

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Emerson 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

When looking at students i-Ready baseline scores, Emerson students fared better with ELA than they did in math. Many students (79%) achieved one year or more of academic growth. There are 21% of students two or more years below grade level in reading. Emerson students SBAC scores reflect that 74% of students met or exceeded. Our fourth grade stands out as entering fifth grade with the most students (17%) below grade level.

ELA Goals

Our goal for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. In addition, students will achieve one year of growth in ELA. In addition, students will increase to 65% or more at or above grade level. Students will increase in ELA SBAC from 74% to at least 80%. Our Literacy TOSA is working with students on reading, as well as supporting teachers with Tier 1 instruction by pushing into support students & teachers. We will provide tutoring in ELA and provide the read naturally program for 4th & 5th grade students in need of reading support.

We will monitor ELA progress through i-Ready diagnostics given three times a year, along with monthly growth checks. Students at or above grade level will aim for at least one year of growth, while those below grade level will work toward more than one year of growth. Teachers will also use regular classroom assessments and benchmarks, with data reviewed every 6–8 weeks in PLCs. SBAC readiness will be tracked using Interim Assessment Blocks and practice tests, with a goal of increasing proficiency from 74% to 80%. We will also track progress toward having 65% or more of students at or above grade level, using quarterly data reviews and teacher dashboards. Our Literacy TOSA supports both students and teachers through targeted instruction. Additional support includes ELA tutoring and the Read Naturally program for 4th and 5th graders, with student progress monitored weekly and adjustments made every 4–6 weeks.

Comprehensive Needs Assessment: Mathematics

Math Findings

Across the grade levels, math i-Ready scores were lower than ELA. Emerson had 69% of students achieve one year or more of academic growth. However, 31% of students that are two or more years below grade level. Emerson students SBAC scores reflect that 68% met or exceeded with our third grade having 85% of students making proficient.

Math Goals

Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and for students who are below grade level to grow more than one year. Our 3rd-5th grade teachers are providing math tutoring and we will expand math tutoring to 1st and 2nd grade after the second i-Ready diagnostic assessment. Additionally, teachers in grades 3-5 are supported with district QCI training focused on math and Emerson will continue to have a site Math Lead to support teachers with planning and lesson implementation.

Math progress will be monitored through i-Ready diagnostics administered three times per year, with monthly growth checks to ensure students are on track. Students at or above grade level will aim for at least one year of growth, while those below grade level will work toward more than one year. Data will be reviewed regularly to identify students needing additional support.

3rd–5th grade teachers are providing math tutoring, and after the winter i-Ready diagnostic, support will expand to 1st and 2nd grade based on student data. Tutoring progress will be tracked through pre- and post-assessments and teacher observations.

SBAC readiness in grades 3–5 will be monitored using Interim Assessment Blocks and practice tests. These will be reviewed by standard to guide instruction and reteaching. Teachers will analyze this data during PLCs to adjust instruction. To strengthen Tier 1 instruction, 3rd–5th grade teachers are participating in district QCI math training, and Emerson’s site Math Lead will continue to support lesson planning and implementation across grade levels.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Emerson has 11 EL students currently data shows that the students are well-developed or Moderately developed on ELPAC summative.

English Learner Goals

The school will use the platform ELlevation and district ELD professional development to support intergrated and designated ELD. Students will be provided small group instruction to support the language growth.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Our Spring Pulse Survey showed that in the areas of Agency (84%), Belonging (85%) and Identity (86%) of students had favorable rates in all three areas. In addition, student scores increased in the area of Agency and Belonging from the previous fall survey but there was a small decline in the area of Identity from 88% to 86% since the last survey.

Additionally, all students were in the red for chronic absenteeism in the 2023 Dashboard.

Culture/Climate Goals

Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support in order to maintain favorable rates in all areas by 5%

Student self-efficacy will be supported through classroom and playground practices that promote confidence, independence, and positive peer interactions. Teachers will intentionally create opportunities for students to build self-awareness and problem-solving skills. To provide additional support, the principal, counselor, and school psychologist will conduct individual check-ins and facilitate small groups focused on social-emotional growth. These supports will be tracked through behavior logs, participation records, and student feedback. Data from behavior incidents, attendance, and social-emotional screeners will be reviewed regularly to ensure we maintain or improve current outcomes by at least 5%.

