

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Gant 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

ELA Finding 24/25 (from 23/24 test scores)

19% of 3rd-5th were Not Met/Nearly Met on SBAC ELA. 81% were Met/Exceeded as compared to 20% that were Not Met/Nearly Met and 20% were Met/Exceeded from 22/32. Gain of 1% point overall 3-5

Grade Level Data:

3rd : 17% Not Met /Nearly Met and 83% Met /Exceeded on SBAC ELA compared to 25% Not Met / Nearly Met and 75% Met/ Exceeded from 22/23(+8)

4th: 22% Not Met/ Nearly Met and 78% Met / Exceeded on SBAC ELA compared to 23% Not Met/Nearly Met and 77% Met/ Exceeded from 22/23 (+1)

5th: 20% Not Met / Nearly Met and 80% Met / Exceeded on SBAC ELA compared to 14% Not Met / Nearly Met and 86% Met / Exceeded from 22/23 (-6)

Kinder-2nd Grade FRSA Overall End of Year Data from end for 23/24

Kinder: 17% Off Track and 83 % ON Track as compared to 43% Off Track and 56% On Track in 22/23 (+ 27)

1st: 31% Off Track and 69 % ON Track as compared to 26% Off Track and 73% On Track in 22/23 (-3)

2nd: 27% Off Track and 73 % ON Track as compared to 25% Off Track and 74% On Track in 22/23 (-1)

ELA Goals

Goals:

84% (+3 from 23/24) of 3-5 students will score meet or exceed on SBAC in 24/25.

92% of Kinder-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025 up 4% from 88% in 23/24

Action Plan:

This year we our IIC, lit. lead and math lead are working together to build capacity in teachers to enhance QCI learning strengthen Tier 1 instruction. Our K-2 teachers are continuing to implementing strategies learned in the Getting Reading Right training focusing on systematic phonics instruction, specifically DDR. 3-5 is focused on mathematics instruction.

Progress Monitoring:

Progress will be monitored regularly during teacher planning and collaboration meetings using multiple measures such as FRSA, i-ready, unit tests, fluency and other formal and informal assessments.

Comprehensive Needs Assessment: Mathematics

Math Findings

Math Findings 24/25 (from 23/24 test scores)

19% of 3-5 were Not Met/Nearly Met and 81% were Met/Exceeded as compared to 22/23 were 24% of 3-5 were Not Met/Nearly Met and 76% were Met/Exceeded OVERALL- we gained 5% in math.

Grade Level Data:

3rd : 11% Not Met/Nearly met and 89% Met/Exceeded as compared to 22/23 where 21% were Not Met/Nearly Met and 79% were Met/Exceeded- there was an overall 10% GROWTH

4th: 23% Not Met/Nearly Met and 77% Met/Exceeded as compared to 22/23 were 30% were Not Met/Nearly Met and 70% were Met/Exceeded there was an overall 7% GROWTH

5th: 23% Not Met/Nearly Met and 77% Met/Exceeded as compared to 22/23 were 23% Not Met/Nearly Met and 77% Met/Exceeded there was an overall 0% GROWTH OR DROP

Math Goals

Math 84% (+3) of 3-5 students will score Met/Exceeded on SBAC 24/25.

Math 70% of 1st-5th grade students will meet or exceed the annual typical growth goal for Math i-Ready by the end of the year.

This year our 3-5 teachers are focusing on culturally relevant and responsive mathematical inquire to build problem solving and conceptual understanding of mathematical principles.

Progress will be monitored regularly during teacher planning and collaboration meetings.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Our EL students are not performing well in comparison to other subgroups. On SBAC 11 students tested who were EL's. 33% Met/Exceeded on ELA and 22% Met/Exceeded on Math.

Our numbers are too low to give us EL information for Pulse or Core.

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Our numbers are too low to give us EL information for Pulse or Core.

English Learner Goals

Gant's EL students sense of identity, agency and belonging will increase based on the implementation of transformative social-emotional learning and targeted support to increase RFEP rates.

Teachers will utilize the Ellevation platform and teach integrated and designated ELD to their ELD students to aid in their acquisition of the English Language.

All teachers will participate in QCI training focused on ELD and educating English learners.

When possible, and if available, we will provide primary language support to our EL students.

There will be on-going professional development to review the Ellevation resources to meet the needs of our EL students.

