

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Lowell 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](https://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](https://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](https://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

iReady Reading	23-24	24-25
3 or more GL Below	D1: 3% D3: 3%	D1: 4%
2 GL Below	D1: 9% D3: 3%	D1: 9%
1 GL Below	D1: 35% D3: 13%	D1: 36%
Early on GL	D1: 23% D3: 23%	D1: 24%
Mid Above GL	D1: 30% D3: 58%	D1: 28%

FRSA	23-24	24-25
Off Track 3 or more skills	C1: 16% C3: 14%	C1: 12%
Off Track 2 skills	C1: 5% C3: 3%	C1: 9%
Off track 1 skill	C1: 12% C3: 6%	C1: 13%
On track all skills	C1: 65% C3: 75%	C1: 65%

SBAC ELA:	22-23	23-24
	3rd 4th 5th	3rd 4th 5th
Not Met	5% 15% 12%	9%, 12% 18%
Nearly Met	16% 14% 13%	8%, 6%, 5%
Met	14% 18% 32%	24%, 25%, 32%
Exceeded	65% 54% 43%	60%, 57%, 46%

For 23/24 ELA SBAC

Met/Exceeded:

209 students total (81%) scored M/E

Black/African-American students, 8 students (62%) scored M/E

English Learner, 3 students (60%) scored M/E

Nearly Met/Not Met:

77 total students (49%) scored NM/NM

Black/African-American, 2 students (40%) score NM

English Learners, 2 students, 50% scored NM

CA Dashboard:  
In 2023, the CA dashboard showed Lowell in the red zone (lowest performance) for chronic absences for Hispanic Students and All Students.

In 2024, do to school-wide attendance efforts, All Students have moved to the yellow zone (mid performance) and Hispanic Students have also moved to the yellow zone.

Chronic absenteeism can have a negative effect on overall student outcomes.

**ELA Goals**

Identified Area of Need:  
Lowell data is trending in a positive direction, where there is a significant shift in students who meet or exceed expectations by the end of the year compared to initial baseline data. However, there are still students who are currently one or more years below grade level. There is a need to identify these students and bring them up to grade level. There is also a need to keep on grade level students on track, and to maintain a rigorous learning environment for those students who are above grade level to ensure they continue to be challenged. There is also a need for continued school wide efforts to encourage attendance and provide support for chronic absent students so that students can be present at school to learn and receive any necessary services on a consistent basis.

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

Action Plan Summary:  
-IIC working with students that are two or more grade levels below.  
-Implementation of iReady lessons tailored to the needs of each student.  
-teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction  
-Professional Development will be provided to staff around providing data driven, inquiry-based, rigorous instruction  
-weekly principal classroom walk-throughs with actionable feedback  
-Meetings/Check-ins as needed with support team (Principal, IIC, teachers, counselor, case carriers)  
-RSP teacher set goals for our Special Education student and progress monitor  
-RSP teacher meets monthly with IIC to progress monitor student growth and needs  
-Teachers and case carriers are familiar with student IEPs and corresponding goals and progress is consistently monitored.  
-Teachers, the office staff, and the counselor will continue to work together to address frequent and chronic absences to ensure students are attending school regularly, which in turn will help students achieve overall success.



**Progress Monitoring:**

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

**Planned Data to Collect:**

African American Student Achievement Data

EL Student Achievement Data

RSP Student Achievement Data

Patterns/Trends from Walkthrough Notes/Agendas

QCI - (Pre) Whole School Walkthrough & Goals Conferences

Educational Assessments/Peer Assessments

Attendance data

## Comprehensive Needs Assessment: Mathematics

### Math Findings

iReady Math Placement	23-24	24-25
3 or more GL Below	D1: 4% D3: 3%	D1: 3%
2 GL Below	D1: 14% D3: 4%	D1: 12%
1 GL Below	D1: 50% D3: 24%	D1: 54%
Early on GL	D1: 18% D3: 21%	D1: 18%
Mid Above GL	D1: 14% D3: 48%	D1: 13%

iReady grades 1-2 scoring early-on or mid-above:

