

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Stevenson 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-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: 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

23-24 SBAC ELA GROWTH

ELA Overall Met + Exceeded

- 50% of Stevenson students scored at the Met and Exceeded level on the SBAC ELA exam. This is a 3% decrease from 2022-23. It is 03% lower than the district elementary average.
- Grade 4 at 45% with a decrease of 16% from 2022-23. This is 09% lower than the district elementary average.
- Grade 5 at 53% with an increase of 8% from 2022-23, and is 0% +/- than the district elementary average.

iReady Reading

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

OVERALL:	22-23	23-24
	61%	56%
	22-23	23-24
1st -	60%	69%
2nd -	81%	58%
3rd -	53%	51%
4th -	67%	43%
5th -	42%	58%

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

OVERALL:	22-23	23-24
	29%	35%
	22-23	23-24
1st -	38%	45%
2nd -	54%	40%
3rd -	20%	30%
4th -	27%	21%
5th -	10%	36%

FRSA ON-TRACK

	22-23	23-24
OVERALL:	37%	45%
K -	40%	48%
1st -	36%	41%
2nd -	35%	48%

ELA Goals

School Improvement Goal - ELA

Identified Area of Need:

SBAC growth scores (4th/5th) show that 50% of students are on track, however, our scores decreased from last year and are below the district average. For the iReady, 1st grade and 5th grade showed increases for on-track students, but 2nd, 3rd, and 4th grade showed decreases. Stevenson does not have over 50% of students on track in any assessment category (SBAC, iReady, FRSA). There is a need to bring students who are one or more grade levels below up to grade level, to help students who are on track stay on track, and to maintain a rigorous learning environment for those students who are above grade level to ensure they continue to be challenged.

Goal:

Stevenson students will achieve at least one year of academic growth in literacy and math by June 2025. and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.

Action Plan Summary:

- Literacy Lead and Math Lead will work with teachers (Tier 1) to progress monitor, plan effective instruction, model and co-teach lessons.
- Implementation of iReady personalized instruction tailored to the needs of each student
- literacy and math nights
- regular parent workshops and monthly Coffee with the Principal (sharing best practices with at-home support)
- teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction
- professional development will be provided to staff around providing data driven, inquiry-based, rigorous instruction
- weekly principal classroom walk-throughs with actionable feedback
- weekly meetings with support team (Principal, IIC, Math Lead, Literacy Lead)
- support team collaboration and walkthroughs with district Literacy and Math coaches
- RSP teacher set goals for our Special Education student and progress monitor
- RSP teacher meets monthly with IIC to progress monitor student growth and needs

Progress Monitoring:

Teachers/Admin/Support Team will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Staff will work collectively to ensure goals are being met.

Planned Data to Collect:

African American Student Achievement Data

EL Student Achievement Data

RSP Student Achievement Data

Patterns/Trends from Walkthrough Notes

Quarterly teacher data meetings with support team

QCI - (Pre) Whole School Walkthrough & Goal Conferences

Pear Assessments

Comprehensive Needs Assessment: Mathematics

Math Findings

Findings- Math

23-24 SBAC Math GROWTH

• 41% of Stevenson students scored at the Met and Exceeded level on the SBAC Math exam. This is a 20% decrease from 2022-23. It is 08% lower than the district elementary average.

4th - 50% with a decrease of 25% from 2022-23 It is 05% lower than the district elementary average.

5th - 34% with a decreased of 14% from 2022-23. It is 10% lower than the district elementary average.

iReady Math

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

OVERALL: 22-23 23-24

58% 53%

22-23 23-24

1st - 66% 68%

2nd - 60% 55%

3rd - 60% 42%

4th - 60% 52%

5th - 49% 51%

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

OVERALL: 22-23 23-24

27% 25%

22-23 23-24

1st - 55% 49%

2nd - 24% 21%

3rd - 22% 16%

4th - 25% 17%

5th - 14% 22%

Math Goals

School Improvement Goal - Math

Identified Area of Need:

SBAC growth scores (4th/5th) show less than half of students scored at the met or exceeded level. This is a decrease from last year and below the district

average. On the iReady, 1st and 5th showed slightly increased scores from the previous year but there was a drop in scores for 2nd, 3rd, and 4th. A majority of students are scoring below grade level. Math needs to be a focus across the board for all students at every grade level. There is a need for consistent progress monitoring incorporating formative assessments so that data can be closely monitored and students can receive appropriate support in a timely manner.

Goal:

Stevenson students will achieve at least one year of academic growth in literacy and math by June 2025. and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.