The school counselor, attendance clerk and Family Resource Counselor, are addressing the chronic absenteeism by holding monthly meetings to check in with students and families. Additionally, the team will conduct home visits after attempts to contact the family have been unsuccessful. Each month at our Spirit Award Assemblies students are celebrated for their attendance and students are also recognized for improved attendance.

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	<p>1) Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. In addition, students will achieve one year of growth in ELA. In i-Ready students will increase to 61% at or above grade level. Students will increase in ELA SBAC from 71% to at least 76%. Our Literacy Tosa is working with students in grades 1-4 on reading, we will provide tutoring in ELA after the second i-Ready diagnostic assessment, and we provide the Read Naturally program for 4th and 5th grade students in need of reading support. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and SGI) will help our students to achieve their goals.</p>	Goal Partially or Not Met	<p>Students iready data reflected positively showing that they made great growth across grade levels. Students SBAC data does not reflect the anticipated growth in ELA. The students who participated in reading support show growth in both SBAC & i-Ready.</p>	<p>For this year we will continue to expand our tutoring opportunities and teachers and students will use the i-Ready mypath, which will have a positive impact on this year's goals. In addition, this year, our Literacy TOSA, SGI, expanded tutoring opportunities, Read Naturally, and differentiated instruction based on QCI teacher professional development should positively impact this year's goals.</p>

Math	1) Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and for students who are below grade level to grow more than one year. Our 3rd-5th grade teachers are providing math tutoring and we will expand math tutoring to 1st and 2nd grade after the second i-Ready diagnostic assessment. Teachers in grades 3-5 are supported with district QCI training focused in math and Emerson now has a site Math lead to support teachers with planning and lesson implementation. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and SGI for math) will help our students to achieve their goals.	Goal Partially or Not Met	Students did meet the i-ready growth goal with 3rd grade having the most positive growth. SBAC math in grades 4-5 show the most need for growth. Third grade students had the most growth.	For this year math tutoring and SGI will continue to be a focus of support this year. In addition teachers will have focused QCI planning days in addition to our PD release days to support unit studies and planning to increase student engagement in the area of math to have a more positive impact on this years goal. In addition, our IIC and math site lead will support teachers in the classroom with Tier 1 instruction.
English Learner	1) The school will use the platform of ELlevation to support intergrated and designated ELD. Students will be provided small group instruction to support the language needs and growth.	Goal Met	Emerson used the ELlevation platform to support integrated and designated ELD and provided small group instruction.	For this year we will continue to use the platform of ELlevation to support intergrated and designated ELD. Students will be provided small group instruction to support the language needs and growth.

Culture/Climate	1) Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support in order to maintain and increase favorable rates in all areas by 5%.	Goal Partially or Not Met	Student responses increased in many areas measured by CORE survey; however we made a 3% growth and not the 5% growth.	Although, we did not meet the 5% increase in the area of Climate of Support. We did see an increase in this area by 2%. This year we will implement school wide activities such as assemblies, peer groups and individual support to help students gain positive growth in the area of sense of belonging.
-----------------	--	---------------------------	---	--

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)	Limited or no impact	Strong Positive Impact
Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teachers will meet in grade-level teams to collaboratively plan upcoming curriculum units in ELA and/or math to develop collective teacher efficacy. Teachers will select common instructional practices, including differentiation for students requiring additional scaffolds and those ready for extension beyond the standards. (PD 1)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	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 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 	<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.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</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>iReady</p>

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.		
---	--	--

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
Students will need supervision and engagement during recess and lunch periods. Students need to feel safe on campus and there needs to be adult supervision to keep the campus safe and orderly. Adult-student positive interactions and relationships is crucial to creating a positive culture and climate Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$49,296 Hourly - Recreation Aide (5) for 500 hours annually - LCFF Rec 100%	07/01/2024 - 06/30/2025 Daily	Principal Office Supervisor	CORE Survey Results Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

Based on i-Ready diagnostic and FRSA data Elementary Reading - FRSA 100	Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data.	All Students	LCFF \$10,694 Teacher Hourly P Schedule (18) for 7 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Classroom teacher, other teachers, counselor, IIC, principal	IIC and Principal to monitor data provided by teachers and i-Ready diagnostic growth Elementary Reading - FRSA 100
---	---	--------------	---	-------------------------------	--	--