136 students (68%)

11 AA Students (78%)

9 EL students (90%)

SBAC Math	22-23			23-24		
	3rd	4th	5th	3rd	4th	5th
Not Met	5%	11%	26%	7%,	10%	19%
Nearly Met	13%	21%	22%	20%	16%	12%
Met	27%	20%	21%	27%	17%	21%

Exceeded 55% 48% 32% 46% 57% 48%

For 23/24 Math SBAC

Met/Exceeded:

186 students total (72%) scored met or exceeded.

Black/African-American students, 6 students (46%) scored Met or exceeded.

English Learner, 3 students (60%) scored met or exceeded.

Nearly Met/Not Met:

73 total students (46%) scored not met or nearly met.

Black/African-American, 4 students (75%) score not met or nearly met.

English Learners, 2 students, 50% scored not met or nearly met.

CA Dashboard:

In 2023, the CA dashboard showed Lowell in the red zone (lowest performance) for chronic absences for Hispanic Students and All Students.

In 2024, do to school-wide attendance efforts, All Students have moved to the yellow zone (mid performance) and Hispanic Students have also moved to the yellow zone.

Chronic absenteeism can have a negative effect on overall student outcomes.

## Math Goals

Area of need:

There is a need to address disparities present in Black/African-American Student Performance:

On SBAC, only 46% of Black/African-American students scored Met/Exceeded, compared to 72% schoolwide.

75% of AA students scored Not Met/Nearly Met, showing a need for targeted intervention.

There is a need to continue best practices in providing quality core instruction to meet the needs of all students, ensuring students 1 or more years below grade level are improving, students on grade-level continue to improve, and students at or above grade-level continue to be challenged.

Students scoring 1 GL Below increased from 50% to 54%, which could indicate more students are struggling to reach grade-level proficiency.

There was a slight Decrease in Mid/Above Grade Level Students:In iReady, students scoring Mid/Above GL dropped from 14% to 13%, which may suggest fewer students excelling at higher levels.

The percentage of 5th graders scoring Not Met dropped from 26% to 19%, which is an improvement, but this remains the highest of all grades.

Nearly Met + Not Met combined in 5th grade is 31%, meaning nearly one-third of students are below grade level.

There is also a need for continued school wide efforts to encourage attendance and provide support for frequent and chronic absent students, as missing

school can have a negative effect on academic performance as well as their social emotional well being.

Goal:

All students, with an emphasis on our AA students and ELL students, will achieve one year of academic growth by June 2025, and students achieving below grade level will demonstrate greater than one year of growth. This will be measured through the iReady and the SBAC assessments.

Action Plan Summary:

- Teachers provide inquiry-based, rigorous math instruction
- IIC will work with students that are two or more grade levels below.
- Implementation of math iReady lessons tailored to the needs of each student.
- teachers will implement small group instruction, Designated EL Instruction, and skills based group instruction, and targeted intervention as needed to close the achievement gap.
- QCI/Professional Development will be provided to staff around providing data driven, inquiry-based, rigorous math instruction.
- weekly principal classroom walk-throughs with actionable feedback
- Meetings/Check-ins as needed with support team (Principal, IIC, teachers, counselor, case carriers)
- RSP teacher set goals for our Special Education student and progress monitor
- RSP teacher meets monthly with IIC to progress monitor student growth and needs
- Teachers and case carriers are familiar with student IEPs and corresponding goals and progress is consistently monitored.
- Afterschool tutoring
- Teachers, the office staff, and the counselor will continue to work together to address frequent and chronic absences to ensure students are attending school regularly, which in turn will help students achieve overall success.

Progress Monitoring:

Teachers/Admin/Specialists will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary. Teachers, Admin, and Specialists will work collectively to ensure student needs are met. Teachers will use formative assessment data to monitor student progress in a timely manner and adjust instruction and support as needed.

