

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Naples Elementary

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBSUSD'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

Based on 2023-24 iReady ELA data, 83% of students demonstrated proficiency by scoring early on or mid and above grade level. Based on 2023-24 SBAC ELA data, 84% of students overall met or exceeded proficiency of grade level standards. 95% of K-2 students demonstrated proficiency on the Foundational Reading Skills Assessment (FRSA).

ELA Goals

With Quality Tier 1 instructional practices and small group instruction, iReady ELA data will show 91% of students who are meeting grade level standards will meet their typical growth goal, and 76% of students performing below grade level will meet their stretch growth goal. By June 2025, Naples students will meet or exceed grade level standards at 87% as determined by SBAC and 95% of K-2 students will demonstrate proficiency on the FRSA. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis.

Comprehensive Needs Assessment: Mathematics

Math Findings

Based on 2023-24 iReady Math data, 71%of students met typical growth while 47% of students met their stretch growth goal. Based on 2023-24 SBAC Math data, 81% of students overall met or exceeded proficiency of grade level standards.

Math Goals

With Quality Tier 1 instructional practices and small group instruction, iReady Math data will show 80% of students demonstrating proficiency by scoring early on and mid and above grade level. By June 2025, Naples students will meet or exceed grade level standards at 85% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. Our goal is for students to demonstrate their understanding of math problems by accurately representing them using models. Informal data, collected through observations and student work samples, will provide evidence of their ability to translate mathematical concepts into visual or physical representations. This focus on modeling will support students' comprehension and problem-solving skills across various math topics.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Based on 2023-24 SBAC ELA and math data, 50% of EL + RFEP students met or exceeded proficiency of grade level standards. 2023-24 final iReady Diagnostics show 55% of our English Learners were at grade level in reading and 66% of English Learners were at grade level in math.

English Learner Goals

With Quality Tier 1 instructional practices and small group instruction, at least 85% of multilingual students will meet or exceed proficiency of ELA grade level standards and 85% will meet or exceed proficiency of math grade level standards. Progress monitoring and data review will be conducted regularly at staff planning and grade level meetings throughout the year to maintain reading scores and improve math scores. Use of ELD strategies, manipulative use, and small group instruction will support our multilingual students.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

2023-24 CORE Survey results and anecdotal data reveal that 74% of 4th and 5th grade students feel safe at school, which was a 2% increase from 2022-23. Fall 2024 Pulse Survey data reveals student identity fell by 1% to 88%. Agency, belonging, and identity fluctuate by 1% year after year so we will continue to incorporate these themes within our monthly traits.

Culture/Climate Goals

Naples students will create a safer environment for others specifically in the area of teasing and spreading rumors about one another. Creating an emotionally and physically safe learning environment is our primary goal through honoring the Peacebuilders Pledge, using restorative practices for conflicts, and through educational opportunities by our counselor, FRC team member, and classroom teachers. The staff at Naples will also work to increase student agency and student self advocacy. The goal for Naples 2024-25 CORE Survey is in the area of safety, 80% of 4th and 5th grade students will survey in the affirmative. Monitoring will occur through the use of Fall, Winter, and Spring Pulse Survey data, Annual CORE Survey data, Blue Slip individual awards, Blue Slip Classroom awards, anecdotal information gained through monthly character awards, and office referrals. Data will be collected from monthly meetings with the counselor and FRC counselor.

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) With Quality Tier 1 instructional practices and small group instruction, iReady ELA data will show 91% of students who are meeting grade level standards will meet their typical growth goal, and 76% of students performing below grade level will meet their stretch growth goal. By June 2024, Naples students will meet or exceed grade level standards at 90% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis.	Goal Partially or Not Met	<p>For SBAC - 74% of 3rd graders scored met or exceeded, 92% of 4th graders scored met or exceeded, and 83% of 5th graders scored met or exceeded.</p> <p>For iReady - 50% of students who were performing below grade level met their stretch growth goal and 72% of students met their typical growth goal.</p>	This year's SPSA modifications aim to boost literacy achievement in TK through 3rd grade by providing targeted support for teachers. All TK through 3rd grade teachers will engage in district and site training focused on enhancing phonemic awareness, vocabulary, fluency, and comprehension. Additionally, our Instruction and Intervention Coordinator (IIC) will deliver tier-one instructional support through co-teaching, co-planning, and other collaborative strategies. These efforts are expected to strengthen instructional practices and improve foundational literacy skills for early learners, positively impacting overall achievement.