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Students will be given a smooth transition from preschool programs to the regular elementary kindergarten program. Each preschool program will vary slightly but there will be an overarching theme of literacy and mathematics with parent training embedded. All children entering TK & kindergarten and their parents will be given a chance to attend one of the district Annual Kindergarten Festivals which focus on the expectations of kindergarten students, information on registration, and math and literacy training for parents. LBUSD also offers Transitional Kinder for students and families. The city of Long Beach will have multiple agencies there to inform parents about the services they provide to families. There is also a 6 week summer program or Saturday School offered to preschool children and their parent through First Five/Healthy Start. Students not attending Head Start are eligible to attend this transition program that has a comprehensive literacy strand for bridging students into kindergarten.	The counselor meets with each 5th grade class to instruct them in the middle school application process. The admin also reviews the process with parents of 5th graders. If parents need translation, it is provided by our bilingual Intermediate Office Assistant. Parents are also invited to attend the annual Education Celebration that is hosted by LBUSD.	N/A

Accountability Measure 2: Organizational Climate

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

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Consistency of instructional strategies across classrooms to meet the needs of all students SBAC ELA 40, SBAC Math 40, Elementary Reading - FRSA 20	Teachers will meet in grade-level teams to collaboratively plan upcoming curriculum units in ELA and/or math to develop collective teacher efficacy. Teachers will select common instructional practices, including differentiation for students requiring additional scaffolds and those ready for extension beyond the standards.	LCFF \$2,657 Substitute teacher half day (18) for 1 days - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Principal, IIC, teachers	Submission of achieved outcomes following release time

Describe Teacher Involvement

Professional Development topics are designed based on district implementation of the Common Core State Standards, the LBUSD Understandings, input from teachers, and needs identified through the Elementary Office.

Teachers are involved in planning their professional development in several ways.

- The Safe and Civil Schools Committee identifies training needs through surveys and observation of students and the school environment.
- The Instructional Leadership Team uses assessment data and information from their grade level meetings to propose topics for professional development. The ILT meets to determine a plan based on district training, student work samples, and data analysis. Expert teachers act as trainers for their peers and teachers attend district training provided by the Office of Curriculum, Instruction, and Professional Development. General education and special education teachers create IEPs and 504 plans for identified students. At grade level meetings, teachers collaborate on curriculum after analyzing student achievement data.

Professional development will support the staff in several ways:

- The principal and teacher leaders will present ongoing staff development to the teachers in engagement strategies for ELA and math CCSS, including Small Group Instruction (SGI), differentiation, engagement, and digital learning pedagogy.
- Technology support is ongoing for teachers at Emerson through principal and teacher-led PD.

Staff Professional Development Plan includes:

- *Safe and Civil Schools
- * Small Group Instruction
- *Common Core Writing
- *ELA and MATH CCSS
- *WONDERS Curriculum
- *Write From the Beginning Writing
- *Foundation Reading Skills
- *Data meetings and looking at student work samples together
- *GATE and Differentiation
- *Inclusion Practices
- *Student Engagement Strategies and Methods

In addition to site training and PD, teachers have access to training through LBUSD's myPD courses and office hours and district PD offerings. Administrators encourage staff members to attend these trainings.

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	13440

* 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	Sunday Dominguez	
Staff	Classroom Teacher	Theresa Hreschuk	06-13-2025
Staff	Classroom Teacher	Rebecca Peterson	06-12-2026
Staff	Classroom Teacher	Maria Davis	06-12-2026
Staff	Other School Personnel	Christina Sikola	06-13-2025
Community	Parent/Community Member	Rachelle [REDACTED]	06-13-2025
Community	Parent/Community Member	Mairin [REDACTED]	06-13-2025
Community	Parent/Community Member	Albert [REDACTED]	06-13-2025
Community	Parent/Community Member	Marti [REDACTED]	06-12-2026
Community	Parent/Community Member	Efrain [REDACTED]	06-12-2026

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
------	--------------

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 11/13/2024
3. The SSC approved the **Parent Involvement Guidelines** on 11/13/2024
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:11/13/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