Planned Data to Collect:

African American Student Achievement Data  
EL Student Achievement Data  
Patterns/Trends from Walkthrough Notes/Agendas  
QCI - (Pre) Whole School Walkthrough & Goal Conferences  
Edulastic Assessments  
Attendance Data

# Comprehensive Needs Assessment: English Learners

English Learner Findings		
EL Reading Levels:		
3 Well Developed		
6 Somewhat/Moderately Developed		
5 Beginning		
2 no data		
EL Writing Levels		
1 Well Developed		
8 Somewhat/Moderately		
5 Beginning		
2 no data		
EL Speaking Levels		
11 Well Developed		
3 Somewhat/Moderately Developed		
0 Beginning		
2 no data		
EL Listening Levels		
7 Well Developed		
3 Somewhat Moderately Developed		
4 Beginning		
2 no data		
ELPAC Overall Scores		
	22-23	23-24
Beginning	3	4
Somewhat Developed	3	2
Moderately Developed	7	2

Well Developed

1

6

Lowell currently has 23 EL's, with 12 RFEPS being monitored, 0 RFEP's fully exited, 1 newcomers, and 0 LTEL's.

CA Dashboard:

In 2023, the CA dashboard showed Lowell in the red zone (lowest performance) for chronic absences for Hispanic Students and All Students.

In 2024, do to school-wide attendance efforts, All Students have moved to the yellow zone (mid performance) and Hispanic Students have also moved to the yellow zone.

Chronic absenteeism can have a negative effect on overall student outcomes.

## English Learner Goals

### Area of Need:

A majority of our students are scoring at somewhat/moderately developed and well developed in each category. Students at all levels need support to increase their language proficiency skills with the ultimate goal of being RFEP'd. There is a need to keep attendance data for hispanic students, especially our EL's tending in a positive direction as poor attendance can have a negative affect on academic outcomes.

### Goal:

By June, 2025, all EL students will advance at least one ELPI level compared to their scores from the previous year (Spring 2024) as determined by the English Learner Progress Index (ELPI).

### Action Plan Summary:

- Teachers with RFEP students will continue to monitor the progress of EL students to ensure that they are continuing to achieve.
- Counselor will develop an incentive system to motivate students to do their best on the ELPAC, encourage RFEP
- Teachers will utilize the data, tools, and strategies provided by Ellevation
- Teachers will provide targeted and skills based small group instruction
- Teachers will provide designated EL instruction
- Provide teachers with any needed PD around understanding the ELPAC
- Continue school wide attendance incentives and best practices

### Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Formative assessment data with individual students will be utilized to inform instruction.

### Planned Data to Collect:

Reclassification Rate

EL Student Achievement Data (Math/ELA)

Patterns/Trends from Walkthrough Notes/Agendas

QCI - (Pre) Whole School Walkthrough & Goal Conferences

Edulastic Assessments

Formative assessment data

Attendance data

# Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings	
Pulse Survey Findings...	
Identity: 83% Favorable this Fall, which is two points above the district average, but 1 point down from the Fall 2024 survey.	
Agency: 81% Favorable this Fall, which is 1 point above the district average, but 4 points down from the Fall 2024 survey.	
Belonging: 81% Favorable this Fall, which is 3 points above the district average, but 4 points down from the Spring survey.	
Pulse Survey Findings by Subgroups...	
Identity: (Overall 83%)	
African American: 72%	
Hispanic/Latino: 83%	
Two or More Races: 89%	
White: 82%	
Students w/ Disabilities: 84%.	Students w/o Disabilities: 83%
Agency: (Overall 81%)	
African American: 74%	
Hispanic/Latino: 77%	
Two or More Races: 89%	
White: 81%	
Students w/ Disabilities: 76%.	Students w/o Disabilities: 82%
Belonging: (Overall 81%)	
African American: 70%	
Hispanic/Latino 84%	
Two or More Races: 86%	
White: 82%	
Students w/ Disabilities: 73%.	Students w/o Disabilities: 83%
CA Dashboard:	
In 2023, the CA dashboard showed Lowell in the red zone (lowest performance) for chronic absences for Hispanic Students and All Students.	

