - The Hispanic subgroup (29%) decreased 7% from 2021-22 and is 12% lower than the district elementary average for this subgroup.
 - The EL subgroup (17%) increased 5% from 2021-22 and is 3% lower than the district elementary average for this subgroup.

Foundational Reading Skills Assessment (FRSA):

Kindergarten - 67% (10% above similar schools; 6% above district)
1st Grade - 63% (6% above similar schools; 1% below district)
2nd Grade - 80% (15% above similar schools; 5% above district)

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

We were able to see gains in 1:3 upper grade levels, with 3rd grade students having the most significant growth. With our subgroups (AA, Hisp. and EL) 2:3 experienced growth, with AA students experiencing the most significant growth. However, in spite of these gains with our grade levels and subgroups, we are still below the district elementary averages for each. In regards to the iReady Reading we were able to significant typical growth for over 50% of our students in grades 1st - 4th grades. Fifth grade students showed a decrease of 14%.

Stevenson students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally planning effective small group instruction and using data (tracking FRSA/fluency progress on iReady, PSA, formative assessments) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC Math

- 26% of Stevenson students scored at the Met and Exceeded level on the SBAC Math exam. This is a 5% increase from 2021-22. It is 9% lower than the district elementary average.
- Grade 3 (35%) increased 14% from 2021-22. It is 12% lower than the district elementary average.
- Grade 4 (26%) increased 2% from 2021-22. It is 14% lower than the district elementary average.
- Grade 5 (21%) decreased 2% from 2021-22. It is 14% lower than the district elementary average.
- The AA subgroup (20%) increased 4% from 2021-22. It is 3% lower than the district elementary average for this subgroup.
- The Hispanic subgroup (26%) increased 3% increase from 2021-22. It is 7% lower than the district elementary average for this subgroup.
- The EL subgroup (14%) increased 10% of students from 2021-22. It is 3% lower than the district elementary average for this subgroup.

iReady Math D1 to D3 TYPICAL ON-TRACK Growth (Typical Growth is the average annual growth for students at this grade and placement level.)

22-23	21-22
1st -	65%
2nd -	60%
3rd -	61%
4th -	63%.
5th -	50%

iReady Math D1 to D3 STRETCH Growth (Stretch Growth for below-grade level students is an ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency.)

22-23	21-22
1st -	56%
2nd -	26%
3rd -	19%
4th -	22%.
5th -	15%

We were able to see gains in 2:3 upper grade levels, with 3rd grade students having the most significant growth and 5th grade having the least. With our subgroups (AA, Hisp. and EL) all three experienced growth, with EL students experiencing the most significant growth. However, in spite of these gains with our grade levels and subgroups, we are still below the district elementary averages for each. In regards to the iReady Math we were able to see mid to significant typical growth for over 50% of our students in grades 1st - 5th grades.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Stevenson students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally planning effective small group instruction and using data (tracking math progress on iReady and unit test) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

SBAC ELA

- The EL subgroup (17%) increased 5% from 2021-22 and is 3% lower than the district elementary average for this subgroup.

SBAC Math

- The EL subgroup (14%) increased 10% of students from 2021-22. It is 3% lower than the district elementary average for this subgroup.

English Language Proficiency Assessment for California

2022-23: 21% - BEGINNING STAGE. 41% - SOMEWHAT DEVELOPED. 33% - MODERATELY DEVELOPED. 5% - WELL DEVELOPED

2021-22: 21% - BEGINNING STAGE. 51% - SOMEWHAT DEVELOPED. 25% - MODERATELY DEVELOPED. 3% - WELL DEVELOPED

- English proficiency levels of EL students as measured by the English Language Proficiency Assessment for California (ELPAC) are as follows:

Percent of students at "Beginning":

	22-23	21-22
Gr. K	30%	50%
Gr. 1	18%	15%
Gr. 2	42%	24%
Gr. 3	5%	21%
Gr. 4	17%	20%
Gr. 5	20%	21%

Percent of students at "Somewhat Developed":

	22-23	21-22
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Gr. K	60%	25%
Gr. 1	29%	48%
Gr. 2	33%	62%
Gr. 3	40%	48%
Gr. 4	50%	50%
Gr. 5	40%	57%

Percent of students at "Moderately Developed":

22-23	21-22
Gr. K	10%
Gr. 1	41%
Gr. 2	21%
Gr. 3	50%
Gr. 4	27%
Gr. 5	40%

Percent of students at "Well Developed":

