

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Cleveland Elementary

School Plan for Student Achievement
2024-2025

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-risk 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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, 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 assessment 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:

Recommendation 1: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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 USC 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. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 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 USC 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 USC 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

Based upon the analysis of the 2023-2024 i-Ready data, the following areas need to be focused on based on their favorable response percentage:

57% of student who are Asian scored Early on/or Above in comparison to 100% of African American students, 90% of Filipino students, 74% of Hispanic students, 76% of White students, and 80% of students who are two or more

More female students (79%) are early on and mid above than male students (72%)

ELA Goals

Goal

Goal #1: After Diagnostic 3 on i-Ready, Grade 3-5 students will achieve at least one year of academic growth in literacy by June 2025.

Goal #2: 84% of 3-5 students will score Met/Exceeded on SBAC, up from 81%.

Goal #3: 50% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA will meet their accelerated growth target in June 2025, up from 18%

Goal #4: 96% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025

Goal #5: 85% of 3-5 students will be met or exceeded on fluency by June 2025

Action Plan Summary

- Use of i-Ready personalized instruction
- Small group instruction based upon area of identified student need
- Teacher data chats
- Student data chats
- Parents Workshops about ELA and Math i-Ready
- Student growth celebrations for all students
- ELA intervention/tutoring provided both during school day and after school (by RSP teacher, IIC, and retired teachers)

- Incorporation of collaborative grade level planning
- TK-2 Daily Decoding Routine
- Science of Reading instruction
- Teacher Professional Development (QCI training, site PD on rigor and engagement, site PD on accommodation and modification to meet the needs of students in Cleveland's Special Education program)
- Daily Spiral Review
- Incorporation of Heggerty
- Collaboration between Cleveland's RSP teacher and teachers who have students with IEP who are receiving RSP support to goals are being targeted, accommodations are being met, data and student work samples are being collected

Progress Monitoring

i-Ready Diagnostic 1

i-Ready Diagnostic 2

Foundational Skill Reading Assessment
Classroom fluency test

Comprehensive Needs Assessment: Mathematics

Math Findings

Based upon the analysis of the 2023-2024 i-Ready data, the following areas need to be focused on based on their favorable response percentage:

33% of African American students scored early on or mid above on i-Ready in comparison to 86% of Asian students, 90% of Filipino students, 62% of Hispanic students, and 72% of multiple students, and 78% of White students

Math Goals

Goal #1: After Diagnostic 3 on i-Ready, Grade 3-5 students will achieve at least one year of academic growth in math.

Goal #2: 84% of 3-5 students will score Met/Exceeded on SBAC, up from 81%.

Goal #3: 50% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC Math will meet their accelerated growth target in June 2025, up from 19%

Action Plan Summary

Use of i-Ready personalized instruction

Small group instruction based upon area of identified student need

Teacher data chats

Student data chats

Parents Workshops about i-Ready

Student growth celebrations

Math intervention/tutoring provided both during school day and after school

Incorporation of collaborative grade level planning

Teacher Professional Development

Daily Spiral Review

Math concepts practice through student use of ST Math

Progress Monitoring

i-Ready Diagnostic 1

i-Ready Diagnostic 2

IABs

Unit Assessments

Comprehensive Needs Assessment: English Learners

English Learner Findings
100% of our EL that took the i-Ready during the 2023-2024 school year were early on or above. 100 % of our EL who took the FRSA during the 2023-2024 school year were proficient

English Learner Goals
Goal: 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024 Action Plan: TK-2 Daily Decoding Routine Science of Reading instruction Teacher Professional Development Daily Spiral Review Incorporation of Heggerty Small Group Instruction and Intervention

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Based upon the analysis of the 2023-2024 CORE survey data, the following areas need to be focused on based on their favorable response percentage:

69% of student with Disabilities in comparison to 78% of students who No Disabilities

73% of students who are not Gifted/Talented in comparison to 89% of students who are Gifted/Talented

65% Students who are confidentiality protected in comparison to 79% of students who are Asian students, 76% of students who are Hispanic/Latino students, 79% students who are of Two or more races, and 78% of students who are White

70% Students who are male in comparison to 83% of students are female

In addition, another area of need is to identify the rationale behind the decrease in students not feeling happy (down 5% to 77%).

Culture/Climate Goals

Goal

By June 2025, a favorable Sense of Belonging (School Connectedness) CORE survey response will increase 3% (80%) compared to the 2023-2024 school year.

Action Plan Summary

Create a school wide lesson that provides an opportunity to define happiness, agency, sense of belonging, and identity along with providing examples of what that looks like.