In 2024, do to school-wide attendance efforts, All Students have moved to the yellow zone (mid performance) and Hispanic Students have also moved to the yellow zone.

Chronic absenteeism can have a negative effect on overall student outcomes.

## Culture/Climate Goals

### Area of need:

The student population scored higher in all three categories than the district average for each category (Agency, Identity, Belonging), however, our scores for each category dropped compared to our scores from the Fall 2024 survey. Agency and Belonging had the most significant drop, going down 4 points, and identity decreased by 1 point. .When looking at the subgroups data, African American students and students with disabilities scored the lowest compared to the student averages. There is a significant need to focus on building a sense of belonging in our school's AA students and students with disabilities. There is a need to continue to track attendance data for all students, as well as Hispanic students, as noted by previous CA Dashboard data. It is essential to keep attendance data trending in a positive direction. Chronic absenteeism can not only negatively effect a child's academic outcomes, but also their social emotional wellbeing.

### Goals:

By June 2025, Lowell Pulse Survey overall results will show an increase of 3% in the area of Belonging as measured by the Student Wellness Pulse Survey.

By June 2025, Lowell Pulse Survey results for Black/African American students, and students with disabilities will show an increase of 3% in the area of belonging for each of these subgroups.

By Fall 2025, CA Dashboard data will continue to show chronic absences for All Students and sub group categories remaining in the yellow zone or improving.

### Action Plan Summary:

- Work with the district's attendance team (ALL in attendance) to increase our overall attendance rates.
- Counselor will work with frequent and chronic absent families to provide individualized support.
- Continue with our monthly awards and student attendance incentives
- Teacher's implement Harmony SEL Curriculum
- continue with our culture building activities (Spirit assemblies, Spirit themed dress up weeks, school-wide events, parent involvement, culture celebrations, such as Black History Month)



- Promote student choice and voice both inside and outside of the classroom (student clubs, student council)

Progress Monitoring:

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

Planned Data to Collect:

- Pulse Survey Data
- African American Student Data
- Students with Disabilities Data
- Patterns/Trends from Walkthrough Notes/Agendas
- Suspension Rates
- Office Referral Rates
- Attendance Rates

## **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 a school focus on the increase of ELA, all students, but specifically AA and EL students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in ELA which will be measured through SBAC and CORE 5. Students will be monitored throughout the year and will be provided additional supports to help them reach their end of year goals.	Goal Met	small group instruction; pullout support and push in by literacy specialist	continuous progress monitoring to adjust to meet the needs of all students

Math	1) With a school focus on the increase of math, all students, but specifically AA and EL students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in math which will be measured through SBAC. Students will be monitored throughout the year and will be provided additional supports to help them reach their end of year goals.	Goal Met	small group instruction; pullout support and push in by literacy specialist	continuous progress monitoring to adjust to meet the needs of all students
English Learner	1) With a school focus on the increase of ELA and Math, EL students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in ELA which will be measured through SBAC, CORE 5, and FRSA and math through SBAC. Students will be monitored throughout the year and will be provided additional supports to help them reach their end of year goals.	Goal Met	small group instruction; pullout support and push in by literacy specialist	continuous progress monitoring to adjust to meet the needs of all students

Culture/Climate	1) Lowell students sense of identity, agency and belonging will increase. Lowell will establish and communicate a series of excellence and equity indicators that are transparent and result in implementation of targeted interventions to support specific student needs. With a school focus on increasing sense of belonging and agency, students will increase positive responses to their sense of identity, agency, and belonging by 5% as measured by the CORE and Pulse survey throughout the year.	Goal Met	Utilize the summer equity institute in all classrooms, specifically the 2X10 model; sense of identity decreased by 6% where 83% of students felt a sense of identity what do you know about your students activity	restorative justice trainings SEL lessons modeled in staff meetings
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
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	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	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