22-23	21-22
Gr. K	0%
Gr. 1	12%
Gr. 2	4%
Gr. 3	5%
Gr. 4	7%
Gr. 5	0%

Last year we were able to see gains for our EL students in both ELA and Mathematics.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Stevenson multilingual students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally tracking students' Reading progress in ELLevation and adjusting instructional practices accordingly, multilingual students will achieve at least one year of academic growth and development.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Areas of concern based on the percentage of positive responses by students on the CORE Survey:

- Safety - 64% an increase of 1% from 2021-22.
- Sense of Belonging - 66% A decrease of 1% from 2021-22.
- Growth Mindset - 72% No change from 2021-22.
- Self-Efficacy - 59% A 2% increase from 2021-22.
- Attendance - Stevenson's average monthly attendance rate was 89.3% for the 2022-23 school year. An increase of 2.2% from 2021-22.
- Stevenson's chronic absenteeism rate was 42.7% for the 2022-23 school year. A positive decrease of .09% from 2021-22.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Stevenson student voice - sense of identity, agency, and belonging will increase based on the implementation of SEL, growth mindset and awareness of their emotions.

Be a supportive school where all students feel inspired and empowered to become lifelong learners.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Stevenson students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally planning effective small group instruction and using data (tracking Reading progress on iReady and FRSA) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.	Goal Partially or Not Met	Last year's goals were partially met with over 50% of students in grades 1st-5th demonstrating typical growth (on-track) on the iReady Reading from Diagnostic 1 (D1) to Diagnostic 3 (D3). For our students below grade level the iReady Reading D1 to D3 had a smaller growth but yet proved significant growth in some grade levels when compared to prior year (1st and 2nd grades) and a 5% decline in 5th grade.	By school staff planning effective quality core instruction, working with the Literacy Lead and differentiated small group instruction as well as using data (tracking reading progress on iReady and FRSA) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

Math	1) Stevenson students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally planning effective small group instruction and using data (tracking math progress on iReady and unit test) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.	Goal Partially or Not Met	Last year's goals were partially met with over 50% of students in grades 1st-5th demonstrating typical growth (on-track) on the iReady Math from Diagnostic 1 (D1) to Diagnostic 3 (D3). For our students below grade level the iReady Reading D1 to D3 had a smaller growth but yet proved mid to significant growth in most grade levels when compared to prior year and a 1% decline in 5th grade.	By school staff planning effective quality core instruction, working with the Math Lead and differentiated small group instruction as well as using data (tracking math progress on iReady and unit tests) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.
English Learner	1) Stevenson multilingual students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally tracking students' Reading progress in ELLevation and adjusting instructional practices accordingly, multilingual students will achieve at least one year of academic growth and development.	Goal Partially or Not Met	Last year's goals were partially met with iReady Reading Typical Growth at 38.81% and Stretch Growth at 15.67%. iReady Math Typical Growth at 33.58% and Stretch Growth at 14.18%.	By school staff planning effective quality core instruction, incorporating EL strategies, utilizing ELLevation for support and differentiated small group instruction as well as using data (tracking reading/math progress on iReady, FRSA and unit tests) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

