

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Prisk 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

SBAC ELA All: 77.4% met/exceeded, down from 78.4% in 2023 and 80% in 2022
Hispanic: 75%, down from 79% in 2023 and up from 76% in 2022
AA: 48%, same as 2023 and down from 69% in 2022
SPED: 58%, down from 64% in 2023 and 68% in 2022
SBAC ELA grade 3: 77%, up 2 percent from 2023
SBAC ELA grade 4: 77%, up 3 percent from 2023
SBAC ELA grade 5: 78%, down 8 percent from 2023
iReady ELA Placement Change Data D1-3
Total Early On + Mid/Above: 85%
Reading At/Above, stayed At/Above: 168 students (100% stayed)
Reading Below moved to At/Above: 153 Students (70%, 107 Students moved at/above).
Reading Below, made positive placement change: 80%
FRSA Overall: 80% K-2 students proficient on the FRSA in 2024, down from 85% in 2023

SBAC ELA

All: 77.4% met/exceeded, down from 78.4% in 2023 and 80% in 2022

Hispanic: 75%, down from 79% in 2023 and up from 76% in 2022

AA: 48%, same as 2023 and down from 69% in 2022

SPED: 58%, down from 64% in 2023 and 68% in 2022

SBAC ELA grade 3: 77%, up 2 percent from 2023

SBAC ELA grade 4: 77%, up 3 percent from 2023

SBAC ELA grade 5: 78%, down 8 percent from 2023

iReady

ELA Placement Change Data D1-3

Total Early On + Mid/Above: 85%

Reading At/Above, stayed At/Above: 168 students (100% stayed)

Reading Below moved to At/Above: 153 Students (70%, 107 Students moved at/above).

Reading Below, made positive placement change: 80%

FRSA

Overall: 80% K-2 students proficient on the FRSA in 2024, down from 85% in 2023

ELA Goals

Overall goal: 83% of students in grades 3-5 will score met/exceeded on SBAC, up from 78%

Action Plan Summary:

- Targeted classroom support from IIC & ELA Lead
- PDSA process targeting students who have not met or are nearly met on SBAC and/or iReady
- SGI targeting students who have not met or are nearly met on SBAC and/or iReady

Progress Monitoring

iReady, Unit exam data, classroom visits, SBAC Interim data, one-on-one visits going over the PDSA

AA: 57% of AA students will score met/exceeded on SBAC, up from 47%
All: 50% of 4-5 students who were not-met/nearly met will meet their accelerated growth target, up from 33% in 2024
AA: 60% will meet their growth target, up from 50%
EL: 50% will exceed their growth target, up from 40%
EL: 44% will score met/exceeded on SBAC, up from 14%
85% of K-2 students will be proficient on the FRS and Fluency assessment, up from 80%
AA: 100% of K-2 students will be proficient in June, maintained from 100%
EL: 50% of K-2 ELs will be proficient on the FRSA, up from 29%

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall: 74% overall, up from 71.2% in 2023
Hispanic: 69%, up from 64% in 2023
AA: 52%, down from 57% in 2023
SpED: 49%, down from 57% in 2023
Grade 3: 74%, up from 73% in 2023
Grade 4: 74%, down from 76.6% in 2023
Grade 5: 73%, up from 63.7% in 2023

Math Goals

All: 79% will score met/exceeded on SBAC, up from 74%AA: 72% will score met/exceeded on SBAC, up from 62%EL: 53% will score met/exceeded on SBAC Math, up from 43%50% of 4-5 students who were not met/nearly met will meet their accelerated growth target in June 2025, up from 34% in 2024AA: 60% will meet their growth target, up from 50%EL: 50% will meet their growth target, up from 67%.