Math	<p>1) With Quality Tier 1 instructional practices and small group instruction, iReady Math data will show 81% of students who are meeting grade level standards will meet their typical growth goal, and 57% of students performing below grade level will meet their stretch growth goal. By June 2024, Naples students will meet or exceed grade level standards at 85% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis.</p>	Goal Partially or Not Met	<p>For SBAC - 3rd grade scored an overall proficiency rate of 77%, 4th grade scored an overall proficiency rate of 91%, and 5th grade scored an overall proficiency rate of 71%.</p> <p>For iReady - 89% of 3rd-5th grade students scored early on and mid above grade level. 33% of students who were not met or nearly met showed accelerated growth.</p>	<p>This year's SPSA modifications focus on enhancing achievement in mathematics for 3rd through 5th grade students by strengthening teacher support and instructional quality. All 3rd through 5th grade teachers will participate in district and site training aimed at deepening students' conceptual understanding of math concepts. Additionally, our Instruction and Intervention Coordinator (IIC) will provide tier-one instructional support through co-teaching, co-planning, and other collaborative strategies. These combined efforts are expected to build teacher capacity, improve instructional effectiveness, and ultimately raise student achievement in math.</p>
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English Learner	1) With Quality Tier 1 instructional practices and small group instruction, at least 85% of multilingual students will meet or exceed proficiency of ELA grade level standards and 85% will meet or exceed proficiency of math grade level standards. Progress monitoring and data review will be conducted regularly at staff planning and grade level meetings throughout the year to maintain reading scores and improve math scores. Use of ELD strategies, manipulative use, and small group instruction will support our multilingual students.	Goal Partially or Not Met	<p>For SBAC ELA - 50% 3rd through 5th grade EL students scored met or exceeded. This was a 0% change from 22-23 school year.</p> <p>For SBAC Math - 50% 3rd through 5th grade EL students scored met or exceeded. This was a 0% change from 22-23 school year.</p>	This year's SPSA modifications are designed to improve English learner achievement by enhancing instructional strategies tailored to language proficiency levels. Teachers will provide designated English Language Development (ELD) sessions, focusing on language skills critical to academic success. Additionally, scaffolded instructional practices, including vocabulary previewing, will support comprehension and engagement with content. These targeted approaches aim to accelerate English learners' language acquisition and overall academic achievement.
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Culture/Climate	1) Naples students will create a safer environment for others specifically in the area of teasing and pushing one another. Creating an emotionally and physically safe learning environment is our primary goal through honoring the Peacebuilders Pledge, using restorative practices for conflicts, and through educational opportunities by our SEL facilitator, counselor, psychologist, and classroom teachers. The staff at Naples will also work to increase student agency and student self advocacy.	Goal Met	According to the 23-24 CORE Survey responses, we saw a 10% favorable increase in student feeling of safety.	While we saw a tremendous increase in sense of safety, we will continue to implement policies and procedures to ensure continued growth in that specific area.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
On-site tutoring for students reading below grade level in grades 1st and 2nd (IN 2)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Community STEM Night - offering science, robotics, engineering opportunities to students and their families through demonstrations and hands-on activities. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Internal Learning Walk (ILW) opportunity for peer observation in areas of daily decoding routine implementation, math instructional practices, and tier one instruction for students with disabilities. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Skydome Planetary Rental for STEM Night - Friday, 10/13/23 (SM 1)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Helping Hands Coffee - STEM Night workshop with (2) rotations (SM 2)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Prehistoric Pets - STEM Night workshop with (2) rotations (SM 3)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
ST Math Brag Tags for TK-5 students (SM 4)	(Does not apply to this goal)	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 	<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>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>vocabulary with intensity.</p> <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 and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>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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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
math fact fluency practice Core Curriculum 100	Order of class sets of addition and subtraction math fact workbooks for primary classrooms and multiplication and division math fact workbooks for upper elementary classes.	All Students, Identified At-Risk Students	LCFF \$860 Materials - LCFF 100%	08/31/2024 - 06/20/2025 Annually	Classroom teachers	math common assessments Core Curriculum 100
Recreation staff will monitor safe student play and prevention conflict occurring in common areas. They are also responsible for maintaining the safety of the closed campus by re-routing adults to the main office at gate entrances and exits. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Recreation staff will support common areas with supervision and prevention strategies in order maintain safety and civility on campus.	All Students, All Staff	LCFF Rec \$49,399 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (3) for 560 hours annually - LCFF Rec 100%	08/30/2024 - 06/21/2025 Daily	Principal Recreation Staff	CORE Survey Office referrals Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