<p>Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <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"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>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 (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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## 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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders</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"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <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"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<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
school safety Suspension/Expulsion Rate 50, Culture-Climate Survey (Parent) 50	Recreation aides will provide playground supervision during lunch, before, and after school.	All Students	LCFF Rec \$63,099 Hourly - Recreation Aide ( 5 ) for 640 hours annually - LCFF Rec 100%	08/27/2024 - 06/12/2025 Daily	Recreation aides	daily Suspension/Expulsion Rate 50, Culture-Climate Survey (Parent) 50
Support in campus / classroom environment Culture-Climate Survey (Student-Staff) 100	Rec Aides additional hourly for safety and civility of students and staff while on campus	All students and staff	LCFF Rec \$57,949 Hourly - Recreation Aide ( 8 ) for 431 hours annually - LCFF Rec 100%	8/31/23-6/13/24	principal	principal-culture climate survey (student and staff)



Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>An official orientation with kindergarten families and students is held prior to the start of the school year.</p> <p>At the time of kindergarten registration, school staff spends time with new parents answering questions and helping families prepare for school.</p> <p>New kindergartens and parents meet with teachers before school starts.</p> <p>PTA provides kindergarten outreach program.</p> <p>Lowell has 2 Transitional Kindergarten cluster in a regular kindergarten class.</p> <p>Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a 3.5 hours program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, High-Scope math, math vocabulary, and a modified version of MAP2D, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>Fifth grade to middle school transition transition plan includes:</p> <p>Activities that support Lowell students transitioning to MS include:</p> <p>School of Choice Fair</p> <p>All MS host information meetings</p> <p>Collaboration between the neighborhood MS (Rogers) and Lowell includes:</p> <p>Counselors meet to discuss students and placement.</p> <p>Extensive time spent on completing MS enrollment process.</p> <p>Lowell students visit the Rogers campus up to three times.</p> <p>Roger's principal visits each of Lowell's 5th grade classrooms for Q &amp; A .</p> <p>Parent information night for families of fifth grade students.</p>	<p>Does not apply</p>

## Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Students sense of identity on CORE survey decreased by 6% and sense of belonging stayed the same at 84%	restorative justice Sanford Harmony	district funded SEL program	ongoing	teachers, support staff, and administration	monthly check in, pulse survey

## 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
EL and special education students performed lower on district assessments	-teachers attend QCI trainings -staff meetings with the focus on tier 1 interventions -grade level collaboration	district funded  LCFF funds	4 times per year monthly  2 X's per year	teachers, administrators, district personnel	district assessments

## 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
Guardians want to feel a sense of community and part of the Lowell team to ensure students needs are being met, specifically in the area of SEL	PTA events throughout the year Coffee with Cassie monthly PTA meetings	PTA	ongoing	principal and PTA board members	Parent surveys

### 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.

<b>Federal Programs (to Consolidate)</b>	<b>Allocation</b>
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:

<b>Share</b>	<b>Services</b>	<b>Amount</b>
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

<b>State Programs *</b>	<b>Allocation</b>
LCFF	18620

\* 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	Cassie Fanton	06-20-2025
Staff	Classroom Teacher	Danielle Jorda	06-20-2026
Staff	Classroom Teacher	Sharon Sueki	06-20-2026
Staff	Classroom Teacher	Cynthia Finley	06-20-2026
Staff	Other School Personnel	Mario Rios	06-20-2026
Community	Parent/Community Member	██████ Russo	06-20-2025
Community	Parent/Community Member	██████ Lynn	06-20-2025
Community	Parent/Community Member	██████ Guess	06-20-2026
Community	Parent/Community Member	██████ Chen	06-20-2026
Community	Parent/Community Member	██████ Usher	06-20-2026



## 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)	████ Kallala
DELAC Representative	Parent of EL Student (required)	████ Chung
Principal or Designee	Staff Member (required)	Cassie Fanton
Secretary	Staff Member (required)	Lindsay Moss

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?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/24/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC recommended that the IIC continue to monitor our EL students to ensure they are getting support needed in their classrooms. IIC would work closely with the general education teachers to support growth in i ready and math
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/14/2024
6. What was SSC's response to ELAC recommendations?	Principal will follow up with the IIC to ensure support is being provided.