Culture/Climate	1) In an effort to increase Stevenson student voice, sense of identity, agency and belonging these will be supported by the implementation of SEL, Zones of Regulation, Second Step (TK-2nd) and Growth Mindset journals (1st-5th).	Goal Partially or Not Met	Last year's goals were partially met; we saw a slight increase in safety, self-efficacy, attendance and chronic absenteeism. There was no change with growth mindset and a slight decrease of 1% in sense of belonging.	Our current goals for Culture Climate will be met by school staff being intentional in monitoring CORE pulse surveys, implementing adhoc surveys, regularly monitoring and celebrating attendance, building school culture and providing opportunities for student voice/choice inside and outside of the classroom.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Academic planners for communication between our families and school for 3rd, 4th and 5th grade students. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
-To provide classroom and school-wide instruction that promotes and facilitates the attainment of Stevenson's 22-23 School Goals. -To ensure all students have access to quality instruction and the core curriculum. -To provide teachers with the instructi (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of electronics and technology that enable us to meet the needs of our students. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Allocations for funds for .83 FTE Art TOSA (.17 funded by Miller Foundation). TOSA will work with all Stevenson students on a weekly basis; focusing on enhancing student engagement as well as social emotional learning program. The curriculum focus will be on the integration of careers into hands-on art program. As well as engage all stakeholders by way of community events as well as sharing of quarterly data to all stakeholders. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Materials for parent workshops, trainings, and school activities. Paper and informational print materials for home-school communication as well as materials/furniture needed to maintain the Parent Development Center. (PI 3)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Provide additional hourly for staff, administration and Parent University staff to provide after hour parent workshops. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
.40 FTE Psychologist -Trauma informed practice trainings to staff -Consultation on Multi Tiered Systems of Support (MTSS) for evidence based academic and behavioral supports -More support with the SST process. This sort of ties in with the second one -Counseling with groups and individual students as needed If time: -Support with behaviors as needed -School psychologist could support with Positive Behavior Interventions Support (PBIS) within the school site. Perhaps be a part of the Culture Climate Committee. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Identifying skills each child is good at and explaining how they can invest in these skills in a meaningful way. Doing so will encourage each child to talk and think about their future and the potential they have, promoting a growth mindset and perseverance. Tranzision Education Corporation will be providing a 10-week mentorship opportunity to some of our 4th and 5th grade students. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of materials to support the Art Studio program for all Stevenson TK-5 grade students. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide opportunities for teachers to collaborate within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 20 teachers @ 6/days annually. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>60 FTE Counselor, duties to include:</p> <ul style="list-style-type: none"> -Monitor overall attendance as well as chronic absenteeism. Connect and provide families with needed resources in order to attend school on a regular basis. -Share quarterly data with stakeholders. -Coordinate with community agencies to provide mental health services and provides crisis counseling as needed. -Coordinate student activities and incentive/reward programs. -Coordinate Red Ribbon Week, Career Week. -Coordinate and facilitate SEL lessons and small groups. -Assist school personnel and parents with the available community resources when needed. -Assist homeless families/students in collaboration with other staff to access services from the multi-service resource center. -Actively recruit counselor interns. 	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Frequency: 3.0 days a week (IN 1)				
Identifying skills each child is good at and explaining how they can invest in these skills in a meaningful way. Doing so will encourage each child to talk and think about their future and the potential they have, promoting a growth mindset and perseverance. Tranzision Education Corporation will be providing a 10-week mentorship opportunity to some of our 4th and 5th grade students. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide opportunities for teachers to collaborate within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 20 teachers @ 6/days annually. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

<p>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 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 	<p>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 through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>McGraw-Hill 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>Core5</p> <p>ELLevation</p> <p>iReady</p>
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formative assessment practices to identify students' progress and needs.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: <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 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: <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	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays “On Demand” Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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	<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>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

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
Materials are needed to replace or supplement resources currently used. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 60	-To provide teachers, students and staff with instructional tools, resources, and materials in support of high quality core instruction/differentiation in common core content standards. - To provide meaningful opportunities for students to increase their growth mindset, self-efficacy and sense of belonging.	All Students, African-American, All Staff, English Learners	LCFF \$8,000 Materials - LCFF 100%	08/29/2023 - 06/14/2024 Daily	Principal	Admin observation of classroom instruction; teacher feedback on effectiveness of resources, Core Student Surveys, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 60

Electronics and technology are needed to provide the support for all of our students and our multilingual students. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	Purchase of electronics and technology that enable us to meet the needs of our students.	English Learners, All Students	LCFF \$2,000 Materials - LCFF 100%	08/31/2023 - 06/15/2024 Daily	Principal Teacher	Daily Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50
Stevenson students should be given access to a rich visual arts curriculum. Many students excel in this area and can experience success in school. At-promise students who excel in visual arts will experience success, which, in turn, can build growth mindset and engagement in other academic areas. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	Allocations for funds for .50 FTE Art TOSA (.50 funded by Prop 28 funds). TOSA will work with all Stevenson students on a weekly basis; focusing on enhancing student engagement as well as social emotional learning. The curriculum focus will be on the integration of careers into hands-on art program. As well as engage all stakeholders by way of community events.	All Students, Identified At-Risk Students	Title 1 \$81,828 Teacher on Special Assignment (TOSA) .5 FTE - Title 1 100%	08/30/2023 - 06/13/2024 Daily	TOSA (Art Teacher)	Student engagement At-risk student attendance Teacher feedback Academic reports 2021 CORE Student Survey results 2021 CORE Staff Survey results Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50