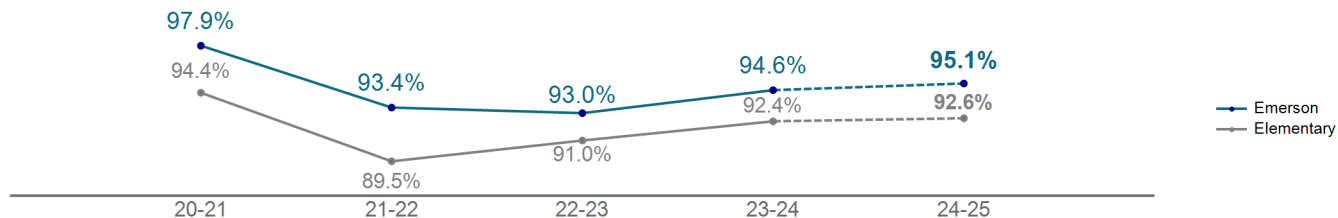
Printed Name: _____ Date: _____

ELAC Chair: _____

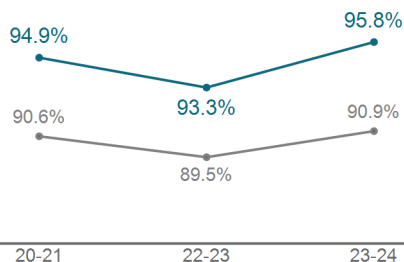
Printed Name: _____ Date: _____

Attendance Rate

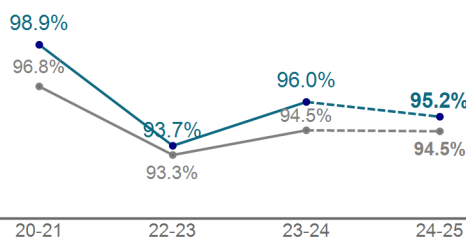
Emerson
All Students
N = 357



African American



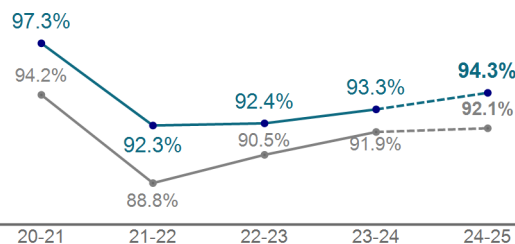
Asian
N = 26



Filipino

Subgroup with fewer than 20 students.

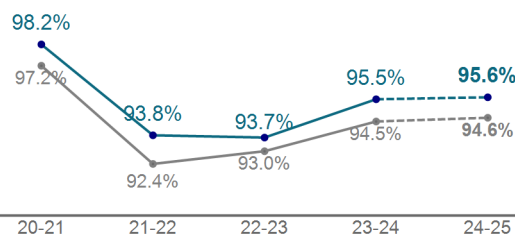
Hispanic
N = 112



Pacific Islander

Subgroup with fewer than 20 students.

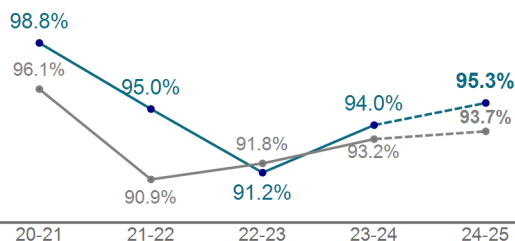
White
N = 143



Native American

Subgroup with fewer than 20 students.

Other
N = 49



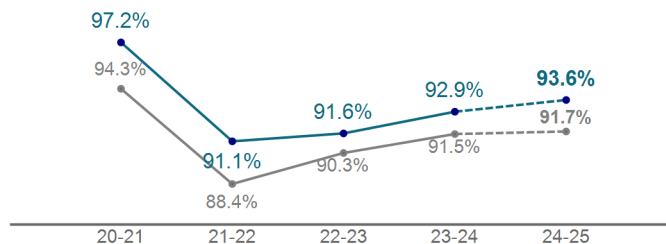
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP

Subgroup with fewer than 20 students.