## 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): 11/14/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/08/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:10/24/2024
6. The SPSA was approved at the following SSC Meeting: 02/27/2025

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

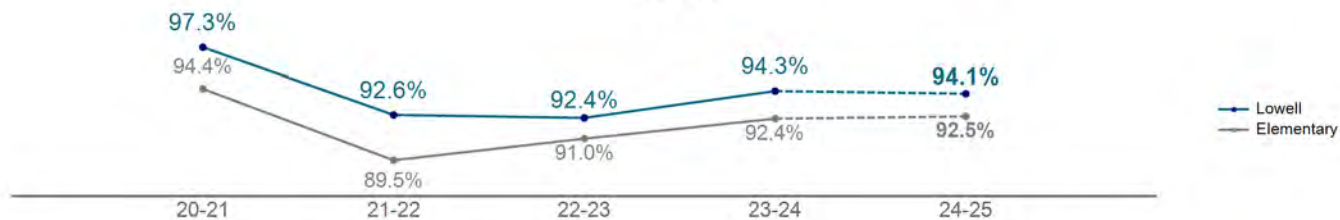
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

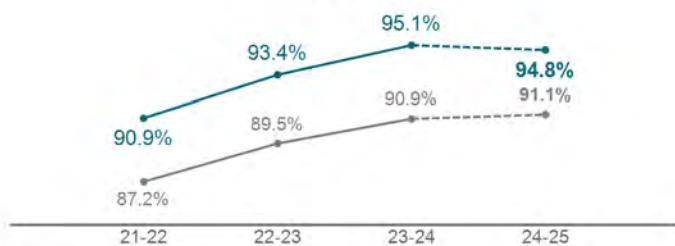
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# Attendance Rate

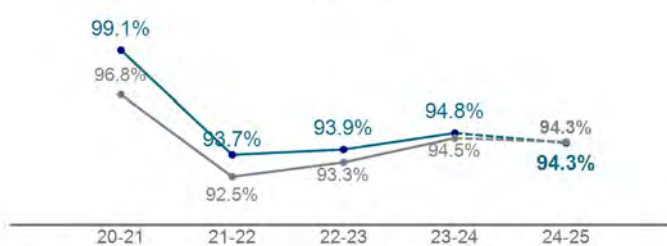
**Lowell**  
All Students  
N = 619



**African American**  
N = 35



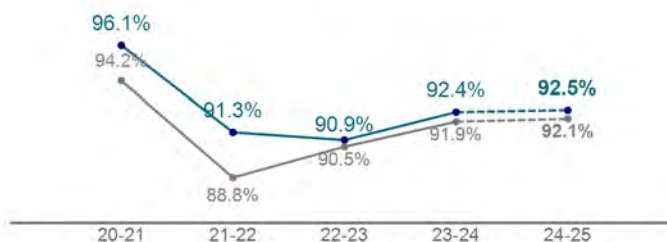
**Asian**  
N = 29



**Filipino**

Subgroup with fewer than 20 students.

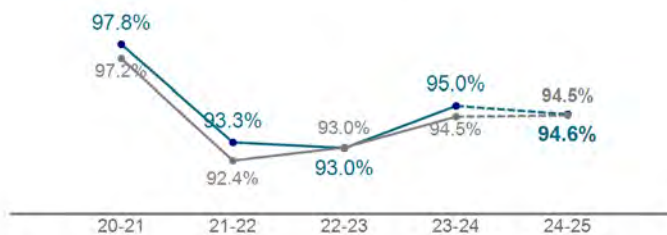
**Hispanic**  
N = 164



**Pacific Islander**

Subgroup with fewer than 20 students.