<p>-To increase the number of students meeting or exceeding the academic targets (FRSA, iReady, SBAC, Reclassification and district assessments). -To improve overall student emotional and mental health. -To improve student's sense of belonging.</p> <p>Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 50, Core Curriculum 20, Basic Services 20</p>	<p>.50 FTE Counselor, duties to include: - hold small groups with students who are approaching or in the SST process for behavioral and emotional support -be a liaison to families to provide needed resources in order for students to be able to successfully attend schools -go on home visits as needed to support students/families - coordinate Career Week -host 5th grade School of Choice parent workshops</p>	<p>African-American, Targeted Parents, Special Education, Low SES, Identified At-Risk Students, English Learners</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/30/2023 - 06/13/2024 Daily</p>	<p>Principal Counselor Supervisor</p>	<p>-The evaluation process with the principal and counselor supervisor (observation, goals, progress monitoring) - Weekly meeting with principal -Daily 5-15 minute Standing Meeting -Bi-weekly intervention team meeting</p> <p>Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 50, Core Curriculum 20, Basic Services 20</p>
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions

Preschool Transition

Gr. 5 to MS Transition

Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate

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

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need time to effectively plan in support of the Tier 1 quality core instruction PD as well as differentiation, in order to support the specific needs of their students. Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 70	Provide opportunities for teachers to collaborate within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 18 teachers @ 3/half-days annually.	LCFF \$8,266 Substitute teacher half day (20) for 3 days - LCFF 100%	08/29/2023 - 06/14/2024 Quarterly	Nancy Dalton	Admin observation of classroom instruction and assessment data (i-Ready, Wonders, FRSA, etc.).

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents are requesting that we have a tool that allows them to both support their students in completing their assignments as well as a way to communicate to teachers. Culture-Climate Survey (Parent) 30, Core Curriculum 50	Academic planners for communication between our families and school for 3rd, 4th and 5th grade students.	Par Inv \$850 Materials - Par Inv 100%	08/29/2023 - 06/14/2024 Daily	Principal Teachers Parents	Teacher implementation
Parents/families are in need of a variety of resources and activities that expose them to ways in which to best support their child's success in school. EL Reclassification 30, Attendance/Chronic Absenteeism Rate 30, Core Curriculum 40	Materials for parent workshops, trainings, and school activities. Paper and informational print materials for home-school communication as well as materials/furniture needed to maintain the Parent Development Center.	Par Inv \$1,800 Materials - Par Inv 100%	08/29/2023 - 06/14/2024 Monthly	Principal	Exit Slips; calendar; CORE Survey

Parents are requesting that we have a tool that allows them to both support their students in completing their assignments as well as a way to communicate to teachers. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Core Curriculum 40	Homework folders for communication between our families and school for TK - 5 grade students.	Par Inv \$1,100 Materials - Par Inv 100%	08/29/2023 - 06/14/2024 Daily	Principal	Teacher implementation
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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)	154938
Title I Parent and Family Involvement (3008)	3891

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; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROI Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	56560

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

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

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

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research 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.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a “head start” prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

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

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

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

Youth Orchestra

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Principal Dalton	06-28-2025
Staff	Classroom Teacher	Sharon Montgomery	06-28-2024
Staff	Classroom Teacher	Monica Webb	06-28-2025
Staff	Classroom Teacher	Pauline Klein	06-28-2025
Staff	Non Classroom Teacher	Lindsey Unger	06-28-2025
Community	Parent	Raul [REDACTED]	06-28-2024
Community	Parent	Marilyn [REDACTED]	06-28-2025
Community	Parent	Diana [REDACTED]	06-28-2025
Community	Parent	Areli [REDACTED]	06-28-2025
Community	Parent	Myriam [REDACTED]	06-28-2025

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)	Diana [REDACTED]
DELAC Representative	Parent of EL Student (required)	Alina [REDACTED]
Principal or Designee	Staff Member (required)	Nancy Dalton
Secretary	Staff Member (required)	Lindsey Unger

Name	Representing
Holly [REDACTED]	Parent of EL Student
Rosa [REDACTED]	Parent of EL Student

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?	10/04/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none">- Continuing interventions for English Learners- To intentionally progress monitor ELL students- Teachers will utilize ELLevation as a tool to support ELLs- Small group instruction to target individual needs- Collective efficacy and PD amongst staff- Provide opportunities for ELL parents to attend Parent Workshops tailored to their interests in support of their ELs