Progress will be monitored through the Ellevation platform and teachers will collaborate to discuss student needs and best practices.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

In the 23/24 school year we focused efforts on sense of belonging and saw an increase from 72% to 77% on the CORE survey. We continued to focus on that through SEL work and on the the Core Survey for Spring of 24 Sense of Belonging stayed at 77%. For the 23/24 School year of main focus was Knowledge and Fairness of Discipline Rules and Norms. This goal was chosen because in 22/23 our Core Survey in that area was 79% we ended spring 24 with a 4 point gain at 81%. Thus meeting our goal of 80%. Our Pulse surveys were strong across the board and grew each time, ending the year with belonging at 87% and a 5 point gain from winter, Identity at 87% a 2 point gain from winter and Agency held the same at 84%. We will continue with the student council activities, SEL lessons, behavior assemblies, and work to keep the momentum and add additional assemblies and activities to help keep students feeling a sense of togetherness while we are on two campuses for renovation.

Culture/Climate Goals

80% of students will report that Gant Elementary is a site that offers a Climate in Support of Learning measured on the CORE survey. Gaining 3 points from 77 % on the 23/24 CORE survey

Staff and students will openly discuss ways to work together to support learning as defined by the CORE survey definition: Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.

Progress will be monitored through the Pulse and Core surveys and teachers will regularly collaborate around student need, survey results, and best practices.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) 82% (+3 from 22/23) of 3-5 students will meet or exceed the annual typical growth goal ELA by the end of the year (SBAC) 83% of 1-5 grade students will meet or exceed annual typical growth on i-Ready D3 ELA. This year we are implementing more push-in support from our IIC and TOSA to enhance Tier 1 instruction and work to implement practices and analyze data in support of goal attainment. Our K-2 teachers are implementing strategies learned in the Getting Reading Right training focusing on systematic phonics instruction.</p> <p>Progress will be monitored regularly during teacher planning and collaboration meetings.</p>	Goal Partially or Not Met	<p>81% of 1-5th grade students scored on or above grade level on i-Ready D3. (An issue with goals for ELA and Math is the wording, we said meeting annual typical growth, when in fact we are looking at overall "met/exceeded rates" In the 23/24 school our TK-2 was on the science of reading and teachers were learning new strategies. 3-5 teachers focused on learning math strategies.</p>	<p>This year we no longer have a TOSA teacher to help provided small group pull out for students scoring 2 or more grade levels below. Teachers are working hard to provide Tier 1 support and targeted small group instruction in class to meet the needs of their students. We are focusing on differentiation and utilizing data to support student needs. Our IIC is supporting teachers in as an instructional coach and thought partner, helping to support student success in all areas. We have a Lit. Lead assisting with PD and coaching as well. In keeping with our Theory of Action, we are utilizing data from assessments and formative assessment to strengthen classroom small group instruction.</p>

