



2023-2024

Cleveland 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 guideline s 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

By June 2023, Cleveland students will achieve one year of academic growth and development in Reading, and students below grade level will demonstrate greater than one year of growth as indicated on (FRSA- Reading), District Assessment, and i-Ready Diagnostic. FRSA: Overall K-2nd: Increase of 14% from 78% to 92%-goal exceeded; K-Overall: Increase of 30% from 65% to 95% ; 1st- Overall: Increase of 17% from 78% to 85%; 2nd - Overall: Increase of 1% from 87% to 88% Cleveland Students in grades K-5 will achieve one year of academic growth and students achieving below grade level will demonstrate greater than one year of growth in reading.- ELA i-Ready 1-5th overall- 79% students at grade level or above; AA subgroup 80% (typical growth) By June 2023, students performing at met or exceeded will increase by at least 4% on the ELA SBAC assessment.- maintained from 77% to 77%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

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 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 ELDPan 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
- 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

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

By June 2023, students will increase by 4% met/exceeded on the Math SBAC assessment.4% increase from 65% to 68% goal nearly met AA subgroup=33%Math Unit Assessments, 70% of students in grades 2-5 students will be met or exceed GL Standards overall 81% of students in grades 2-5 met or exceeded the GL standards- goal exceededMath i-Ready 1st-5th overall-74% AA subgroup=80% (met or exceeded)

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

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 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 PracticeCurriculum and Instructional practices to build staff capacityCollaborative lesson studiesFeedback during lessons with a QCI lensMath 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

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings
Written Analysis
Increase the ELPAC Summative overall well-developed + moderately developed by 5% by Spring 2023. There was a 50% overall increase- goal met

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
Cleveland ELL students will increase the ELPAC Summative overall well-developed + moderately developed by 15% by Spring 2024.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
An increase of 3% for favorable student responses on each SEL competency as measured by the Pulse Survey. Overall students showed a favorable increase on the SEL competencies. Identity- 84% to 88%: 4% increase; Agency- 84% to 86%:2% increase; Belonging- 83% to 82%: 1% decrease

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

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% 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:
-Daily check-ins with students in the classroom
-Pulse Survey analysis
-Culture/Climate committee meetings to discuss school climate and next steps

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
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<p>ELA</p>	<p>1) ELA: Students at Cleveland will achieve one year of academic growth and development, and students below grade level will demonstrate greater than one year of growth as indicated on FRSA, District Assessment, and iReady Diagnostic. Grade Level Progress Monitoring Goals will be checked 3 times a year to monitor student progress towards end of the year goals. The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments.</p> <p>The focus for this school year is to continue providing small group instruction to meet students' academic needs, as well as provide additional push-in support in ELA by a literacy specialist. Before, during and after school interventions will be provided for students who need extra support. As a staff we will continue to analyze data throughout the school year to drive instruction and implement quality core instruction to meet our Cleveland students' academic needs.</p>	<p>Goal Partially or Not Met</p>	<p>Data: K-2nd FRSA overall % increased 14% to 84% on grade level; i-Ready Reading 1st-5th overall 79% on grade level for reading; SBAC ELA 3rd-5th maintained at 77% met or exceeded</p> <p>Throughout the school year the TK-2nd grade teachers continually analyzed data to adjust instruction in phonics, phonemic awareness and word recognition. Teacher systematically implemented daily phonemic awareness lesson using a resource, Heggerty. Teacher collaboratively planned lessons. Small group instruction based on current data was implemented in all grades to better meet the specific needs of our students.</p> <p>Professional development focused on quality core instruction. Specialized interventions in reading were provided during the day and after school.</p>	<p>Professional development for 2023-24 will focus on:</p> <ul style="list-style-type: none"> -Plan and deliver explicit and systematic foundational reading skills lessons, including Heggerty (TK-1st) -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 ELD -Frequent analysis of current data to meet students' needs -Implement content rich curricular units of instruction to build knowledge, vocabulary and language
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Math	<p>1) Math:Students at Cleveland will achieve one year of academic growth and development, and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic. Grade Level Progress Monitoring Goals will be checked 3 times a year to monitor student progress towards end of the year goals. The median student growth of Black students will be at least 25% greater than the previous year on i-Ready assessments. The focus for this school year is to continue providing small group instruction to meet students' math needs. Before, during and after school interventions will be provided for students who need extra math support. As a staff we will continue to analyze data throughout the school year to drive instruction and implement quality core instruction to meet our Cleveland students' academic needs.</p>	Goal Partially or Not Met	<p>Data: i-Ready math 1st-5th overall 74%; SBAC Math 3rd-5th increased 3% to 68%</p> <p>Professional development focused on quality core instruction and student engagement. Teacher collaboratively planned lessons. Small group instruction based on current data was implemented in all grades to better meet the specific needs of our students. Specialized interventions in math were provided during the day and after school.</p>	<p>Professional development for 2023-24 will focus on:</p> <ul style="list-style-type: none"> -Math Standards Study including Standards for Mathematical Practice -Curriculum and Instructional practices to build staff capacity -Participation in collaborative lesson studies -Given feedback during lessons with a QCI lens -Meet specific academic needs of students in small group instruction
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English Learner	1) Cleveland ELL students will increase the ELPAC Summative overall well-developed + moderately developed by 15% by Spring 2023. All Multilingual Learners will participate in ELPAC and demonstrate growth in the area of Reading during 2022-23. The focus for this school year is to continue providing small group instruction to meet ELL students' needs. Before, during and after school interventions will be provided for students who need extra support. As a staff we will continue to analyze data to drive instruction during regularly-scheduled meetings throughout the year, as well as implement quality core instruction, and provide integrated and designated instruction to meet our Cleveland EL learners' academic needs.	Goal Met	Data: There was a 50% increase in ELPAC levels to well-developed + moderately developed- goal met Teachers provided small group instruction to meet the English Language Development needs of our English Language Learners. As a staff we analyzed current data to better meet the needs of ELLs students. Professional development focused on student engagement. Interventions provided during and after school	Teachers will provide EL students appropriate levels of language- focused scaffolds in content area instruction. They will intentionally develop students' academic language, vocabulary, and literacy. Teachers will provide practice for students to increase their oral and written production of language, as well as differentiate language instruction.
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Culture/Climate	1) Cleveland's students sense of identity, agency and belonging will increase by 3% or more based on the implementation of transformative social-emotional learning, pulse survey, and CORE survey and SEL-Morning Meetings. Cleveland students in grades TK-5th will show an overall % increase on a school-wide survey focusing on a sense of belonging by Spring 2023.	Goal Partially or Not Met	Data: Overall students showed a favorable increase on the SEL competencies. Identity: 84% to 88%; Agency: 84% to 86%; Belonging- 83% to 82% (-1%) Analysis of each trimester Pulse Survey results. Follow up 1:1 chats with students after Pulse Survey. IIC worked with small groups to build skills in making friends and developing healthy relationships. Monthly spirit assemblies to build our school community and recognize student achievement.	Cleveland teachers will have implemented into their daily schedule Tier 1 support using Harmony Curriculum Everyday Practices-meet-up, buddy-up and classroom goals. Students will have daily opportunities to interact with their peers and participate in decision-making on issues related to their classroom community. Our SEL TOSA will provide resource materials and model lessons for teachers. Other action steps are weekly check-ins with students who need extra support and follow up 1:1 chats with students after Pulse Survey. Counselor works will work with small groups of students on building friendships and a sense of belonging. Monthly spirit assemblies to build our school community and recognize student achievement. Analysis of each trimester Pulse Survey results.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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
Intervention in reading will be provided during the instructional day by a retired teacher 3-4 times a week for three months to support the learning gap that occurred during the pandemic. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