4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEPEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/04/2023
6. What was SSC's response to ELAC recommendations?	<p>The School Site Council agrees and believes these recommendations will be effective.</p> <p>School Site Council Approved ELAC recommendations on Wednesday 10/4/23.</p> <p>The SSC minutes note... Mr. Barrios motions to approve ELAC recommendations. Ms. Montgomery seconded the notion. All approve 7/7. ELAC recommendations are approved.</p>

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/04/2023
2. The SSC approved the **Home-School Compact** on 10/04/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/08/2023
6. The SPSA was approved at the following SSC Meeting: 11/08/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Home - School Compact

In an effort to provide the highest quality instructional program to prepare students for college and career readiness at Stevenson Elementary School, staff and parents/families agree to the following:

Stevenson Elementary School

- Staff will teach students to be respectful and responsible citizens.
- Staff will provide an academic program that is rigorous and challenging.
- Staff will provide homework that emphasizes reading and mathematics.
- Staff will communicate with parents on an ongoing basis regarding their child's character, citizenship, and academic progress.
- Staff will be positive role models for students and promote self-confidence and perseverance for all students.

Parents/Guardians of Stevenson Students

- Parents/Guardians will **model respectful and responsible behaviors** while on and around school grounds by adhering to school policies, refraining from use of inappropriate language, actions and clothing (ex. inappropriate messages/logos or exposing midriffs; cleavage, etc.) in order to promote safety for all students.
- Parents/Guardians will teach children to be respectful and responsible at home, at school, and in the community.
- Parents/Guardians will send their children to school well rested, ready to learn, and in uniform by 7:55 a.m.
- Parents/Guardians will establish a nightly routine without distractions for homework.
- Parents/Guardians will read with their children (grades TK-2) at least 20-minutes each night.
- Parents/Guardians will monitor the reading of their children (grades 3-5) to ensure they read the number of minutes required by their classroom teacher each night.
- Parents/Guardians will participate in parent/teacher conferences and at least five (5) activities per school year. These may include but are not limited to: Back to School Night, Open House, student performances, award assemblies, other meetings and most importantly, volunteering in the classroom.

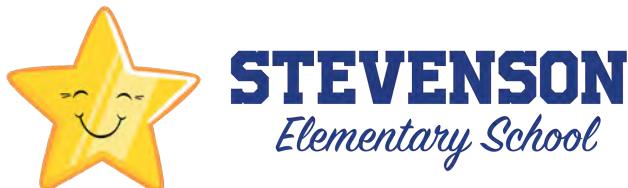
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Home - School Compact

Teacher: _____ Grade: _____ Date: _____

Student Signature: _____ Parent Signature: _____

Teacher Signature: _____ Principal Signature: _____



Acuerdo de Padres y Escuela

En un esfuerzo para proveer un programa de la más alta calidad para los estudiantes de Stevenson, el personal y los padres/familias han acordado implementar las siguientes actividades:

Escuela Primaria de Stevenson

- El personal enseñará a los estudiantes a ser ciudadanos respetuosos y responsables.
- El personal proporcionará un programa académico que sea riguroso y desafiante.
- El personal proporcionará tareas que enfaticen la lectura y las matemáticas.
- El personal se comunicará con los padres de manera continua sobre el carácter, la ciudadanía y el progreso académico de sus hijos.
- El personal será un modelo positivo para los estudiantes y promoverá la confianza en sí mismos y la perseverancia para todos los estudiantes.

Los Padres de Estudiantes de la Escuela Primaria de Stevenson

- Los padres/tutores modelarán comportamientos respetuosos y responsables mientras estén dentro y alrededor de los terrenos escolares al adherirse a las políticas escolares, absteniéndose de usar lenguaje, acciones y ropa inapropiados (por ejemplo, mensajes/logotipos inapropiados o exponer el abdomen; escote, etc.) para promover la seguridad para todos los estudiantes.
- Los padres/tutores enseñarán a los niños a ser respetuosos y responsables en el hogar, la escuela y la comunidad.
- Los padres/tutores enviarán a sus hijos a la escuela bien descansados, listos para aprender y en uniforme a las 7:55 a. m.
- Los padres/tutores establecerán una rutina nocturna sin distracciones para la tarea.
- Los padres/tutores leerán con sus hijos (grados TK-2) al menos 20 minutos cada noche.
- Los padres/tutores supervisarán la lectura de sus hijos (grados 3 a 5) para asegurarse de que lean la cantidad de minutos requerida por el maestro de su salón de clases cada noche.
- Los padres/tutores participarán en conferencias de padres/maestros y al menos cinco (5) actividades por año escolar. Estos pueden incluir, entre otros: Noche de regreso a clases, jornada de puertas abiertas, presentaciones estudiantiles, asambleas de premios, otras reuniones y, lo más importante, voluntariado en el salón de clases.