<p>Math</p>	<p>1) Math 82% of 3rd-5th grade students will meet or exceed the annual typical growth goal for Math SBAC by the end of the year. Math 70% of 1st-5th grade students will meet or exceed the annual typical growth goal for Math i-Ready by the end of the year.</p> <p>This year our 3-5 teachers are focusing on culturally relevant and responsive mathematical inquire to build problem solving and conceptual understanding of mathematical principles. Progress will be monitored regularly during teacher planning and collaboration meetings.</p>	<p>Goal Partially or Not Met</p>	<p>81% of 3-5 grade students were met or exceeded on Math (SBAC), 1% short of our goal of 82% - however overall we gained 5% points 3-5 in SBAC math. 75 % of 1-5th grade students scored on or above grade level on i-Ready D3 (An issue with goals for ELA and Math is the wording, we said meeting annual typical growth, when in fact we are looking at overall "met/exceeded rates")</p>	<p>This year we are on two campuses for renovation. 3-5 is on Emerson's campus and we have a Math Lead (5th grade teacher) working with the IIC strengthening mathematical practices in the classroom and implementing what is being learned at QCI training. Additionally, we have 4 new teachers at our site in the 3-5 grade levels and the Math Lead and IIC are helping them acclimate to Gant's culture and elementary school (for those new to it). In keeping with our Theory of Action, we are utilizing data from assessments and formative assessment to strengthen classroom small group instruction.</p>
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English Learner	<p>1) Gant's EL students sense of identity, agency and belonging will increase based on the implementation of transformative social-emotional learning and targeted support to increase RFEP rates.</p> <p>Teachers will utilize the Ellevation platform and teach integrated and designated ELD to their ELD students to aid in their acquisition of the English Language.</p> <p>When possible, and if available, we will provide primary language support to our EL students.</p> <p>There will be on-going professional development to review the Ellevation resources to meet the needs of our EL students.</p> <p>Progress will be monitored through the Ellevation platform and teachers will collaborate to discuss student needs and best practices.</p>	Goal Met	<p>Our EL population in the 23/24 school year was too small to report out in district platforms, however our EL students in 3-5 did report increased identity, agency and belonging on the Pulse survey.</p> <p>Teachers utilized Ellevation to second language learners with ELD and newcomer EL's were offered one-on-one ELD with our IIC.</p>	<p>This year all teachers are being trained through QCI on how to teach ELD, designated and integrated to meet the needs of our EL students.</p> <p>We currently have 17 EL students, 5 of which are in our SUCCESS (Autism) classes. They speak 6 different languages. We have one LTEL who is a SUCCESS student who will be exempt from LTEL status next year.</p> <p>We will continue to utilize strategic class placement strategies so that teachers can effectively deliver ELD lessons and monitor EL progress.</p>
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Culture/Climate	<p>1) 80% of students will report that Gant Elementary Knowledge and Fairness of Discipline, Rules, and Norms will increase as measured on the CORE survey. *Gant students' sense of identity, agency and belonging will increase based on the implementation of transformative social emotional learning. For this year we will continue with the kindness work, student council activities, SEL lessons work to keep the momentum continue the positive trajectory in sense of belonging. Progress will be monitored through the Pulse and Core surveys and teachers will regularly collaborate around student need, survey results, and best practices.</p>	Goal Met	<p>81% of students reported favorably around Gant Elementary Knowledge and Fairness of Discipline, Rules and Norms . There was a 4 point gain in this area, meeting our goal. * Based on the survey from the previous year we saw a need and created Gant Playground Guidelines for Success. We rolled them out with assemblies, classroom visits and reminders, and messaging to families. Signage was created for the playground and all staff utilized the guidelines when dealing with student behavior issues.</p>	<p>This year our goal is that 80% of students will report that Gant Elementary is a site that offers a Climate in Support of Learning measured on the CORE survey. Gaining 3 points from 77 % on the 23/24 CORE survey Staff and students will openly discuss ways to work together to support learning as defined by the CORE survey definition: Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning. Progress will be monitored through the Pulse and Core surveys and teachers will regularly collaborate around student need, survey results, and best practices.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The recreational aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with students to help maintain a positive school climate. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
To promote the acquisition of English for our EL learners and help in making the subject matter more comprehensible . (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Substitute release days for the purpose of ensuring a positive educational experience for all students in the 4/5 combination class. (PD 1)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Roving substitute for the purpose of one on one data chats with principal and IIC to enhance instructional program and focus on most vulnerable students (PD 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> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p>

<p>Common Core aligned classroom instruction processes.</p> <ul style="list-style-type: none"> • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>(FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Students require basic instructional supplies to engage in learning activities throughout the year. Additionally, given the large amount of events and programs hosted on site we need additional custodial supplies to ensure the site is properly cleaned and supplied. Basic Services 100	Various instructional materials, supplies and custodial supplies	All Students	LCFF \$15,000 Materials - LCFF 100%	08/27/2024 - 06/15/2025 Semester	T.Hall	T. Hall Basic Services 100

<p>student safety positive school climate Culture-Climate Survey (Parent) 50, Basic Services 50</p>	<p>The recreational aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with students to help maintain a positive school climate.</p>	<p>All Students</p>	<p>LCFF Rec \$48,326 Recreation Leader .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100%</p>	<p>08/27/2024 - 06/12/2025 Daily</p>	<p>principal</p>	<p>The number of discipline incidents before school, during lunch, and after school will be used as a measure to monitor effectiveness. Culture-Climate Survey (Parent) 50, Basic Services 50</p>
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Parents are encouraged to attend Open House in the Spring. Our PTA in conjunction with the school, hosts many beginning of the year opening activities to welcome new families, such as the TK/Kinder Orientation and Park day and the whole school Welcome Back Family Night. Additionally, we gave multiple channels of communication for new families such as social media, school messenger, school flyers, and the weekly PTA email blast.	Parents of Grade 5 students are offered a parent information night to provide school of choice information as well as details on the Matriculation Process. Middle Schools also offer information via power point presentations and information nights at the individual schools. The Education Celebration offers parents the opportunity to look at information provided by all Middle and K - 8 Schools in one location.	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
Gant 4 & 5th grade students will participate in Fall and Spring Student Council. Helping to build student leadership skills as well as a sense of community.	weekly meetings Google surveys created by Mrs. Hall Canva videos created for schoolwide distribution	PTA	Sept-June	Principal	LBUSD Pulse Survey CORE Survey