Action Plan Summary:

- Literacy Lead and Math Lead will work with teachers (Tier 1) to progress monitor, plan effective instruction, model and co-teach lessons.
- Implementation of iReady personalized instruction tailored to the needs of each student
- literacy and math nights
- regular parent workshops and monthly Coffee with the Principal (sharing best practices with at-home support)
- teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction
- professional development will be provided to staff around providing data driven, inquiry-based, rigorous instruction
- weekly principal classroom walk-throughs with actionable feedback
- weekly meetings with support team (Principal, IIC, Math Lead, Literacy Lead)
- support team collaboration and walkthroughs with district Literacy and Math coaches
- RSP teacher set goals for our Special Education student and progress monitor
- RSP teacher meets monthly with IIC to progress monitor student growth and needs

Progress Monitoring:

Teachers/Admin/Support Team will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Staff will work collectively to ensure goals are being met.

Planned Data to Collect:

- African American Student Achievement Data
- EL Student Achievement Data
- RSP Student Achievement Data
- Patterns/Trends from Walkthrough Notes
- Quarterly teacher data meetings with support team
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Pear Assessments

Comprehensive Needs Assessment: English Learners

English Learner Findings

SBAC ELA and MATH GROWTH

- The EL Subgroup - for Grades 4/5: decreased by 7% for ELA and 21% for Math.

FRSA increased from 23% to 25%,

iReady Reading growth decreased 9% from 63% to 54%.

iReady Math growth increased from 0% to 2%.

English Language Proficiency Assessment for California 2022-23:

21% - BEGINNING STAGE

41% - SOMEWHAT DEVELOPED

33% - MODERATELY DEVELOPED

05% - WELL DEVELOPED

2023-24:

20% - BEGINNING STAGE

40% - SOMEWHAT DEVELOPED

32% - MODERATELY DEVELOPED

11% - WELL DEVELOPED

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

Percent of students at "Beginning":

	22-23	23-24
Gr. K	30%	45%
Gr. 1	18%	17%
Gr. 2	42%	11%
Gr. 3	5%	24%
Gr. 4	17%	12%
Gr. 5	20%	11%

Percent of students at "Somewhat Developed":

	22-23	23-24
Gr. K	60%	15%
Gr. 1	29%	39%
Gr. 2	33%	34%
Gr. 3	40%	44%
Gr. 4	50%	50%
Gr. 5	40%	52%

Percent of students at "Moderately Developed":

	22-23	23-24
Gr. K	10%	30%
Gr. 1	41%	28%
Gr. 2	21%	50%
Gr. 3	50%	28%
Gr. 4	27%	21%
Gr. 5	40%	37%

Percent of students at "Well Developed":

	22-23	23-24
Gr. K	0%	10%
Gr. 1	12%	16%

Gr. 2	4%	05%
Gr. 3	5%	04%
Gr. 4	7%	17%
Gr. 5	0%	00%

English Learner Goals

Goal: 50% or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.

A majority of our students are scoring at somewhat/moderately developed in each category. Students at all levels need support to increase their language proficiency skills with the ultimate goal of being RFEP'd.

Action Plan Summary:

- teachers and counselor will continue to progress monitor RFEP students to ensure that they are continuing to achieve
- IIC will meet with ELs to inform them of the ELPAC, it's importance and what to expect
- highlight and celebrate our RFEP'd students at school-wide assembly
- teachers will utilize the data, tools, and strategies provided by Ellevation
- literacy Lead and Math Lead will provide Tier 1 support to teachers
- teachers will provide designated EL instruction
- teachers and IIC will progress monitor EL students

Progress Monitoring:

Teachers/Admin/Support team will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:

- Reclassification rate
- EL Student Achievement Data (Math/ELA)
- Dual Identified Student Achievement Data
- Patterns/Trends from Walkthrough Notes
- Quarterly teacher data meetings with support team
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Pear Assessments

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Findings - Culture/Climate

Overall 23-24 CORE Survey Data

Areas of focus on the CORE Survey:

- Agency - 81% an increase of 1% from 2022-23.
- Identity - 80% A increase of 1% from 2022-23.
- Belonging - 78% No change from 2022-23.

CORE Survey by Subgroups:

Agency:

EL: EL 82 %, non EL 82%

African American: 85%

Hispanic/Latino: 81%

Students with Disabilities 91%, Students w/o disabilities 80%

Identity:

EL 82 %, non EL 79%

African American: 82%

Hispanic/Latino: 79%

Students with Disabilities 80%, Students w/o disabilities 79%

Belonging:

EL 76 %, non EL 78%

African American: 78%

Hispanic/Latino: 77%

Students with Disabilities 75%, Students w/o disabilities 78%

- Attendance - Stevenson's average monthly attendance rate was 91.2% for the 2023-24 school year. An increase of 1.9% from 2022-23.
- Stevenson's chronic absenteeism rate was 32% for the 2023-24 school year. A positive decrease of 10.7% from 2022-23.