----- corte y regrese -----

Acuerdo de Padres y Escuela

Maestro/a: _____

Grado: _____

Fecha: _____

Firma de Estudiante: _____

Firma del Padre/Madre: _____

Firma del Maestro/a: _____

Firma de la Directora: _____



STEVENSON

Elementary School

Stevenson Elementary School Parental/Guardian Involvement Guidelines

As a school receiving Title 1 funding, Stevenson Elementary has jointly developed with parents the School Parental/Guardian Involvement Guidelines which contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Stevenson's 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 - Stevenson Elementary School agrees to implement the following requirements:

- jointly develop a School Parental Involvement Guidelines with the school and parents.
- 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 Home - School Compact as a component of its School Parental Involvement Guidelines.
- to be governed by the following statutory definition of parental involvement, and to carry out programs, activities and procedures in accordance with this definition:

PART II

1. **Stevenson Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its School Plan for Student Achievement (SPSA), if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Parents review and edit the School Parent Involvement Guidelines at the School Site Council (SSC) Meeting.
 - Training for School Site Council parents. Topics included:
 - Responsibilities & Roles of SSC and its members and
 - Composition of SSCs.
 - Achievement and previous year's Guidelines:
 - Invite parents and stakeholders to attend SSC and ELAC meetings
 - School Website
 - At a SSC Meeting:
 - Review School Plan and previous year's Guidelines and Home-School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary.
 - Re-write or update the Parental Involvement Guidelines & Home-School Compacts.
 - Oral and written translations available for Spanish parents to allow for discussions.

2. **Stevenson Elementary School** will take the following actions to distribute to parents and the local community, the School Parental Involvement Guidelines:
 - SSC & ELAC
 - School Website
 - Annual Title I Meeting
 - Main Office
3. **Stevenson Elementary School** will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school.
4. **Stevenson Elementary School** will convene an Annual Meeting to inform parents of the following:
 - Stevenson is a Title 1 School
 - About the requirements of Title 1
 - Of their rights to be involved
5. **Stevenson Elementary School** will hold a flexible number of meetings at varying times, paid for with Title I funding as long as these services relate to parental involvement:
 - School Site Council, English Learners Advisory
 - Committee
 - Notifications via fliers/marquee and School Messenger
 - Meetings offered in the morning and after school
 - Announcements/fliers sent home with each child in appropriate language
6. **Stevenson Elementary School** will provide information about Title I programs such as Teacher Librarian, Counselor, Intervention Specialists and School Nurse support to parents in a timely manner:
 - School Website
 - At Annual Title I Meeting
 - On Main Office Counter
 - At SSC, ELAC meetings and other Parent Meetings
 - At Parent Teacher Conferences
 - At Back to School Night
7. **Stevenson Elementary School** will provide to parents a description and explanation of the curriculum, the academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - At various meetings, such as:
 - Parent Teacher Conferences
 - IEP, SST and 504 meetings
8. **Stevenson Elementary School** will provide parents, if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children:
 - Parents' suggestions/topics from:
 - Parent surveys
 - Parent Meetings, such as Parent Involvement Committee, SSC, ELAC
9. **Stevenson Elementary School** 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.

PART III - SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Stevenson Elementary School** 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:
 - Parent Education workshops on site

2. **Stevenson Elementary School** will incorporate the Home - School Compact as a component of its School Parental Involvement Guidelines:
 - Developed, discussed and reviewed at SSC meeting
 - Distributed to parents at Parent Teacher Conferences
3. **Stevenson Elementary School** will, with the assistance of its district, provide assistance to parents in understanding topics such as the following:
 - State's academic content standards,
 - State's student academic achievement standards,
 - Title I requirements
 - How to monitor their child's progress
 - How to work with educators
4. **Stevenson Elementary School** will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Parent University Parent Workshops: Growth Mindset, Resources for Student Success, etc.
5. **Stevenson Elementary School** will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Teacher/Staff In-services
 - District monthly subscriptions/publications
6. **Stevenson Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as public preschool programs such as Child Development Center and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Promotion of the District's Kindergarten Festival
 - Develop a Parent Center
7. **Stevenson Elementary School** will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Principal, Nancy Dalton, will ensure translations of written materials/notifications that are sent to parents
 - Bilingual teachers will share school related information at ELAC, and SSC meetings as well as at weekly morning school-community assemblies
 - The School Messenger System will call parents to notify them of upcoming parent meetings and other school activities