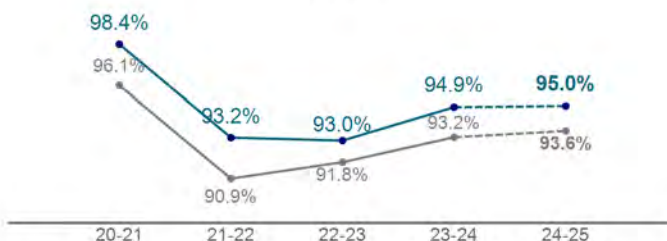
**White**  
N = 299



**Native American**

Subgroup with fewer than 20 students.

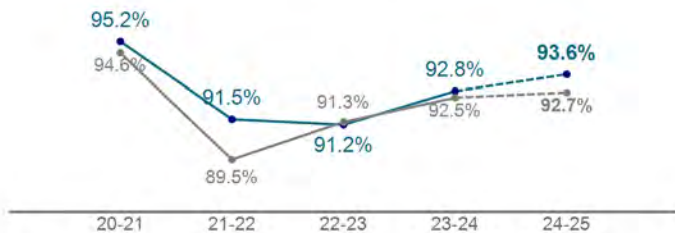
**Other**  
N = 86



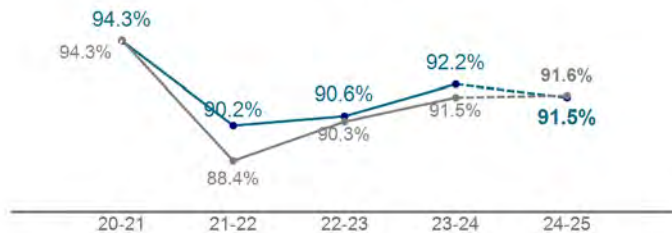
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