<p>To ensure all students have consistent messaging, counselor will be delivering lessons to every class in the areas of: Consent Bullying Mental Health Sexual Harassment (4th and 5th only)</p>	<p>LBUSD provided materials</p>	<p>No additional cost</p>	<p>Sept- Jan.</p>	<p>Counselor</p>	<p>LBUSD Pulse Survey CORE survey</p>
<p>Gant's CORE survey given in March of 2023 indicated a drop from 80% to 77% in the area of "Climate of Support for Academic Learning. Noted drops were on the questions: "Do teachers go out of their way to help students?" and "Do adults at school encourage you to work hard at school so that you can be successful?"</p>	<p>Weekly Bulletin tips for relationship building with students monthly awards assemblies student council</p>	<p>No funding</p>	<p>Weekly and monthly throughout the year</p>	<p>Teachers/ Principal/counselor</p>	<p>LBUSD Pulse Survey Site Surveys Student Council polls</p>

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
Substitute coverage for 4/5 combination class Other 100	Substitute release days for the purpose of ensuring a positive educational experience for all students in the 4/5 combination class.	LCFF \$2,165 Substitute teacher full day (1) for 8 days - LCFF 100%	08/27/2023 - 06/13/2025 Semester	T. Hall/ J. Barragan	T. Hall
Each grade level will work in a collaborative manner to ensure effective alignment of standards with instructional practices through collaboration and looking at student work.	Grade level collaboration meetings to be scheduled for teams to analyze student work and inform instructional decisions. Agendas will include analysis of specific standards, looking at student work to ensure instructional alignment, collaboration on effective strategies/ideas, and/or development of instructional materials.	No funding necessary	Ongoing	Principal and classroom teachers	Teachers will determine an implementation plan and incorporate their grade level plan into monthly grade level meeting agendas.
Teachers need further support and time to focus on site goals of Small Group instruction, differentiation and equitable and inclusive practices.	Grade levels will collaborate to build knowledge and share successful teaching practices.	No funding necessary	Ongoing throughout the year via staff and grade level meetings	Principal, National Board Teachers and classroom teachers.	Teachers will determine an implementation plan and incorporate their grade level plan into monthly grade level meeting agendas.

Describe Teacher Involvement

Teacher involvement, feedback and voice is encouraged through the use of exit surveys, Google Forms, two way open communication and scheduled staff time. The needs of the teachers varies widely therefore survey feedback is critical to designing supports and involvement.

Gant School staff is included in the site-based decision making process in regards to the use of academic assessments, the achievement of individual students, and the overall program in the following ways:

* Teachers at each grade level meet collaboratively to bring coherence and consistency to the content and presentation of Common Core State Standards (CCSS). During grade level meetings, teachers share methods to integrate CCSS into Wonders & associated ancillary materials, Informational text, Response to Literature, and LBUUSD Performance Tasks. Teachers also analyze unit assessment data, FRSA data, i-Ready, and SBAC data in order to provide tiered support and intervention for students. Teachers in grades TK-5 will participate in training to become more adept at differentiation, rigor, GATE strategies, ELD, Small Group Instruction, and equitable and inclusive practices and culturally responsive teaching to accelerate learning.

* Staff participates in the site-based decision making process through the Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council meetings, with advisement from the English Language Advisory Committee (if and when we meet that threshold). The staff is encouraged to participate in decisions regarding the overall academic program.

* Staff participates in Parent/Teacher conferences (twice a year), the Student Study team process at the grade and site level to share data and collaborate instructional strategies. The staff regularly communicates with parents and caregivers via phone calls, emails and in person.

* Coordinating and integrating federal, state, and local funds/services:

Staff participates in the coordination and integration of the federal, state, and local funds/services process through Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council, with advisement from English Language Advisory Committee(ELAC when threshold is met).