PART IV - ADOPTION

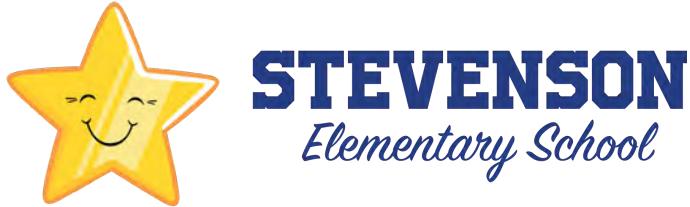
Stevenson Elementary School's Parental Involvement Guidelines has been developed jointly with, and agreed upon with, parents in Title I, Part A programs, as evidenced by School Site Council minutes. These Guidelines were adopted by Stevenson Elementary School on 10/04/23 and will be in effect for a period of one year. The school will make the Guidelines available to all parents of participating Title 1, Part A children, upon request, on or before 11/13/23. It will be available to the local community on or before 11/13/23. The Guidelines will be in an understandable and uniform format and to the extent practicable, be provided to parents in a language the parents can understand.

Nancy M. Dalton

Nancy M. Dalton, Principal

10/04/23

Date



Escuela Primaria Stevenson

Pautas de participación de los padres / tutores

Como escuela que recibe fondos del Título 1, la Primaria Stevenson ha desarrollado conjuntamente con los padres las Pautas de participación de los padres / tutores de la escuela que contienen la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA). Las pautas establecen las expectativas de Stevenson para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela está incorporado en las Pautas de participación de los padres de la escuela.

PARTE I - La Escuela Primaria Stevenson acuerda implementar los siguientes requisitos:

- desarrollar conjuntamente una Guía de Participación de los Padres en la Escuela con la escuela y los padres.
- notificará a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- poner a disposición de la comunidad local las Pautas de participación de los padres de la escuela.
- actualizar periódicamente las Pautas de participación de los padres de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- adoptar el Pacto entre el hogar y la escuela como un componente de sus pautas de participación de los padres en la escuela.
- regirse por la siguiente definición legal de participación de los padres, y llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II

1. La Escuela Primaria Stevenson tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación de los Padres en la Escuela y su Plan Escolar para el Rendimiento Estudiantil (SPSA), si corresponde, de una manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:

- Los padres revisan y editan las Pautas de participación de los padres en la escuela en la reunión del Consejo del sitio escolar (SSC).
- Capacitación para los padres del Consejo del Plantel Escolar. Temas incluidos:
 - Responsabilidades y roles de SSC y sus miembros y
 - Composición de las CSS.
- Logros y directrices del año anterior:
 - Invitar a los padres y las partes interesadas a asistir a las reuniones de SSC y ELAC
- Sitio web de la escuela
- En una reunión del SSC:
 - Revisar el Plan Escolar y las Pautas del año anterior y el Pacto entre el hogar y la escuela. Como grupo, anote los cambios y realice los ajustes (eliminaciones o adiciones) según sea necesario.
 - Reescriba o actualice las Pautas de participación de los padres y los pactos entre el hogar y la escuela.
 - Traducciones orales y escritas disponibles para los padres en español para permitir discusiones.

2. La Escuela Primaria Stevenson tomará las siguientes acciones para distribuir a los padres y la comunidad

local, las Pautas de Participación de los Padres de la Escuela:

- SSC y ELAC
- Sitio web de la escuela
- Reunión anual del Título I
- Oficina principal

3. **La Escuela Primaria Stevenson** actualizará periódicamente sus Pautas de Participación de los Padres en la Escuela para satisfacer las necesidades cambiantes de los padres y la escuela.