Action Plan Summary:

- Weekly classroom co-teaching support in math from IIC
- PDSA process targeting students who have not met or are nearly met on SBAC and/or iReady
- SGI targeting students who have not met or are nearly met on SBAC and/or iReady

Progress Monitoring

iReady, Unit exam data, classroom visits, SBAC Interim data, one-on-one visits going over the PDSA

AA: 57% of AA students will score met/exceeded on SBAC, up from 47%All: 50% of 4-5 students who were not-met/nearly met will meet their accelerated growth target, up from 33% in 2024AA: 60% will meet their growth target, up from 50%EL: 50% will exceed their growth target, up from 40%EL: 44% will score met/exceeded on SBAC, up from 14%85% of K-2 students will be proficient on the FRS and Fluency assessment, up from 80%AA: 100% of K-2 students will be proficient in June, maintained from 100%EL: 50% of K-2 ELs will be proficient on the FRSA, up from 29%

Comprehensive Needs Assessment: English Learners

English Learner Findings

14% scored met/exceeded on SBAC in 2024 in ELA, 29% proficient on the FRSA, 43% scored met/exceeded in math

English Learner Goals

Literacy EL: 50% of K-2 ELs will be proficient on the FRSA, up from 29% EL: 44% will score met/exceeded on SBAC ELA, up from 14% EL: 50% of Grade 4 & 5 students will exceed their SBAC ELA growth target, up from 40% Math EL: 53% will score met/exceeded on SBAC Math, up from 43% EL: 50% will meet their growth target, up from 67%

Action Plan Summary:

- Targeted ELA Support from IIC and ELA Lead
- PDSA process targeting students who have not met or are nearly met on SBAC and/or iReady
- SGI targeting students who have not met or are nearly met on SBAC and/or iReady

Progress Monitoring

iReady, Unit exam data, classroom visits, SBAC Interim data, one-on-one visits going over the PDSA

AA: 57% of AA students will score met/exceeded on SBAC, up from 47% All: 50% of 4-5 students who were not-met/nearly met will meet their accelerated growth target, up from 33% in 2024 AA: 60% will meet their growth target, up from 50% EL: 50% will exceed their growth target, up from 40% EL: 44% will score met/exceeded on SBAC, up from 14% 85% of K-2 students will be proficient on the FRS and Fluency assessment, up from 80% AA: 100% of K-2 students will be proficient in June, maintained from 100% EL: 50% of K-2 ELs will be proficient on the FRSA, up from 29%

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey Spring 2024: Identity: 88% favorable, +6 over all elementary schools, and +4 over winter survey Agency: 83%, +2 over all elementary schools, and -2 from winter survey Belonging: 83%, +4 over all elementary schools, and +2 from winter survey Core Survey Knowledge and Fairness of Discipline, Rules, & Norms: 87%, up 10 from 2023 Climate of Support for Academic Learning, 79%, 0% change Sense of Belonging, 78%, up 2% from 2023 Safe & Civil, 78%, up 2% from 2023 Safety, 72%, down 1% from 2023 SEL Survey Relationship Skills, 83%, up 2% from 2023 Growth Mindset, 81%, up 1% from 2023 Responsible Decision-Making, 81%, down 2% from 2023 Self-Management, 81%, up 2% from 2023 Social Awareness, 76%, up 2% from 2023 Self-Efficacy, 71%, 0% change from 2023 Self-Awareness (pilot), 63%

Culture/Climate Goals

Students at Prisk will report an increase of five percent in sense of safety, identity, agency, and belonging, as measured by the Core, Pulse Surveys, and student focus groups by June of 2025. EL will increase knowledge of rules to 87%, from 75% AA will maintain knowledge of rules at 93% (same as 2023). Asian students will increase knowledge of rules to 87%, up from 78% EL increase sense of safety to 77%, from 60%, from 76% AA will increase to 77%, from 70% Asian will maintain 77%, currently at 77% Hispanic will increase to 77%, from 74% Two or more races will increase to 77%, from 67%.

Students with disabilities will report an increase of five percent in sense of safety, up from 77 percent, agency, up from 83 percent, belonging, up from 80 percent, and identity, up from 84 percent.