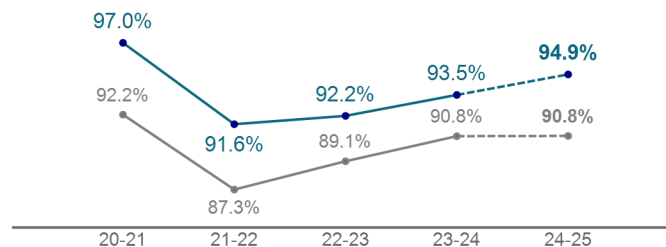
Low SES N = 92



English Learner

Subgroup with fewer than 20 students.

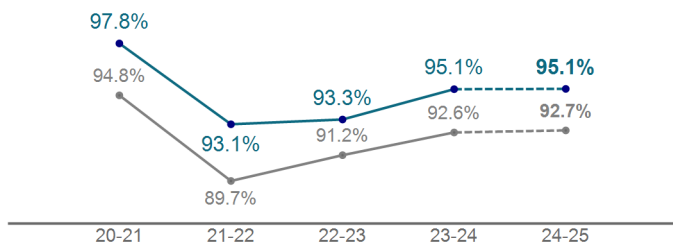
Special Education N = 90



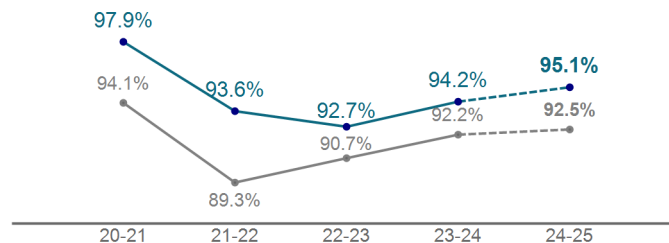
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female N = 155



Male N = 202



SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	106		106	44		25	23	26	25
			All ES	44		25	22	25	29
			District	30		33	15	16	36
Grade	Gr. 04 (Minimum Growth Target: 44)		58	48		31	16	29	24
			All ES	43		25	24	27	24
			District	42		26	24	27	24
	Gr. 05 (Minimum Growth Target: 35)		48	39		19	31	23	27
			All ES	44		24	19	23	34
			District	42		25	20	22	33
E L A Ethnicity	White		44	35		25	32	20	23
			All ES	41		26	22	26	27
			District	28		33	15	18	34
	Hispanic		33	44		30	12	30	27
			All ES	44		25	22	24	29
			District	29		34	15	16	36
	Other		14^	-		14	29	29	29
			All ES	45		22	21	29	28
			District	32		30	16	19	35
	Asian		9^	-		33	11	22	33
			All ES	52		23	20	23	34
			District	35		31	14	15	40