The CA dashboard shows Stevenson in the red for suspension rates among students with disabilities. The data shows Stevenson is improving in this area. Suspension rates for students with disabilities...

22-23.	23-24.	24-25 (so far this year)
15.4 %.	11.1%	0%

Culture/Climate Goals

Identified Area of Need:

Core survey results showed that student agency and identity increased from last year, and belonging remained the same. For the area of Agency, our subgroups scored above or equal to our school average. For Identity, subgroups scored above the school average, except for hispanic/latino students who scored 1% below the average. EL students scored higher than non-ELL students for this category. For the category of belonging, both ELL's, Hispanic/Latino, and students with disabilities scored just below the school average, and African American students scored the same as the school average. Overall, there were no significant outliers within our subgroups, however students scored the lowest in the category of Belonging so there is clearly a need to increase students sense of belonging here at Stevenson. The CA Dashboard shows Stevenson in the red for having high suspension rates for students with disabilities. These numbers are trending downward and dropped from 15.4% during the 22-23 school year, to 11.1% during the 23-24 school year. Stevenson needs to continue with current SEL and culture/climate practices to ensure this number continues to decrease.

Goal:

By June 2025, an increase of 03% (81%) in Spring 2025 compared to Spring 2024 in the area of Belonging measured by the CORE survey.

Action Plan Summary

- continue to work with the district's attendance team (ALL in attendance) to increase our attendance rate.
- continue with highlighting students with monthly awards
- celebrate classrooms in upper and lower with monthly incentives
- principal meets weekly with counselor to discuss attendance
- continue with our culture building activities, ensuring inclusion of subgroups (Morning Show, Student Council, Student of the Month Assemblies, School-wide traditional activities (Fun Runs, Art Show, Multicultural Week)
- Continue to monitor students with disabilities not only for academic progress, but for social/emotional progress as well.
- Teachers continue to implement Harmony SEL lessons.
- Teachers/Support staff continue with school wide implementation of the Zones of Regulation.

Planned Data to Collect:

- African American Student Data

- Students with disabilities Data
- Patterns/Trends from Walkthrough Notes
- Suspension rates, with a special focus on students with disabilities.
- Office referral rates

Progress Monitoring:

- Pulse survey data
- Informal surveys given to students
- Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Stevenson students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally planning effective small group instruction and using data (tracking FRSA/fluency progress on iReady, PSA, formative assessments) and adjusting	Goal Partially or Not Met	<p>Comparing 22-23 to 23-24 the following occurred: Our overall iReady ELA typical score decreased from 61% to 56%. There was an increase in grades 1 and 5 and grades 2, 3, and 4 experienced a decrease.</p> <p>Our overall iReady ELA growth score increased from 29% from 35%. There was an increase in grades 1, 3 and 5 and grades 2 and 4 experienced a decrease.</p>	By the principal consistently visiting classrooms, providing actionable feedback using the district tool; the ILT using walk-through/academic data to monitor progress towards school-wide goal and IIC, Math and Literacy Leads, as well as teachers using data (PDSA cycles) to inform their instruction and intentionally plan effective small group and differentiated instruction as well as adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

<p>instructional practices accordingly, students will achieve at least one year of academic growth and development. 2) We were able to see gains in 1:3 upper grade levels, with 3rd grade students having the most significant growth. With our subgroups (AA, Hisp. and EL) 2:3 experienced growth, with AA students experiencing the most significant growth. However, in spite of these gains with our grade levels and subgroups, we are still below the district elementary averages for each. In regards to the iReady Reading we were able to significant typical growth for over 50% of our students in grades 1st - 4th grades. Fifth grade students showed a decrease of 14%.</p>			
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Math	1) Stevenson students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally planning effective small group instruction and using data (tracking math progress on iReady and unit test) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.	Goal Partially or Not Met	Comparing 22-23 to 23-24 the following occurred: Our overall iReady Math typical score decreased from 58% to 53%. There was an increase in grades 1 and 5 and grades 2, 3, and 4 experienced a decrease. Our overall iReady Math growth score decreased from 27% from 25%. There was an increase in grade 5 and grades 1, 2, 3 and 4 experienced a decrease.	By the principal consistently visiting classrooms, providing actionable feedback using the district tool; the ILT using walk-through/academic data to monitor progress towards school-wide goal and IIC, Math and Literacy Leads, as well as teachers using data (PDSA cycles) to inform their instruction and intentionally plan effective small group and differentiated instruction as well as adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.
English Learner	1) Stevenson multilingual students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff intentionally tracking students' Reading progress in ELLevation and adjusting instructional practices accordingly, multilingual students will achieve at least one year of academic growth and development.	Goal Partially or Not Met	Comparing 22-23 to 23-24 the following occurred for ELs: SBAC Growth 4/5: decreased by 7% for ELA and 21% for Math. FRSA increased from 23% to 25%, iReady Reading growth decreased 9% from 63% to 54%. iReady Math growth increased from 0% to 2%.	By school staff (teachers, Literacy Lead, Math Lead, IIC) supporting and planning effective quality core instruction, incorporating EL strategies, utilizing ELLevation for support and differentiated small group instruction as well as using data (tracking reading/math progress on iReady, FRSA and unit tests) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