4. **La Escuela Primaria Stevenson** convocará una Reunión Anual para informar a los padres de lo siguiente:

- Stevenson es una escuela de Título 1
- Sobre los requisitos del Título 1
- De sus derechos a participar

5. **La Escuela Primaria Stevenson** llevará a cabo un número flexible de reuniones en diferentes momentos, pagadas con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:

- Consejo del Plantel Escolar, Asesor de Estudiantes de Inglés
- Comité
- Notificaciones a través de volantes / marquesina y School Messenger
- Reuniones ofrecidas por la mañana y después de la escuela.
- Anuncios / volantes enviados a casa con cada niño en el idioma apropiado

6. **La Escuela Primaria Stevenson** proporcionará información sobre los programas de Título I, tales como Maestros Bibliotecarios, Consejeros, Especialistas en Intervención y Apoyo de Enfermeras Escolares a los padres de manera oportuna:

- Sitio web de la escuela
- En la reunión anual del Título I
- En el mostrador de la oficina principal
- En SSC, reuniones de ELAC y otras reuniones de padres
- En las conferencias de padres y maestros
- En la Noche de Regreso a la Escuela

7. **La Escuela Primaria Stevenson** proporcionará a los padres una descripción y explicación del plan de estudios, la evaluación académica utilizada para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes.

- En varias reuniones, como:
 - Conferencias de padres y profesores
 - Reuniones IEP, SST y 504

8. **La Escuela Primaria Stevenson** proporcionará a los padres, si así lo solicitan, oportunidades para reuniones regulares para formular sugerencias y participar en las decisiones relacionadas con la educación de sus hijos:

- Sugerencias / temas de los padres de:
 - Encuestas para padres
 - Reuniones de padres, como el Comité de participación de padres de la SSC, ELAC

9. **La Escuela Primaria Stevenson** 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.

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

1. **La Escuela Primaria Stevenson** desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a 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 lo siguiente actividades que se describen específicamente a continuación:

- Talleres de educación para padres en el sitio

2. **La Escuela Primaria Stevenson** incorporará el Pacto entre el hogar y la escuela como un componente de sus Pautas de participación de los padres en la escuela:

- Desarrollado, discutido y revisado en la reunión del SSC
- Distribuido a los padres en las conferencias de padres y maestros

3. La Escuela Primaria Stevenson, con la ayuda de su distrito, brindará asistencia a los padres para que comprendan temas como los siguientes:

- Estándares de contenido académico del estado,
- Estándares de rendimiento académico estudiantil del estado,
- Requisitos del Título I
- Cómo monitorear el progreso de su hijo
- Cómo trabajar con educadores

4. La Escuela Primaria Stevenson, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, al :

- Talleres para padres de la Universidad para padres: mentalidad de crecimiento, recursos para el éxito de los estudiantes, etc.

5. La Escuela Primaria Stevenson, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, director y otro personal, sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas, al:

- Profesores / personal en servicios
- Suscripciones / publicaciones mensuales del distrito

6. La Escuela Primaria Stevenson, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres, como programas preescolares públicos como el Centro de Desarrollo Infantil y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que fomenten y apoyen a los padres para que participen más plenamente en la educación de sus hijos mediante:

- Promoción del Festival de Kindergarten del Distrito
- Desarrollar un centro para padres

7. La Escuela Primaria Stevenson, 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 envíe a los padres en un formato comprensible y uniforme, incluyendo alternativas formatos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- La directora, Nancy Dalton, se asegurará de que se traduzcan los materiales / notificaciones escritos que se envíen a los padres.
- Los maestros bilingües compartirán información relacionada con la escuela en las reuniones de la ELAC y SSC, así como en las asambleas escolares matutinas semanales.
- El sistema de mensajería escolar llamará a los padres para notificarles sobre las próximas reuniones de padres y otras actividades escolares.

PARTE IV - ADOPCIÓN

Las Pautas de Participación de los Padres de la **Escuela Primaria Stevenson** han sido desarrolladas y acordadas conjuntamente con los padres en los programas del Título I, Parte A, como lo demuestran las minutas del Consejo del Sitio Escolar. Estas pautas fueron adoptadas por la Escuela Primaria Stevenson el 10/04/23 y estarán vigentes por un período de un año. La escuela pondrá las pautas a disposición de todos los padres de los niños participantes del Título 1, Parte A, si lo solicitan, a más tardar el 11/13/23. Estará disponible para la comunidad local a partir del 11/13/23. Las Directrices estarán en un formato comprensible y uniforme y, en la medida de lo posible, se proporcionarán a los padres en un idioma que los padres puedan entender.

Nancy M. Dalton

Nancy M. Dalton, Directora

10/04/23

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