Continue with highlighting students with monthly awards and incentives

Continue with school wide practices of morning meeting that focus on social emotional learning through the use of Harmony lessons

Establish a Sense of Belonging committee who will showcase various cultures on campus (via morning announcements, bulletin board display, student activities)

Continue having student groups/clubs during the school day (i.e Black Scholar of Excellence Club) and after school (i.e Student Council).

Create opportunities for students to be a part of after school enrichment opportunities (i.e. Yoga, Coding, and Podcasting)

Continue the collaboration with our special education and general education classes

Continue to utilize the participation of volunteers and PTA to create experiences for students to participate in.

Progress Monitoring

Pulse survey data

Student input from Student Advisory meetings and Student Council

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) By June 2024 ,Cleveland students, on grade and below, will achieve at least one year of academic growth in literacy and math, as well as our black students academic growth will increase so the difference between Black and non-Black students achievement is reduced to 0, as measured by the SBAC, i-Ready (Diagnostic 3), and FRSA results by providing students with explicit and systematic content standard lessons using the district unit guides in math and ELA, having teachers participate in collaborative lesson studies, and use formative assessments to plan and deliver strategic lessons given the support of Literacy and Math Tosas, district QCI trainings and site professional development. Equity Inquiry	Goal Met	<p>K-2 FRSA Goal was met. i-Ready Math and ELA Goal was met</p> <p>100% of Cleveland's Black students met or exceeded on FRSA.</p> <p>These goals were met through the use of tutoring, small group intervention, and Tier 1 instruction by teachers, Cleveland's IIC, TOSA, and retired support teacher.</p>	The continuation of small group instruction and intervention by teachers, IIC, and two retired teachers who support in math and literacy.

Question: How are our social emotional learning experiences and instructional practices engaging, connecting with, and accelerating our African - American, students of two or more races, and Hispanic student learning experiences, with a focus on SGI, to meet grade-level proficiency?Action

Steps:ELA:Plan and deliver explicit and systematic foundational skills lessons Plan opportunities for students to practice skills collaboratively and independently Use formative assessment to plan and deliver strategic SGI that targets areas of literacy and ELDPlan and implement content rich curricular units of instruction to build knowledge, vocabulary and language FRSA: TK= 98%; Kinder= 95%; 1st= 100%; 2nd=95%; ELA SBAC: 3rd= 80%; 4th= 90%; 5th= 80%75% 2-5th met or exceeded on District ELA Assessments

Progress Monitoring:

- Beginning of the Year data analysis with staff
- Grade Levels set goals based on incoming student data; check-ins with progress 3-4x

	<ul style="list-style-type: none"> -1:1 data meeting with teacher -Internal Learning Walk (Oct) school-wide collection of data and next steps -Collaborative Data Study to analyze current data and determine next steps and areas of focus -End of the year grade level data reflection on goals met 			
Math	<p>1) By June 2024 ,Cleveland students, on grade and below, will achieve at least one year of academic growth in literacy and math, as well as our black students academic growth will increase so the difference between Black and non-Black students achievement is reduced to 0, as measured by the SBAC, i-Ready (Diagnostic 3), and FRSA results by providing students with explicit and systematic content standard lessons using the district unit guides in math and ELA, having teachers participate in collaborative lesson studies, and use formative assessments to plan and deliver strategic lessons given the support of Literacy and Math Tosas, district QCI trainings and site professional development.Equity Inquiry</p>	Goal Met	<p>i-Ready Math Goal was met.</p> <p>These goals were met through the use of tutoring, small group intervention, and Tier 1 instruction by teachers, Cleveland's IIC, TOSA, and retired support teacher.</p>	The continuation of small group instruction and intervention by teachers, IIC, and retired teachers/volunteers who support in math.

Question: How are our social emotional learning experiences and instructional practices engaging, connecting with, and accelerating our African - American and Hispanic student learning experiences, with a focus on SGI, to meet grade-level proficiency? Action

Steps: Math: Math Standards Study including Standards for Mathematical Practice Curriculum and Instructional practices to build staff capacity Collaborative lesson studies Feedback during lessons with a QCI lens Math SBAC: 3rd= 79%; 4th= 80%; 5th= 80% 75% 2-5th met or exceeded on District Math Assessments Progress Monitoring:

- Beginning of the Year data analysis with staff
- Grade Levels set goals based on incoming student data; check-ins with progress 3-4x
- 1:1 data meeting with teacher
- Internal Learning Walk (Oct) school-wide collection of data and next steps
- Collaborative Data Study to analyze current data and determine next steps and areas of focus
- End of the year grade level data

	reflection on goals met			
English Learner	1) Cleveland ELL students will increase the ELPAC Summative overall well-developed + moderately developed by 15% by Spring 2024.	Goal Partially or Not Met	For our EL (3) in the Cleveland's general education program, this goal was achieved. 11 out of 14 students are in our MS program.	The continuation of small group instruction and intervention by teachers, IIC, and retired teachers/volunteers who support in language development. In addition, instruction will continue to take place within the classroom through daily 30 minutes of ELD. EL in our MS program will get support their instruction and their goals.
Culture/Climate	1) By June 2024, Cleveland students sense of personal identity, belonging and agency will be monitored for changes over time and for differences between student groups, as well as black students sense of personal identity, belonging and agency will be equal to or greater than non-Black students as measured by an % increase on the Pulse and Core surveys. By June 2024, all Cleveland teachers will have implemented into their daily schedule Tier 1 support using Harmony Curriculum Everyday Practices-meet-up, buddy-up and classroom goals, by giving students daily opportunities to interact with their peers and participate in decision-making on issues related to their classroom community with support of our SEL TOSA, resulting in a 3%	Goal Met	There was an increase in sense of belonging on the Pulse and Core Survey	The continuation of daily morning meetings in all classrooms, counselor check-ins after Pulse survey, counselor classroom lessons, small group social skills group facilitated by counselor, principal meetings with student advisories

<p>increase on the Pulse and Core Surveys. Action Steps: Action Steps: Daily morning meetings using Harmony curriculum everyday practices Daily check-ins with students Follow up 1:1 chats with students after Pulse Survey SEL TOSA models lessons for teachers Counselor works with small groups of students on building friendships and a sense of belonging Progress Monitoring:</p> <ul style="list-style-type: none"> -Daily check-ins with students in the classroom -Pulse Survey analysis -Culture/Climate committee meetings to discuss school climate and next steps 			
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Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Intervention in reading will be provided during the instructional day by a retired teacher 3 times a week for early intervention with our Kindergarteners and first graders in FRSA. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

The teachers will collaboratively plan differentiated ELA and Math lessons. During this release time, the principal and instructional leadership team will provide teachers professional development on how to plan differentiated instruction, as well as SGI, based on ongoing formative assessments. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
The funds will cover operational expenses, instructional materials, technology and supplemental materials. All expenses will be reported to the SSC and need to support academic achievement, student needs or improving the climate and culture of the school. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • 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 	<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 through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment</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>ELlevation</p>

<p>Common Core aligned classroom instruction processes.</p> <ul style="list-style-type: none"> • 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>(FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</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 - 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>

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
There is a need for more instructional materials and technology for students to support their academic needs, improve school climate, and improve academic achievement. Elementary Reading - FRSA 80, Other 20	The funds will cover operational expenses, instructional materials, technology and supplemental materials. All expenses will be reported to the SSC and need to support academic achievement, student needs or improving the climate and culture of the school.	All Parents, All Staff, All Students	LCFF \$3,000 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Principal	Principal and office supervisor will keep itemized list of materials purchased for student to report back to the SSC at the end of the school year. Elementary Reading - FRSA 80, Other 20
Closing the academic gap in ELA SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40	Intervention in reading or math will be provided by staff after school for students who are not performing at grade level or below.	All Students	LCFF Rec \$1,018 LCFF \$3,056 Teacher Hourly P Schedule (2) for 24 hours annually - LCFF 75%; LCFF Rec 25%	07/01/2024 - 06/30/2025 Weekly	Kim San Jose, Principal Certificated personnel	Data-pre and post assessment data SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Cleveland Elementary School does the following:</p> <ul style="list-style-type: none"> - Host a meet and greet before school starts for incoming TK students - Communication from TK teachers to incoming families - Hold a campus tour for interested families during the School of Choice window - Teacher invite sites (i.e. Buffum) to observe incoming TK MS students - Invite families to Open House 	<p>Cleveland Elementary School does the following:</p> <ul style="list-style-type: none"> - Providing information regarding Site Night dates for all middle schools in LBUSD in Cleveland's weekly Sunday communication to families - Counselor speaks to both 5th grade classes about the School of Choice process - RSP teacher communicates and collaborates with middle school about program and services for incoming 6th graders - Provide assistance to 5th grade families that may need assistance completing the School of Choice application 	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
CORE Survey data Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 20	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	LCFF Rec \$48,563 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide (7) for 175 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal	CORE Survey results