Action Plan Summary:

- Targeted support of Students with Disabilities from support providers, staff, and teachers
- PDSA process supporting all students, including those with disabilities
- Classroom presentations and school-wide assemblies on expectations, anti-bullying, social skills
- FRC support for students in need of additional help

Progress Monitoring

Pulse Survey results, Core Survey Results, focus group interviews, a, one-on-one visits going over the PDSA

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) SBAC ELA: Students in grades 3-5 will collectively be ranked in the top 5 of all LBUSD elementary schools and/or meet or exceed the	Goal Partially or Not Met	After-school tutoring Small Group Instruction PE Support with recreational aides IIC (support of SGI) Schedules built for collaboration -	Small Group Instruction PE Support with recreational aides IIC support small group, co-planning and co-teaching with targeted support of students in grades 3-5

<p>previous year's rank on the SBAC ELA exam. Students in the Hispanic subgroup will remain in the top 5. Students in the SpEd (RSP/Speech) subgroup will remain in the top 5. Students in the AA subgroup will move into the top 5 and we will lessen the achievement gap to within 10% for AA students and our total school population.</p> <p>FRSA: Ninety percent (90%) of students in grades K-2 will meet/exceed grade-level expectations on the FRSA by June 2024.</p> <p>i-Ready: Students achieving at or above grade level in ELA at the beginning of the school year will continue to be at or above grade level by June 2024. Students achieving below grade level in ELA at the beginning of the school year will make more than 1-year's growth by June 2024. All EL students will exceed 1-year's growth (i-Ready) and increase their overall ELPAC proficiency by at least one level.</p>	<p>strategic scheduling: Science & VAPA Core Quality Instruction Veteran staff VIP support Grade level co-planning</p>	<p>Schedules built for collaboration Core Quality Instruction Veteran Staff VIP Grade level co-planning</p>
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<p>Math</p>	<p>1) SBAC Math: Students in grades 3-5 will collectively be ranked in the top 5 of all LBUSD elementary schools and/or meet or exceed the previous year's rank on the SBAC Math exam. Students in the Hispanic subgroup will remain in the top 5. Students in the SpEd (RSP/Speech) subgroup will remain in the top 5. Students in the AA subgroup will remain in the top 5 and we will lessen the achievement gap to within 10% for AA students and our total school population. Other??</p> <p>Math Facts: All students will meet (3) or exceed (4) grade-level standards for math facts by June 2024.</p> <p>i-Ready: Students achieving at or above grade level in Math at the beginning of the school year will continue to be at or above grade level by June 2024. Students achieving below grade level in Math at the beginning of the school year will make more than 1-year's growth by June</p>	<p>Goal Partially or Not Met</p>	<p>Grade level co-planning (release days) After-school tutoring Small Group Instruction PE Support with recreational aides IIC (support of SGI) Schedules built for collaboration - strategic scheduling: Science & VAPA Core Quality Instruction Veteran staff VIP support Math Facts Clinic</p>	<p>Grade level co-planning (release days) Small Group Instruction PE Support with recreational aides IIC (support of SGI) Schedules built for collaboration - strategic scheduling: Science & VAPA Core Quality Instruction Veteran staff VIP support</p>
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	2024. All EL students will exceed 1 year's growth			
English Learner	1) EL Subgroup: ELA (i-Ready): All EL students will exceed 1 year's growth Math (i-Ready): All EL students will exceed 1 year's growth ELPAC: All EL students will increase their overall ELPAC proficiency by at least one level.	Goal Partially or Not Met	Teachers who had ELs last year: SGI, After school after school tutoring PE Support with recreational aides IIC (support of SGI) Core Quality Instruction Veteran staff VIP support Co-planning (release times)	Specific ELD training at grade levels - Core Quality Instruction-aligned Teachers who had ELs last year: SGI, After school after school tutoring PE Support with recreational aides IIC (support of SGI) Core Quality Instruction Veteran staff VIP support Co-planning (release times)
Culture/Climate	1) SEL Measures Goal: Positive student responses on each SEL competency as measured by the CORE survey will remain in the top quintile of all Core Survey schools. Culture/Climate Measures Goal: Positive student responses for ALL measures of school culture/climate on the CORE survey will improve to the top quintile of all Core Survey schools.	Goal Partially or Not Met	Expectations Assemblies Harmony (introduced) Teachers with SEL plans and activities Behavior Plan - i.e. Think Sheets (prior to the office) Best Buddies (Grade 5) Identity, agency, belonging lessons in the classroom Anti-Bulling and Wellness Lessons with the Counselor	Family Resource Center (FRC) Harmony (introduced) Teachers with SEL plans and activities Behavior Plan - i.e. Think Sheets (prior to the office) Best Buddies (Grade 5) Identity, agency, belonging lessons in the classroom Anti-Bulling and Wellness Lessons with the Counselor