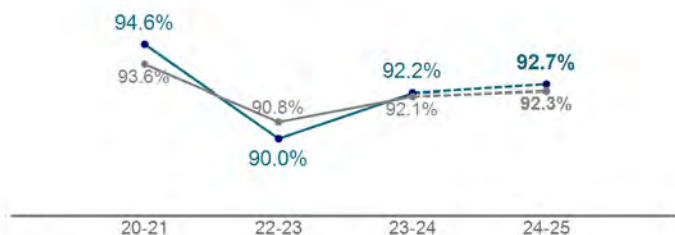
**EL + RFEP**  
N = 35



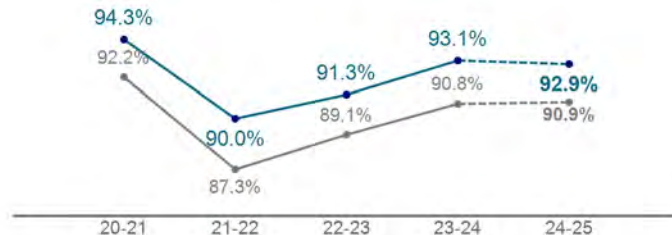
**Low SES**  
N = 143



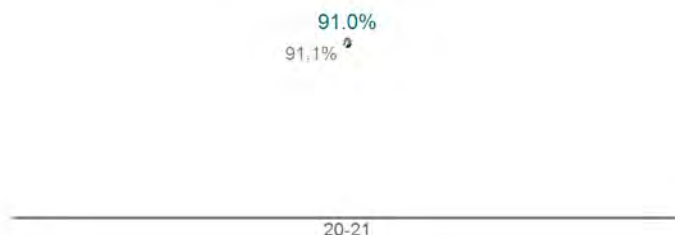
**English Learner**  
N = 23



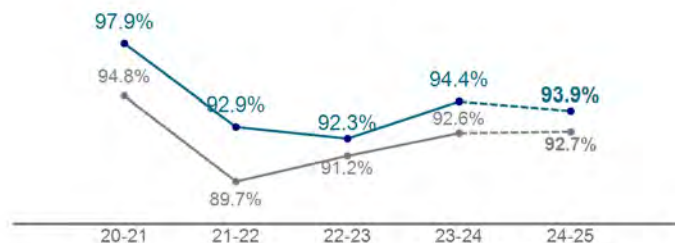
**Special Education**  
N = 135



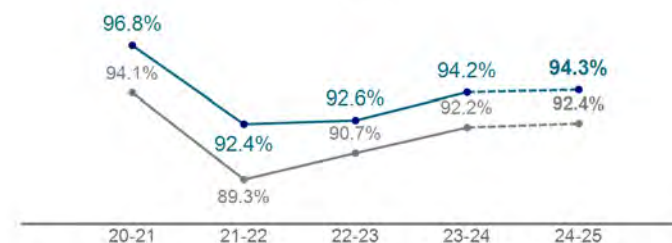
**Homeless or Foster Youth**



**Female**  
N = 288



**Male**  
N = 331





**LOWELL ELEMENTARY SCHOOL**  
5201 East Broadway • Long Beach, CA 90803  
(562) 433-6757



## **2024-25 School-Family-Student Compact**

All of the Lowell community (students, parents, and staff) will demonstrate the character traits of responsibility, justice and fairness, trustworthiness, civic virtue and citizenship, caring and respect.

As a faculty/staff member at Lowell school, I will:

- will help students understand that it's okay to get frustrated, to show grace and share positive affirmations by providing Social Emotional Learning
- provide an academic program that is rigorous, challenging and flexible
- provide motivating and interesting learning experiences
- address the individual needs of all children, including special education, ELL, GATE, neurodivergent, and educationally disadvantaged
- communicate with parents regarding children's academic, social, and emotional progress
- provide a safe, positive, and healthy learning environment for all children
- involve parents in governance of our school through the School Site Council and other school committees
- communicate with children using positive, respectful language with focus on social emotional well-being
- make sure my assignments support, reinforce, and extend appropriate district grade level standards that I have taught my students.
- to be available to students and parents

As a student, I will:

- understand that it's okay to get frustrated, give myself grace and time to process
- attend school on time daily, prepared with supplies and materials to work
- do my very best on my school work
- make kind choices in class demonstrating the character traits as listed above, and taking responsibility for my actions
- dress appropriately for school
- show respect to myself, others, and my school
- communicate with others using positive, respectful language
- listen carefully when my teacher explains assignments and ask questions about the assignment if I don't understand
- learn and practice honesty and truth.

As a parent/guardian, I will:

- I will help my child understand that its ok to have feelings and feel frustrated (Add positive affirmation, show grace, etc.)
- provide a regular time and workspace with minimal distraction to study and see that he/she reads the required daily minutes
- make sure my child attends school daily, rested, ready to learn and prepared for class with daily supplies and materials
- communicate using positive, respectful language with my child's teacher and staff in their efforts to provide children with a quality education
- teach my child to be responsible, respectful, and supportive of teachers, classmates, school staff, and Lowell School
- encourage my child to do assignments independently but will be available if needed to advise and help so he/she can continue working independently.
- direct my child to ask for help from their teacher and remind them that teachers are available until 3:00 daily.



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### **Family Involvement Guidelines**

James Russell Lowell 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, James Russell Lowell School 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 for all learners including our neurodiverse students.
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 and 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 including our neurodiverse population.
7. Include VIPS – Volunteers are always appreciated and an essential element to our success. Great responsibility also comes with volunteering, including maintaining confidentiality in areas including, but not limited to, student information, personal information, discipline issues, and sensitive family matters. Our shared expectation is that any information that is personal to our students and school remains confidential. Should this confidentiality be broken, it is at the school's discretion to terminate any volunteering opportunities for those who may not adhere to this shared expectation.

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.

#### **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      October 7, 2015  
October 11, 2016      October 17, 2023      October 10, 2024