Early childhood / developmental needs Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	Substitute roving teacher to help support TK and kindergarten students through assessment data, support with adjusting to school, and logistical support. Support at recess and outdoor learning.	All Students	LCFF \$1,894 Substitute teacher full day (1) for 7 days - LCFF 100%	08/27/2024 - 09/06/2024 Daily	TK and Kindergarten Classroom Teachers Principal IIC	Observable adjustment to new school and structured day. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50
%% 1st and 2nd grade students were grade level proficient on the iReady Diagnostic #1 Elementary Reading - FRSA 100	On-site tutoring for students reading below grade level in grades 1st and 2nd	Identified At-Risk Students	LCFF \$1,697 Teacher Hourly P Schedule (1) for 20 hours annually - LCFF 100%	08/30/2024 - 06/15/2025 Weekly	Kristy Parra Paula Spenker	iReady Placement Level FRSA Elementary Reading - FRSA 100
Identify students with additional needs that require instructional interventions. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 40, Attendance/Chronic Absenteeism Rate 20	Classroom teachers will engage in semester one, 1:1 data conversations with principal and instructional team members. Funding needed for roving substitute teachers.	Identified At-Risk Students	LCFF \$541 Substitute teacher full day (2) for 1 days - LCFF 100%	08/30/2024 - 06/15/2025 Semester	Paula Spenker	iReady Data, FRSA Data SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 40, Attendance/Chronic Absenteeism Rate 20
Student engagement and enrichment aligned to school vision Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 80	Additional science assemblies for student and community STEM Night.	All Students, All Parents	LCFF \$1,406 Services - LCFF 100%	09/01/2024 - 12/01/2024 Annually	Principal STEM TOSA	CORE Survey Attendance Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 80

Student engagement and school vision to enhance science instruction. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50	STEM Night Contracts	All Students, GATE/Excel, Low SES	LCFF \$2,500 Services - LCFF 100%	08/30/2024 - 06/15/2025 Annually	Principal Tech TOSA	Attendance Student Engagement Science Assessment Data Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

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

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
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No supplemental budgeted items have been approved.

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

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	10500

* 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, LBUUSD 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	Paula Spenker	06-20-2025
Staff	Classroom Teacher	Tracy Thompson	06-13-2025
Staff	Classroom Teacher	Lynne Bogardus	06-13-2025
Staff	Classroom Teacher	Dana Radaich	06-12-2026
Staff	Other School Personnel	Danielle Sanchez	06-12-2026
Community	Parent/Community Member	██████ Miller	06-13-2025
Community	Parent/Community Member	██████ Kahn	06-13-2025
Community	Parent/Community Member	████ Peterson	06-12-2026
Community	Parent/Community Member	██████ Halawanji	06-12-2026
Community	Parent/Community Member	██████ Presley	06-12-2026

English Learner Advisory Committee Membership

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

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

Name	Representing
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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 10/10/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2024
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: 11/14/2024
6. The SPSA was approved at the following SSC Meeting: 11/14/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Naples Bayside Academy
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NAPLES BAYSIDE ACADEMY HOME-SCHOOL COMPACT

The staff and parents/guardians at Naples Bayside Academy have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to the students of Naples Bayside Academy, the staff, parents/guardians, and students of Naples Bayside Academy agree to the following:

Naples Bayside Academy Staff Will:	Naples Bayside Academy Parents/Guardians Will:	Naples Bayside Academy Students Will:
<ul style="list-style-type: none">● Provide an academic program that is rigorous and challenging to all students.● Be positive role models for students.● Provide opportunities for parents/guardians to participate in shared decision-making of the school.● Communicate with parents/guardians on an ongoing basis regarding the academic progress of their children.● Provide instruction and foster a learning environment in accordance with the State standards.● Implement a TK-5 homework program that emphasizes responsibility and supports the district adopted curriculum.	<ul style="list-style-type: none">● Send their child/children to school on time, appropriately dressed in school uniform, and prepared to learn.● Ensure their child/children attend school regularly and miss only when sick or absolutely necessary.● Attend at least one parent/teacher conference a year to discuss the academic progress of their children.● Encourage daily reading.● Monitor the homework of their child/children to ensure completeness and sincerity of effort.● Assist and contribute to the safety of students at all times.● Attend as many school events/functions as is appropriate for your child.● Volunteer if possible during the year.	<ul style="list-style-type: none">● Come to school on time, appropriately dressed in school uniform, and prepared to learn.● Bring in their homework on time – neat and complete.● Attend school regularly and miss only when sick or absolutely necessary.● Respect adults, each other, themselves, and abide by the Peacebuilders Pledge.● Follow school rules in the class and on the playground.● Respect the property of school and the property of others.

Approved: 10/10/24



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Parent Involvement Guidelines Naples Bayside Academy

Naples Bayside Academy 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, Naples Bayside Academy will:

1. Encourage parents/guardians to 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, parent education opportunities, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Support parents/guardians in navigating online platforms in order to monitor and aid student learning.

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.

ADOPTION

Naple Bayside Academy'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 10/10/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families during fall conferences. Naples Bayside Academy, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

October 10, 2024

Date

Adopted: October 10, 2024 by the School Site Council