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. One recreation aide will support culture/climate, cross-classroom student and teacher collaboration, safety, and class size reduction through a specially designed PE program structure (approximately 11.25 hours per week). (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To facilitate release time and/or additional hourly compensation for collaborative planning, data analysis, professional development and observations which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams, integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision, and/or ensuring a positive and safe school climate for students and staff. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
To fund the cost of professional development conferences (registration and associated costs) to enhance collaborative planning, data analysis, interventions, and enhancements to the core curriculum which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams in addition to integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials, supplies, and compensation for implementation of district and site needs in the areas of instruction, intervention, enrichment, SEL programs, classroom/school operation and management needs. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to	Students will participate in frequent and multiple	Wonders / Maravillas (Dual Immersion) and

<p>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 Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching 	<p>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) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>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>
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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
Safety, Civility, SEL, Physical Education, Intervention Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 50, Core Curriculum 40	Recreation aide support will be provided for culture/climate, cross-classroom student and teacher collaboration, safety, and class size reduction through a specially designed PE program structure (approximately 11.25 hours per week).	All Students	LCFF \$7,690 Hourly - Recreation Aide (1) for 390 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Principal	ELA Assessments Math Assessments Pulse Survey Core Survey Discipline/Suspension Rates Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 50, Core Curriculum 40

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
TK-K Kindergarten orientation offered to students. The event brings teachers, parents, and students together to go over curriculum and tour school facilities.	Middle school choice counseling offered during the school year to individual students and to classes.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Adaptive Materials Materials, Supplies, Equipment for RTI Implementation PE Equipment Playground Equipment & Supplies Furniture Additional Hourly Compensation Classroom and Office Materials Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 20, SEL Survey 20, Core Curriculum 30, Basic Services 20	Materials, supplies, and compensation for implementation, organization, management, and operations of district and site needs in the areas of instruction, intervention, enrichment, SEL programs, classroom materials, office support and materials, and other school operations.	LCFF \$4,000 Materials - LCFF 100% Services - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Principal, Teachers, Support Staff, Office Staff, Specialists, Counselor	Classroom Observations Common Area Observations RTI and PDSA Conferences District Assessment Scores State Assessment Scores
LCFF Rec=Meal Time/Mid-Day Recess-7 Rec Aides x 1.5 hrs daily, 2 Subs Ad'tl x 1hr daily (\$5k under) ELOP: Not in CIE Plan-Before Sch-3 Rec Aides x 1 hr per day, After Sch- 3 Aides x 30-min (Th - 1 hr) = \$17,747 *TK/K Outdoor-1 Rec Aide x 1 hr, 2 Rec Aides x 0.5 hrs=\$10,648 (Total \$28,395)(\$5k Over) Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, SEL Survey 40	Recreation aides will support student safety, civility, and positive behavior in the school learning environment by supervising common areas during lunchtime and before and after school.	LCFF Rec \$44,366 Hourly - Recreation Aide (7) for 270 hours annually - LCFF Rec 100% Hourly - Recreation Aide (2) for 180 hours annually - LCFF Rec 100%	07/01/2024 - 06/30/2025 Daily	Principal	Core Survey Results

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
In order to participate in professional development opportunities, funding is needed to compensate staff members (as listed in Person(s) Responsible) for additional time and/or pay for substitutes to cover their classes or campus responsibilities. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20	To facilitate release time and/or additional hourly compensation for collaborative planning, data analysis, professional development and observations which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams, integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision, and/or ensuring a positive and safe school climate for students and staff.	LCFF \$9,742 Substitute teacher full day (18) for 2 days - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Teachers, Administrators, TOSAs, Recreation Staff, Office Staff, Support Staff, LBUSD OCIPD Personnel, and Professional Organizations.	PDSA Cycle CIV Feedback Exit Surveys ILT Meetings ILT led PD ILT Plan and Goals Release Day Agenda(s) and Minutes Observation Feedback Safe & Civil Schools Data and Reports