* Teams participates in grade level and cross grade level classroom walk throughs, curriculum development, Student Support Team meetings, IEPs, and staff development workshops and student free days.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Allow for quick, efficient method of communicating with families regarding district and school-wide events, safety alerts, and meetings	School Messenger enables teachers, and district/school administrators to send emails, texts, or pre-recorded telephone messages to families in the languages chosen by the families.	no site cost	as needed	Teachers Administrators	Increase in communication between the school/district and parents
Additional help is needed for various educational activities.	VIPS	No cost	On-going	PTA support Parent/Guardian support	Teacher input VIP and Teacher survey-May 2023
Students with special needs and their families are welcomed and encouraged to be part of any and all of Gant's events. Additional consideration is taken to make events accessible to all.	Parent Nights/Special events are scheduled.	None at this time	ongoing	Classroom teachers, IBI personnel, office staff, PTA	Attendance

<p>PTA is the heart of Gant. Many of our supplemental programs are funded through PTA.</p>	<p>PTA board members will attend the PTA conference to support the different programs at Gant. They will attend workshops on finance, programming, bylaws, fundraising, etc to ensure we are following all of the correct procedures.</p>	<p>none</p>	<p>ongoing</p>	<p>PTA president</p>	<p>parent survey PTA audit</p>
<p>Parents/Guardians need multiple forms of electronic communication including Facebook, Instagram, Minnie Gant website, and Mrs. Hall's "Gant News" newsletter.</p>	<p>Flyers to be electronically added to sites Posts emails</p>	<p>parent involvement</p>	<p>weekly</p>	<p>Secretary, Principal. PTA president, webmaster</p>	<p>Tracking of use of materials and parent response to communications.</p>

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	27300

* 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	Tracy Hall	06-12-2026
Staff	Classroom Teacher	Cami Little	06-12-2025
Staff	Classroom Teacher	Lorine Hankinson	06-12-2025
Staff	Classroom Teacher	Lauren Martin	06-12-2026
Staff	Other School Personnel	Joan Russell	06-12-2026
Community	Parent/Community Member	████████ Brockington	06-12-2025
Community	Parent/Community Member	████████ Reniff	06-12-2025
Community	Parent/Community Member	████████ DeVore	06-12-2026
Community	Parent/Community Member	████████ Nguyen	06-12-2026
Community	Parent/Community Member	████████ Jiffry	06-12-2026

English Learner Advisory Committee Membership

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

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

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 10/31/2024
3. The SSC approved the **Parent Involvement Guidelines** on 11/20/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date: 11/20/2024

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



The staff and parents/guardians at Minnie Gant have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Minnie Gant agree to partner together to support student success.

THE SCHOOL

As a staff/teacher, I/we will...

- Provide a rigorous and challenging instructional program based upon the California Common Core State Standards for each grade level.
- Serve as positive role models for our students.
- Provide additional opportunities for learning, including but not limited to small group instruction, and tutoring.
- Involve parents/guardians in the governance of the school, and create a welcoming environment that values the diversity of the students and families we serve.
- Our school will keep parents informed of their child’s progress.

Teacher Signature _____

THE HOME

As a parent/guardian, I/we will...

- Send our children to school well-rested, appropriately dressed, and on time each day.
- We will provide a quiet place for children to study and complete work.
- We will encourage dialogue, reading, and sharing of daily learning with our students.
- We will attend all teacher-requested conferences to discuss the academic progress of our children and regularly check ParentVue.

Parent/Guardian Signature _____

THE STUDENT

As a student, I will...

- Come to school prepared to learn by being on time, rested, with my materials, and appropriately dressed.
- We will be responsible learners by paying attention in class, reading every day, and doing our best in school.
- We will strive to be active participants, hold a positive attitude, and be cooperative and engaged learners.
- We will interact with teachers, staff, and peers in a positive manner.

Student Signature _____

Minnie Gant Elementary

El personal y los padres de familia/tutores en Minnie Gant tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en Minnie Gant están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.



Gant Parent/Guardian Involvement Guidelines

Minnie Gant Elementary School 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. In order to engage parents/guardians positively in their children's education, Minnie Gant will:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities
4. Receive training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include parents/guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

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



Long Beach Unified School District
**STATE & FEDERAL
PROGRAMS**

ADOPTION

Gant'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 11/20/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/29/2024. Gant, when feasible, will provide a copy of these Guidelines to families in a language the family can understand. [REDACTED]

Signature of Principal

Date

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2023