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	African American	5^	-	<div><div></div><div>20</div><div>20</div><div>40</div><div>20</div></div>			
		All ES	42	<div><div></div><div>25</div><div>21</div><div>23</div><div>31</div></div>			
		District	28	<div><div></div><div>34</div><div>15</div><div>15</div><div>37</div></div>			
	Cambodian	4^	-	<div><div></div><div>50</div><div>25</div><div>25</div><div></div></div>			
		All ES	53	<div><div></div><div>20</div><div>22</div><div>25</div><div>34</div></div>			
		District	34	<div><div></div><div>30</div><div>16</div><div>16</div><div>38</div></div>			
	Filipino	1^	-	<div><div></div><div></div><div></div><div>100</div><div>0</div></div>			
		All ES	40	<div><div></div><div>24</div><div>24</div><div>25</div><div>27</div></div>			
		District	35	<div><div></div><div>29</div><div>16</div><div>17</div><div>38</div></div>			
Gender	Female	43	41	<div><div></div><div>28</div><div>23</div><div>26</div><div>23</div></div>			
		All ES	45	<div><div></div><div>24</div><div>22</div><div>25</div><div>29</div></div>			
		District	32	<div><div></div><div>31</div><div>15</div><div>17</div><div>36</div></div>			
	Male	63	46	<div><div></div><div>24</div><div>22</div><div>27</div><div>27</div></div>			
		All ES	43	<div><div></div><div>25</div><div>21</div><div>24</div><div>29</div></div>			
		District	27	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>			
	Nonbinary	All ES^	-23	<div><div></div><div>100</div><div>0</div><div></div><div></div></div>			
		District	5	<div><div></div><div>53</div><div>6</div><div>12</div><div>29</div></div>			
Special Populations	EL + RFEP	7^	-	<div><div></div><div>43</div><div></div><div>43</div><div>14</div><div>0</div></div>			
		All ES	43	<div><div></div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	29	<div><div></div><div>34</div><div>14</div><div>14</div><div>38</div></div>			
	ELL	2^	-	<div><div></div><div>100</div><div>0</div><div></div><div></div></div>			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA Special Populations	ELL	All ES	43	<div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	33	<div><div>32</div><div>17</div><div>16</div><div>35</div></div>			
	RFEP	5^	-	<div><div>20</div><div>60</div><div>20</div><div>0</div></div>			
		All ES	44	<div><div>25</div><div>24</div><div>22</div><div>29</div></div>			
	District	26	<div><div>35</div><div>12</div><div>13</div><div>40</div></div>				
	Foster	1^	-	<div><div></div><div>100</div><div>0</div></div>			
		All ES	32	<div><div>32</div><div>31</div><div>15</div><div>22</div></div>			
		District	9	<div><div>40</div><div>19</div><div>13</div><div>28</div></div>			
	GATE/Excel	32	39	<div><div>28</div><div>19</div><div>28</div><div>25</div></div>			
		All ES	41	<div><div>26</div><div>21</div><div>28</div><div>25</div></div>			
		District	31	<div><div>31</div><div>16</div><div>18</div><div>35</div></div>			
	Homeless	2^	-	<div><div></div><div>50</div><div>50</div></div>			
		All ES	47	<div><div>25</div><div>20</div><div>21</div><div>33</div></div>			
		District	27	<div><div>35</div><div>14</div><div>14</div><div>37</div></div>			
	Homeless/Foster	3^	-	<div><div></div><div>67</div><div>33</div></div>			
		All ES	45	<div><div>26</div><div>22</div><div>20</div><div>32</div></div>			
		District	25	<div><div>35</div><div>15</div><div>14</div><div>36</div></div>			
	Low SES	33	57	<div><div>15</div><div>24</div><div>30</div><div>30</div></div>			
		All ES	44	<div><div>25</div><div>22</div><div>24</div><div>30</div></div>			
		District	29	<div><div>33</div><div>15</div><div>16</div><div>35</div></div>			
	Special Ed.	28	23	<div><div>39</div><div>21</div><div>25</div><div>14</div></div>			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

5/15/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
ELA	Special Populations	Special Ed.	All ES	38	30182130				
			District	28	35151535				
		Spec Ed. Speech/RSP	19^	-	26322121				
			All ES	43	28192032				
			District	31	34151536				

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	106		106	29		25	30	30	14
		All ES	39		22	28	29	21	
		District	22		35	19	19	27	
Grade	Gr. 04 (Minimum Growth Target: 42)		58	28		22	36	29	12
		All ES	48		17	28	32	23	
		District	47		17	29	32	23	
	Gr. 05 (Minimum Growth Target: 39)		48	29		29	23	31	17
		All ES	31		28	28	25	19	
		District	30		29	28	25	18	
Math Ethnicity	White		44	36		20	27	39	14
		All ES	43		20	28	33	20	
		District	27		31	20	21	28	
	Hispanic		33	26		21	30	39	9
		All ES	38		23	28	28	20	
		District	20		36	20	18	26	
	Other		14^	-		29	36	14	21
		All ES	40		22	27	29	22	
		District	27		32	18	20	30	
	Asian		9^	-		56	22	22	
		All ES	46		18	25	31	25	
		District	25		32	18	21	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
		N			Declined	Below Target	Above Target	Accelerated*
Ethnicity	African American	5^	-		404020			
		All ES	38		25	26	26	23
		District	18		38	18	17	26
	Cambodian	4^	-		75250			
		All ES	42		20	27	30	24
		District	24		33	19	21	27
	Filipino	1^	-		1000			
		All ES	45		14	32	32	21
		District	37		25	19	22	35
Gender	Female	43	31		21	33	37	9
		All ES	38		23	28	29	20
		District	21		35	19	19	26
	Male	63	27		29	29	25	17
		All ES	40		22	28	28	22
		District	23		34	19	19	28
	Nonbinary	All ES^	30		1000			
		District	11		45	15	6	33
Special Populations	EL + RFEP	7^	-		434314			
		All ES	40		21	29	27	22
		District	20		37	19	16	27
	ELL	2^	-		1000			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	ELL	All ES	40		23	27	26	23
		District	24		34	20	18	27
	RFEP	5^	-		20	60	20	
		All ES	40		18	33	30	20
		District	15		40	18	15	28
		Foster	1^	-	100	0		
	All ES		32		31	21	21	28
		District	11		39	20	14	27
		GATE/Excel	32	31		28	28	34
	All ES		41		19	30	32	19
		District	28		29	21	22	29
		Homeless	2^	-		100	0	
	All ES		42		22	30	26	23
		District	20		37	19	17	27
		Homeless/Foster	3^	-		33	67	0
	All ES		41		23	29	25	23
		District	19		37	19	16	27
		Low SES	33	35		9	42	36
	All ES		39		23	28	28	21
		District	21		36	19	18	27
		Special Ed.	28	37		11	39	32