<p>In order to participate in professional development opportunities, funding is needed to cover the cost of conference registrations and other costs associated with conference attendance. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 30, SEL Survey 20, Other 10</p>	<p>To fund the cost of professional development conferences (registration) or fund the use of expert presenters to enhance collaborative planning, data analysis, interventions, and enhancements to the core curriculum which support Prisk's schoolwide goal of increasing the percentage of students who meet or exceed the standards on district and state exams in addition to integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program aligned to Prisk's school vision.</p>	<p>LCFF \$600 Services - LCFF 100%</p>	<p>07/01/2024 - 06/30/2025 Semester</p>	<p>Teachers K-5, LBUSD OCIPD personnel, professional organizations</p>	<p>PDSA Cycle CIV Feedback Exit Surveys ILT Meetings ILT led PD ILT Plan and Goals Release Day Agenda(s) and Minutes Observation Feedback</p>
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Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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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	20860

* 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	Katie Hickox	09-18-2026
Staff	Classroom Teacher	Jennifer Chu	06-18-2025
Staff	Classroom Teacher	Dianna Red Eagle	09-18-2026
Staff	Classroom Teacher	Lisa Ruggiero	09-18-2026
Staff	Other School Personnel	David Macander	06-18-2025
Community	Parent/Community Member	████████ Morales	06-18-2025
Community	Parent/Community Member	██████ Guardabascio	06-18-2025
Community	Parent/Community Member	████████ Sobremesana	06-18-2025
Community	Parent/Community Member	██████ Houser	09-18-2026
Community	Parent/Community Member	██████ Valencia	09-18-2026

English Learner Advisory Committee Membership

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

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

Name	Representing
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ELAC Recommendations

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

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

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 09/18/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2024
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:10/09/2024
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: _____



Prisk Elementary School

School-Home Compact 2024-2025

Revised by Prisk School Site Council
10/9/24

As a school, we will:

- ❖ Teach the district-approved curriculum including the California Common State Standards (CCSS) and Social-Emotional Learning (SEL) curriculum.
- ❖ Strive to address the **individual needs** of each student.
- ❖ Communicate with parents regarding your student's progress.
- ❖ Create a welcoming, positive, and inclusive environment for all children and families.
- ❖ Work with parents to create a life-long love of learning for your child.
- ❖ Promote good problem-solving skills by teaching students the "[Problem-Solving Wheel](#)."
- ❖ Offer parent/guardian workshops & support parent involvement with school activities.
- ❖ Promote a positive growth mindset for **all students**.
- ❖ Provide high-quality instruction in a healthy, safe, and **equitable learning environment**.
- ❖ Foster a sense of belonging for all students by connecting a **diverse and global perspective of the world** with the academic and social-emotional learning curriculum.
- ❖ Teach students skills for how to be **encouraging and supportive** of others.
- ❖ Provide equitable access for students with disabilities.
- ❖ Address issues of equity and social justice through restorative practices (develop empathy for how others feel and strive to repair relationships when others are hurt by our actions).
- ❖ Provide professional development for teachers and staff on equity and cultural competence.
- ❖ Foster inclusivity of individuals by providing lessons for students on skills on how to be encouraging and supportive to everyone.

Teacher's Signature

As a parent/guardian, I will:

- ❖ Make sure my child attends school daily, on time, and avoids leaving early.
- ❖ Review all school communication and return requested documents.
- ❖ Make an effort to attend Back to School Night, Open House, Parent-Teacher Conferences, school-offered parent/guardian workshops, and other activities.
- ❖ Take part in opportunities to volunteer on or off-campus when/if possible.
- ❖ Encourage my child to read daily and to provide an example myself by reading.
- ❖ Keep communication open from home to school regarding matters that may impact my child.
- ❖ Encourage good study habits using a positive growth mindset.
- ❖ Strive to make sure my child gets adequate sleep and breakfast; ask for support if needed.
- ❖ Support the school and district's homework, discipline, attendance, and dress code policies
- ❖ Promote the use of the school's "[Problem-Solving Wheel](#)" strategies at home
- ❖ Allow for authentic learning and academic perseverance.
- ❖ Limit TV watching and multimedia use.
- ❖ Support my child's social-emotional development, and advocate for policies and practices that promote mental health and well-being for all students.
- ❖ Strive to create an inclusive and welcoming home environment that promotes diversity, equity, and inclusion.
- ❖ Discuss how to be considerate of other cultures, languages, abilities, and families that may be different from our own.