Culture/Climate	1) Stevenson student voice - sense of identity, agency, and belonging will increase based on the implementation of SEL, growth mindset and awareness of their emotions. Be a supportive school where all students feel inspired and empowered to become lifelong learners.	Goal Met	Last year's goals were met; • Agency - 81% an increase of 1% from 2022-23. • Identity - 80% A increase of 1% from 2022-23. • Belonging - 78% No change from 2022-23.	Our current goals for Culture Climate will be met by school staff being intentional in monitoring CORE pulse surveys, implementing regularly monitoring and celebrating attendance, building school culture by way of the Morning Show, SOTM assemblies, Attendance awards, Student Council, etc. and providing opportunities for student voice/choice inside and outside of the classroom.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Support staff to provide additional support during August to assist with the Attendance/Chronic Absenteeism Rate with parents enrolling new students, communication with incoming families about upcoming events, and preparing for the opening of the new school year. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide opportunities for teachers to collaborate within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 18 teachers @ 3/half-days annually. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Academic planners for communication between our families and school for 3rd, 4th and 5th grade students. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials for parent workshops, trainings, and school activities. Paper and informational print materials for home-school communication as well as materials/furniture needed to maintain the Parent Development Center. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Homework folders for communication between our families and school for TK - 5 grade students. (PI 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
-To provide teachers, students and staff with instructional tools, resources, and materials in support of high quality core instruction/differentiation in common core content standards. -To provide meaningful opportunities for students to increase their (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of electronics and technology that enable us to meet the needs of our students. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p>	<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>i-Ready Personalized Learning</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. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>ELlevation iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Materials are needed to replace or supplement resources currently used. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 60	-To provide teachers, students and staff with instructional tools, resources, and materials in support of high quality core instruction/differentiation in common core content standards. - To provide meaningful opportunities for students to increase their growth mindset, self-efficacy and sense of belonging.	All Students, African-American, All Staff, English Learners	LCFF \$8,000 Materials - LCFF 100%	08/27/2024 - 06/13/2025 Daily	Principal	Admin observation of classroom instruction; teacher feedback on effectiveness of resources, Core Student Surveys. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 60
Stevenson students should be given access to a rich visual arts curriculum. Many students excel in this area and can experience success in school. At-risk students who excel in visual arts will experience success, which, in turn can build	Allocations for funds for .40 FTE Art TOSA (.60 funded by Prop 28 funds). TOSA will work with all Stevenson students on a weekly basis; focusing on enhancing student engagement as well	All Students, Identified At-Risk Students	Title 1 \$71,350 Teacher on Special Assignment (TOSA) .4 FTE - Title 1 100%	08/27/2024 - 06/13/2025 Daily	TOSA (Art Teacher)	Student engagement At-risk student attendance Teacher feedback Academic reports Core Student Survey results Core Staff Survey results Attendance/Chronic Absenteeism Rate 50, Culture-Climate