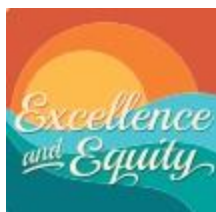
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Emerson

5/15/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	Special Ed.	All ES	39		26	25	23 27
			District	20		38	18 17	28
		Spec Ed. Speech/RSP	19^	-		11	21	47 21
			All ES	40		25	26	24 26
			District	20		37	18 17	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.



Emerson Parkside Academy
A California Distinguished School
2625 Josie Avenue, Long Beach, CA 90815
Phone: 562-420-2631

School-Home-Student Compact

To support the personal and intellectual success of every student, the staff, parents/guardians and students at Emerson Parkside Academy pledge to do the following:

We, the staff at Emerson will:

- Provide a challenging and enjoyable academic program focused on Common Core State Standards.
- Focus on improving the literacy and mathematics skills of all students.
- Encourage our students to strive for their best in academics, behavior, and dress.
- Communicate with parents/guardians and students through the Teachers-Parents Communicator (blue folder) and/or Long Beach Scholar planner, Canvas, ParentVue, School Messenger, email, phone calls, progress reports, report cards, and/or newsletters.
- Encourage parents/guardians to participate in the activities of the school.
- Create a safe and civil environment by connecting with students, parents, and setting high expectations.

We, the parents/guardians/family will:

- Provide a place for my child to study and encourage daily reading.
- Ensure that my child attends school daily, having eaten a healthy breakfast, and is on time, with classroom homework and assignments complete.
- Support the school and district discipline and dress code.
- Be aware of my student's progress by monitoring student work, checking on homework assignments, and communicating with teachers.
- Respond to communication from the school by signing and returning tear-offs and other memos.
- Participate in Back to School Night, Open House and other school activities.
- Attend parent conferences and/or other meetings as required.
- Encourage my child to become involved and invested in school programs.
- Demonstrate respect for the school, staff, students and families.
- Respect confidentiality amongst students, staff, parents, and the Emerson community.
- Encourage and support school volunteer activities.

As a student, I will:

- Accept responsibility for my education and for my behavior.
- Come to school on time with the proper materials and complete all assignments neatly and to the best of my ability.
- Complete my homework as assigned and read each day.
- Follow the school and district discipline and dress code.
- Inform my parent/guardian/family of my assignments and progress by taking home all written communications.
- Take part in school activities.
- Perform to the best of my ability and seek help if needed.
- Respect the rights of others to learn without distraction and disruption. Show respect for my school, classmates, staff and family.
- Respect school property.

Please sign and return to your child's teacher (or submit the digital Google Form).

Parent/Guardian Signature _____ Date _____

Student's Signature _____ Grade _____

Teacher's Signature _____ Date _____



Long Beach Unified School District

**STATE & FEDERAL
PROGRAMS**

Emerson Parkside Academy Family Involvement Guidelines For Non-Title I Schools


Emerson Parkside Academy 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, Emerson Parkside Academy 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

Emerson Parkside Academy 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 **11/13/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **11/20/24**. Emerson Parkside Academy, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.


Signature of Principal

11.14.24
Date

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 7/2023