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
Differentiation of ELA, Math, ELD SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, EL Reclassification 10	The teachers will collaboratively plan and analyze data with a TK-2 literacy focus and 3rd-5th math focus. During this release time the principal, IIC, Math Lead, Literacy Lead and/or ILT will provide teachers professional development in Language Arts, Math and/or ELD.	LCFF \$11,906 Substitute teacher full day (22) for 2 days - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Kim San Jose, Principal Teachers: TK-5th, SPED	Principal-classroom observation and feedback
Differentiation of ELA and Math Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	IIC and some teachers will collaboratively look at data, observe other teachers, provide feedback, and create next steps relating to both district and site focus.	LCFF \$1,082 Substitute teacher full day (2) for 2 days - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Nicole Reyes, Principal Teachers: Tk-5th, SPED	Principal-classroom observation and feedback

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

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)	0
Title I Parent and Family Involvement (3008)	0

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	19040

* 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.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

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

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.

Youth Orchestra

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

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.

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.

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.

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	Nicole Reyes	06-30-2026
Staff	Classroom Teacher	Jessica Glidden	06-30-2026
Staff	Classroom Teacher	Michelle Woolwine	06-30-2026
Staff	Classroom Teacher	Jessica McAfee	06-30-2026
Staff	Other School Personnel	Yesenia Roberts	06-30-2026
Community	Parent/Community Member	████████ Alamazon	06-30-2025
Community	Parent/Community Member	████████ Martinovich	06-30-2026
Community	Parent/Community Member	████████ Plummer	06-30-2026
Community	Parent/Community Member	████████ Young	06-30-2026
Community	Parent/Community Member	████████ Bidwell	06-30-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

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

ELAC is not required because there are less than 21 English Learner students enrolled.

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):
2. The SSC approved the **Home-School Compact** on 10/07/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/07/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

**CLEVELAND STUDENTS, STAFF AND PARENTS/GUARDIAN “ROCK”
LONG BEACH UNIFIED SCHOOL DISTRICT
GROVER CLEVELAND ELEMENTARY SCHOOL**

“Safe and Civil” Home School Compact 2024-2025

(Approval by School Site Council on 10/7/24)

This agreement ensures that we are all Respectful, Responsible, Organized, Confident and Kind in our interactions.

As a student, I pledge to ROCK in the following ways:

- **Respect** all adults and peers by listening and following directions, rules and procedures.
- Take care of all school property and equipment and accept **responsibility** for my actions.
- **Reflect** on my actions and set goals to improve myself.
- **Organize and manage** my school materials such as homework, supplies, lunch and clothing.
- **Cooperate** with all adults and peers by treating others the way I would like to be treated.
- **Kindly** and **confidently** communicate by speaking nicely to others, talking out my problems, and getting help from an adult when needed.

As a parent/guardian, I pledge to ROCK in the following ways:

- **Respect** the important roles of teachers, administrators, staff, students, families, and the communities' values that play in the development of my child.
- Take **responsibility** for supporting educational objectives at home and in school and understand how my words and actions affect the school community.
- **Reflect** on the impact of my role as a parent/guardian and my obligation to serve as a positive role model.
- Offer **organizational** support by arriving at school on time, reinforcing that students have their lunches, homework, and materials.
- **Cooperate** in a manner to encourage teamwork and support student achievement in a positive school environment.
- **Kindly communicate** with teachers, administrators, other parents/guardians and staff in an open, honest, supportive, and respectful manner.
- Follow all **parent/guardian procedures and guidelines**.

As a teacher/staff member, I pledge to ROCK in the following ways:

- Show **respect** to colleagues, parents, and students by actively listening and empathizing with their various situations.
- Be **responsible** for a safe and enriching learning environment by being professional and prepared to meet ongoing educational needs and **reflect** on student data to monitor and adjust goals and objectives.
- Teach **organizational** skills and strategies to support students in managing their work and materials.
- **Cooperate** cohesively with the Cleveland Community to allow for a caring and supportive school environment.
- **Kindly** communicate with colleagues, parents, and students.



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www.lbschools.net/cleveland

Family Involvement Guidelines For Non-Title I Schools

Cleveland Elementary recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Cleveland will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Include families of students with disabilities in the development, implementation, and evaluation of core programs. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to be successful academically.
8. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

* * * * *

ADOPTION

Cleveland's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on 10/7/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/17/24. Cleveland, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Nicole Reyes

Signature of Principal

Date 10/7/24

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2017