<p>growth mindset and engagement in other academic areas. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50</p>	<p>as social emotional learning. The curriculum focus will be on the intergration of core curriculum themes into a hands-on art program. As well as engage all stakeholders by way of community events. In this year's review of the SPSA, the SSC found the Art TOSA position to have Strong Positive Impact on ELA, Math, EL and Climate. This position also serves the needs of students that are identified as failing, or most at risk of failing as it reinforces the Common Core State Standards in their core curriculum as well as it provides an opportunity for our Multilingual students to use multiple modes of expression as they are building their language.</p>					<p>Survey (Parent) 50</p>
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CORE Survey results indicate needs for areas to support Stevenson's culture climate. Culture-Climate Survey (Student-Staff) 100	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 \$60,733 Hourly - Recreation Aide (7) for 440 hours annually - LCFF Rec 100%	08/27/2024 - 06/13/2025 Daily	Recreation Aides	Student supervision Student incentives and referral data Student SEL surveys (sense of belonging and agency) Implementation of Restorative Practices/Zones Culture-Climate Survey (Student-Staff) 100
Electronics and technology are needed to provide the support for all of our students and our multilingual students. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	Purchase of electronics, technology and other resources that enable us to meet the needs of our students.	English Learners, All Students	LCFF \$3,000 Materials - LCFF 100%	08/27/2024 - 06/13/2025 Daily	Principal Teacher	Daily Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50
Stevenson has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach out to families in preparation for the new school year. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50	Support staff to provide additional assistance in the month of August for our families who are enrolling new students, communication with incoming families about upcoming events, and preparing for the opening of the new school year.	All Parents	LCFF \$3,590 Hourly - Intermediate Office Assistant (1) for 30 hours annually - LCFF 100% Hourly - Recreation Aide (2) for 30 hours annually - LCFF 100% Hourly - Senior Office Assistant (1) for 30 hours annually - LCFF 100%	08/05/2024 - 08/16/2024 Daily	Principal Counselor	Number of parents/families serviced Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50

Students need to have real-world experiences beyond their classrooms. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	To provide transportation, resources, materials for student events both onsite (art show, multicultural week, 5th grade activities, etc.) and offsite (field trips, events, etc).	All Students	LCFF \$10,000 Services - LCFF 100% Materials - LCFF 100%	08/27/2023 - 06/13/2025 Monthly	Principal	Monthly Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Stevenson hosts an annual TK/Kinder Orientation before the start of each school year where parents and students have the opportunity to tour the campus, meet the kinder teachers, and visit their classrooms. Students are also sent home with school supplies and community donations, such as shoes, backpacks, and jackets.	Stevenson promotes the district School of Choice fair for 5th grade students. The counselor hosts a parent meeting to inform and assist with School of Choice. 5th grade teachers promote social skills, organizational skills, and academic readiness all aimed at helping students have a smooth and successful transition to middle school.	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
Parent Engagement Student Engagement Home/School Communication School-wide Community Building	Home/School communication -Planner/Homework Folders Community Building -5th Grade Shirts -Student Council -Morning Show (Student news show) -Student of the Month Assemblies	funding source Planner, Homework folders LCFF - 1200/Parent Involvement 5th grade shirts LCFF- \$560 student council materials/supplies LCFF - \$150/LCFF Morning Show \$0 SOTM assemblies \$0	Planners, Homework Folders - ordered at the end of the school year for the upcoming school year based on enrollment projections. 5th Grade Shirts - Purchased in Spring for promoting class Student Council - Ongoing Morning Show - Ongoing SOTM Assemblies - Ongoing	Nancy Dalton Marisol Vera Ernesto Aerola Lindsey Unger	Student Pulse Survey Family Core Survey Parent and Student Feedback

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
Teachers need time to build collective efficacy in an effort to enhance student achievement/outcomes. They can use identified time to effectively analyze data and utilize this data to plan quality core instruction and small group instruction based on skill gaps identified on the data. Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Parent) 20, Core Curriculum 70	Provide opportunities for teachers to build collective efficacy by collaborating within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 15 teachers @ 3/full-days annually.	LCFF \$12,177 Substitute teacher full day (15) for 3 days - LCFF 100%	08/27/2024 - 06/13/2025 Quarterly	Nancy Dalton	Admin observation of classroom instruction, admin overseeing grade level release days and staff meetings as well as assessment data (i-Ready, Wonders, FRSA, etc.).

Describe Teacher Involvement
Teachers will attend QCI district trainings, site staff/grade level meetings; site grade level release days and data chats. Teachers will also be involved in regular PDSA cycles.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents are requesting that we have a tool that allows them to both support their students in completing their assignments as well as a way to communicate to teachers. Culture-Climate Survey (Parent) 30, Core Curriculum 70	Academic planners for communication between our families and school for 3rd, 4th and 5th grade students.	Par Inv \$1,000 Materials - Par Inv 100%	08/27/2024 - 06/13/2025 Daily	Principal Teachers Parents	Teacher implementation
Parents are requesting that we have a tool that allows them to both support their students in completing their assignments as well as a way to communicate to teachers. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Core Curriculum 40	Homework folders for communication between our families and school for TK - 5 grade students.	Par Inv \$1,500 Materials - Par Inv 100%	08/27/2024 - 06/13/2025 Daily	Principal	Teacher implementation
Parents/families are in need of a variety of resources and activities that expose them to ways in which to best support their child's success in school. EL Reclassification 30, Attendance/Chronic Absenteeism Rate 30, Core Curriculum 40	Materials for parent workshops, trainings, and school activities. Paper and informational print materials for home-school communication as well as materials/furniture needed to maintain the Parent Development Center.	Par Inv \$1,800 Materials - Par Inv 100%	08/27/2024 - 06/13/2025 Monthly	Principal	Exit Slips; calendar; CORE Survey