Parent/Guardian's Signature

As a student, I will:

- ❖ Make sure I attend school daily.
- ❖ Arrive to class prepared and on time each day; ask for help if I need it.
- ❖ Return completed homework on time.
- ❖ Follow Prisk's Guidelines for Success and be responsible for my own behavior.
- ❖ Work as hard as I can on all my school assignments and ask questions when I need help.
- ❖ Be respectful and use kind language to all adults, adult helpers, and students on campus.
- ❖ Use the "[Problem-Solving Wheel](#)" to help solve problems and communicate issues.
- ❖ Discuss with my parents what I am learning in school.
- ❖ Prioritize the importance of reading nightly
- ❖ Encourage a **culture of support** instead of criticism. Take care of my body and mind, and ask for help when needed because everyone deserves to be healthy and happy.
- ❖ Help take care of the Earth and make it a better place because everyone deserves to live in a healthy environment.
- ❖ Be creative and open to new ideas because everyone has something important to contribute.
- ❖ Be kind to students from all backgrounds.

Student's Signature



STATE & FEDERAL
PROGRAMS
Long Beach Unified School District



Prisk Elementary School Family Involvement Guidelines *(Approved 10-9-24)* For Non-Title I Schools

Prisk Elementary School 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, Prisk will:

- 1. Provide resources and support** to families to create home environments that support their children's academic efforts and their development as responsible members of society.
e.g.: District Parent Center training offerings, site parent education training, individual classroom training based on need, and consider developing a Parent Educational Library with resources that can be checked out.
- 2. Share with families** how 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.
e.g.: Information is disseminated to parents at parent conferences, Back to School Night, Open House, in the Prisk Newsletter, during Student Study Team (SST) meetings, during Individual Educational Plan (IEP) meetings, during 504 plan conferences through e-mail communications, and on the Prisk website.
- 3. Provide consistent and effective** two-way communication between the home and school so that families are aware of when and how they can support their children with classroom learning activities.
e.g.: Information is disseminated through Backpack Mail, e-mail communications, School Messenger notifications, progress reports, an open-door policy with administration, and parent conferences.
- 4. Provide training** for staff that emphasizes effective and culturally sensitive communication with the home, including support for communicating with non-English speaking families and how to provide opportunities for families to assist in the instructional process both at school and at home.
e.g.: Staff development survey based on grade level, school-wide and personal needs. Site/District personnel are used to assist with translations. Translators are invited to attend meetings to help facilitate 2-way communication.
- 5. Encourage families** to be active members of the school community by serving as volunteers in the schools, attending student performances and school meetings, and participating in site councils, advisory councils, and other activities in which they may take part in governance, advisory, and advocacy roles.
e.g.: Registering parents as VIPs to assist in the classroom and attend field trips, inviting parents to serve on various councils such as SSC, ELAC (if applicable), and district committees... Providing multiple opportunities for parents to participate in before, during, and after school activities such as PTA/Foundation-sponsored events, VIPS appreciation, school-wide community events, Pumpkin Palooza, Read-In Week, Marathon Mile, etc. Encourage 100% participation at Back to School Night, parent conferences, and Open House.

6. **Include families** of English Language Learners in the development, implementation, and evaluation of academic programs and funding through participation in the English Learner Advisory Committee (ELAC). Collaborate with families and provide resources to assist their children to achieve English proficiency.
e.g.: Forming an ELAC to advise and make recommendations regarding programs offered for our ELL students. Provide resources and parent training opportunities for parents/guardians.
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. **Applicable for your school if 15 percent or more of the student population speaks a single primary language other than English.**

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

Prisk Elementary School’s Family Involvement Guidelines have been developed jointly with and agreed upon by, families at the school. The Guidelines were adopted by the site’s School Site Council members on **10/9/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 9/30/25. **Prisk**, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Katie Hickox
Signature of Principal

10/9/24
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 7/2017