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	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 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
<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>	<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</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>Core5</p>

<ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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>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>

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
There is a need for more instructional materials and technology for students to support their academic needs, improve school climate, and improve academic achievement. Basic Services 100	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 \$7,500 Materials - LCFF 100%	07/01/2023 - 06/30/2024 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. Basic Services 100
Closing the academic gap in ELA Elementary Reading - FRSA 80, Other 20	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.	All Students	LCFF \$7,831 Teacher Hourly P Schedule (1) for 100 hours annually - LCFF 100%	07/01/2023 - 06/30/2024 Weekly	Kim San Jose, Principal Certificated personnel	Data-pre and post assessment data Elementary Reading - FRSA 80, Other 20

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
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 \$45,984 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% Hourly - Recreation Aide (5) for 301 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal	CORE Survey results

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
Differentiation of ELA and Math SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40	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.	LCFF \$10,135 Substitute teacher full day (20) for 2 days - LCFF 100%	07/01/2023 - 06/30/2024 Semester	Kim San Jose, Principal Teachers: Tk-5th, SPED	Principal-classroom observation and feedback

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

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; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX 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	21700

* 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	Kimberly San Jose	
Staff	Classroom Teacher	Karin Lee	06-13-2024
Staff	Classroom Teacher	Liz Wong McKee	06-13-2024
Staff	Classroom Teacher	Amy Williams	06-13-2024
Staff	Non Classroom Teacher	Roxana De La Torre	06-13-2024
Community	Parent	Carlos [REDACTED]	06-13-2024
Community	Parent	Jessica [REDACTED]	06-13-2024
Community	Parent	Karen [REDACTED]	06-13-2025
Community	Parent	David [REDACTED]	06-13-2025
Community	Parent	Joyce [REDACTED]	06-13-2025

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)	
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.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
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	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the 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 10/17/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
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:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Comprehensive Support and Improvement (CSI) - Low Performing

Cleveland Elementary School

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

12-12-23

Signature of Principal

Signature of SSC Chair

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

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

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

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

“Safe and Civil” Home School Compact 2023-2024

(Approval by School Site Council on 10/17/23)

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 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 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 and staff in an open, honest, supportive, and respectful manner.
- Follow all **parent 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.



Grover Cleveland Elementary School
4760 Hackett Avenue, Lakewood, CA 90713
Phone (562) 420-7552 ~ FAX (562) 420-7820
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. 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 10/17/23 and will be in

effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/17/23. Cleveland, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Kimberly J. San Jose
Signature of Principal

Date 10/17/23

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