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)	126741
Title I Parent and Family Involvement (3008)	4008

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	57540

* 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	Nancy Dalton	06-28-2025
Staff	Classroom Teacher	Monica Webb	06-28-2025
Staff	Classroom Teacher	Pauline Klein	06-28-2025
Staff	Classroom Teacher	Rosa Diaz	06-28-2026
Staff	Other School Personnel	Lindsey Unger	06-28-2025
Community	Parent/Community Member	██████ Sykes	06-28-2025
Community	Parent/Community Member	██████ Mendoza	06-28-2026
Community	Parent/Community Member	██████ Hernandez	06-28-2026
Community	Parent/Community Member	██████ Lopez	06-28-2026
Community	Parent/Community Member	██████ Martinez	06-28-2026

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)	█████ Hoeun
DELAC Representative	Parent of EL Student (required)	█████ Campos
Principal or Designee	Staff Member (required)	Nancy Dalton
Secretary	Staff Member (required)	Lindsey Unger

Name	Representing
█████ Martinez	Parent of EL Student
█████ Reyes	Parent of EL Student
█████ Matus	Parent of EL Student
█████ Valdovinos	Parent of EL Student
█████ Salas	Parent of EL Student
█████ Aldaco	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/16/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> - Continuing interventions for English Learners. - To intentionally progress monitor ELL students. - Teachers will utilize ELLevation as a tool to support ELLs. - Small group instruction to target individual needs. - Collective efficacy and PD amongst staff. - Provide opportunities for ELL parents to attend Parent Workshops tailored to their interests in support of their ELs. - To broaden communication with families through more accessible, popular ways, such as Instagram to enhance parent-engagement.

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>10/16/2024</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>SSC reviewed the ELAC recommendations on 10/16/2024 at their 2:15 p.m. meeting. SSC would like to add the following item... Principal collaborating with the support staff (IIC and Leads)</p> <p>Mrs. Sykes motioned to approve, Mrs. Hernandez seconded. All in favor. Motion approved.</p>

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/16/2024
2. The SSC approved the **Home-School Compact** on 10/16/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/25/2024, 09/25/2024
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: _____



STEVENSON
Elementary School

Home – School Compact

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

Stevenson Elementary School

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

Parents/Guardians of Stevenson Students

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

----- cut and return-----

Home – School Compact

Teacher: _____ Grade: _____ Date: _____

Student Signature: _____ Parent Signature: _____

Teacher Signature: _____ Principal Signature: _____



STEVENSON
Elementary School

Acuerdo de Padres y Escuela

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

Escuela Primaria de Stevenson

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

Los Padres de Estudiantes de la Escuela Primaria de Stevenson

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

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

Acuerdo de Padres y Escuela

Maestro/a: _____ Grado: _____ Fecha: _____

Firma de Estudiante: _____ Firma del Padre/Madre: _____

Firma del Maestro/a: _____ Firma de la Directora: _____



STEVENSON
Elementary School

Stevenson Elementary School Parental/Guardian Involvement Guidelines

As a school receiving Title 1 funding, Stevenson Elementary has jointly developed with parents the School Parental/Guardian Involvement Guidelines which contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Stevenson's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School compact is incorporated into the School Parental Involvement Guidelines.

PART I - Stevenson Elementary School agrees to implement the following requirements:

- jointly with parents, develop School Parental Involvement Guidelines
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the Home - School Compact as a component of its School Parental Involvement Guidelines.
- to be governed by the following statutory definition of parental involvement, and to carry out programs, activities and procedures in accordance with this definition:

PART II

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

2. **Stevenson Elementary School** will take the following actions to distribute to parents and the local community, the School Parental Involvement Guidelines:
 - *SSC & ELAC*
 - *School Website*
 - *Annual Title I Meeting*
 - *Main Office*
3. **Stevenson Elementary School** will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school.
4. **Stevenson Elementary School** will convene an Annual Meeting to inform parents of the following:
 - *Stevenson is a Title I School*
 - *About the requirements of Title I*
 - *Of their rights to be involved*
5. **Stevenson Elementary School** will hold a flexible number of meetings at varying times, paid for with Title I funding as long as these services relate to parental involvement:
 - *School Site Council, English Learners Advisory*
 - *Committee*
 - *Notifications via fliers/marquee and School Messenger*
 - *Meetings offered in the morning and after school*
 - *Announcements/fliers sent home with each child in appropriate language*
6. **Stevenson Elementary School** will provide information about Title I programs such as Teacher Librarian, Counselor, Intervention Specialists and School Nurse support to parents in a timely manner:
 - *School Website*
 - *At Annual Title I Meeting*
 - *On Main Office Counter*
 - *At SSC, ELAC meetings and other Parent Meetings*
 - *At Parent Teacher Conferences*
 - *At Back to School Night*
7. **Stevenson Elementary School** will provide to parents a description and explanation of the curriculum, the academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - *At various meetings, such as:*
 - *Parent Teacher Conferences*
 - *IEP, SST and 504 meetings*
8. **Stevenson Elementary School** will provide parents, if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children:
 - *Parents' suggestions/topics from:*
 - *Parent surveys*
 - *Parent Meetings, such as Parent Involvement Committee, SSC, ELAC*
9. **Stevenson Elementary School** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III - SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Stevenson Elementary School** Stevenson Elementary School will build a strong partnership with parents and the community, to ensure involvement from parents is effective in improving student academic achievement, through the following activities specifically described below:
 - *Parent Education workshops on site*
2. **Stevenson Elementary School** will incorporate the Home - School Compact as a component of its School Parental Involvement Guidelines:
 - *Developed, discussed and reviewed at SSC meeting*

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

PART IV - ADOPTION

Stevenson Elementary School's Parental Involvement Guidelines has been developed jointly with, and agreed upon with, parents in Title I, Part A programs, as evidenced by School Site Council minutes. These Guidelines were adopted by *Stevenson Elementary School* on 10/16/24 and will be in effect for a period of one year. The school will make the Guidelines available to all parents of participating Title 1, Part A children, upon request, on or before 11/30/24. It will be available to the local community on or before 11/30/24. The Guidelines will be in an understandable and uniform format and to the extent practicable, be provided to parents in a language the parents can understand.

Nancy M. Dalton

Nancy M. Dalton, Principal

10/16/24

Date



STEVENSON
Elementary School

Escuela Primaria Stevenson

Pautas para la participación de los padres/tutores

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

PARTE I - Escuela Primaria Stevenson se compromete a implementar los siguientes requisitos:

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

PARTE II

1. **Escuela Primaria Stevenson** tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar de los padres y su Plan escolar para el rendimiento estudiantil (SPSA), si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - *Los padres revisan y editan las Pautas de participación de los padres en la escuela en la reunión del Consejo Escolar (SSC).*
 - *Capacitación para padres del Consejo Escolar. Temas incluidos:*
 - *Responsabilidades & Roles de SSC y sus miembros y*
 - *Composición de SSdos.*
 - *Logros y lineamientos del año anterior:*
 - *Invitar a los padres y partes interesadas a asistir a las reuniones del SSC y ELAC*
 - *Sitio web de la escuela*
 - *En una reunión del SSC:*
 - *Revisar Aquél Plan Escolar y Pautas del año anterior y Pacto Hogar-Escuela. Como grupo, tomen nota de los cambios y hagan ajustes (eliminaciones o adiciones) según sea necesario.*
 - *Reescribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela.*
 - *Traducciones orales y escritas disponibles para padres españoles para permitir discusiones.*

2. **Escuela Primaria Stevenson** Tomará las siguientes acciones para distribuir a los padres y a la comunidad local las Pautas de participación de los padres en la escuela:
 - SCAROLINA DEL SUR & ELAC
 - Sitio web de la escuela
 - Reunión Anual de Título I
 - Oficina central
3. **Escuela Primaria Stevenson** actualizará periódicamente sus Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
4. **Escuela Primaria Stevenson** convocará una reunión anual para informar a los padres de lo siguiente:
 - *Stevenson es una escuela de Título I*
 - *Sobre los requisitos del Título I*
 - *De sus derechos a participar*
5. **Escuela primaria Stevenson** llevará a cabo una cantidad flexible de reuniones en diferentes horarios, pagadas con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:
 - *Consejo Escolar, Asesoría para Estudiantes de Inglés*
 - *Comité*
 - *Notificaciones a través de volantes/marquesina y School Messenger*
 - *Reuniones ofrecidas en la mañana y después de la escuela.*
 - *Anuncios/volantes enviados a casa EnCon cada niño en el lenguaje apropiado.*
6. **Escuela primaria Stevenson** Proporcionará información sobre los programas de Título I, como el apoyo de maestros bibliotecarios, consejeros, especialistas en intervención y enfermeras escolares a los padres de manera oportuna:
 - *Sitio web de la escuela*
 - *En la reunión anual del Título I*
 - *En el mostrador de la oficina principal*
 - *En SReuniones SC, ELAC y otras reuniones de padres*
 - *En las conferencias de padres y maestros*
 - *En la noche de regreso a clases*
7. **Escuela Primaria Stevenson** proporcionará a los padres una descripción y explicación del plan de estudios, la evaluación académica utilizada para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
 - *En diversas reuniones, tales como:*
 - *Conferencia de padres y maestros*
 - *PEI, SSReuniones T y 504*
8. **Escuela Primaria Stevenson** brindará a los padres, si lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar en decisiones relacionadas con la educación de sus hijos:
 - *Sugerencias/temas de los padres de:*
 - *Padre enmuy*
 - *Reuniones de padres, como el Comité de Participación de Padres, SSC, ELAC*
9. **Escuela primaria Stevenson** presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes.

PARTE III - RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. **Escuela Primaria Stevenson** La Escuela Primaria Stevenson construirá una asociación sólida con los padres y la comunidad, para garantizar que la participación de los padres sea efectiva

para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:

- *Talleres de educación para padres en el sitio*
2. **Escuela Primaria Stevenson** incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de participación de los padres en la escuela:
 - *Desarrollado, discutido y revisado. En Ed y SSreunión c*
 - *Distribuido a los padres en las conferencias de padres y maestros*
 3. **Escuela Primaria Stevenson** Con la ayuda de su distrito, brindará asistencia a los padres para comprender temas como los siguientes:
 - *estándares de contenido académico del estado,*
 - *Estándares de rendimiento académico estudiantil del estado,*
 - *Requisitos del Título I*
 - *Cómo monitorear el progreso de su hijo*
 - *Cómo trabajar con educadores*
 4. **Escuela Primaria Stevenson** proporcionará, con la asistencia de su distrito, materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:
 - *Talleres para padres de Parent University: mentalidad de crecimiento, recursos para el éxito estudiantil, etc.*
 5. **Escuela Primaria Stevenson** Con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, director y otro personal, el valor de la participación de los padres. El personal aprenderá cómo comunicarse con los padres, comunicarse y trabajar con ellos como socios iguales y aprenderá cómo coordinar e implementar programas que ayuden a construir vínculos sólidos entre los padres y la escuela, al:
 - *Maestro/personal en servicios*
 - *Suscripciones/publicaciones mensuales del distrito*
 6. **Escuela Primaria Stevenson** en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres, como programas preescolares públicos, a saber, el Centro de Desarrollo Infantil, y llevará a cabo otras actividades, incluidos centros de recursos para padres, que alienten y apoyen a los padres a participar en la educación de sus hijos. niños, por:
 - *Promoción del Festival del Jardín de Infantes del Distrito*
 - *Desarrollar un centro para padres*
 7. **Escuela Primaria Stevenson** tomará, en la medida de lo posible y apropiado, las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades de los padres se envíe a los padres en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y , en la medida de lo posible, en un idioma que los padres puedan entender:
 - *Directora, Nancy Dalton, EnMe aseguraré de que haya traducciones de materiales escritos/notificaciones que se envíen a los padres.*
 - *Los maestros bilingües compartirán información relacionada con la escuela en ELAC, y SSReuniones C, así como asambleas semanales entre la escuela y la comunidad por la mañana.*
 - *El sistema School Messenger llamará a los padres para notificarles sobre las próximas reuniones de padres y otras actividades escolares.*

PARTE IV - ADOPCIÓN

Escuela Primaria Stevenson Las Pautas de participación de los padres se han desarrollado y acordado conjuntamente con los padres en los programas del Título I, Parte A, como lo demuestran las actas del Consejo Escolar. Estas Directrices fueron adoptadas por *Escuela Primaria Stevenson y Escuela* el 16/10/24 y

tendrá una vigencia de un año. La escuela pondrá las pautas a disposición de todos los padres de los participantes del Título 1, Parte A niños, previa solicitud, el 30/11/24 o antes. Estará disponible para la comunidad local el 30/11/24 o antes. Las Pautas estarán en un formato comprensible y uniforme y, en la medida de lo posible, se proporcionarán a los padres en un idioma que los padres puedan entender.

Nancy Dalton

Nancy M. Dalton, directora

16/10/24

Fecha