



# **MacArthur Elementary**

School Plan for Student Achievement  
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:**

- 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.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**DELAC Recommendations:**

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.  
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 6318

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

ELA FINDINGS 24-25:

1) MacArthur's 2025 SBAC ELA Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 59%. (+5).

GOAL MET (2025 Results = 67%)

2) MacArthur's 2025 FRSA Goal: 90% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 83% in June 2024. (+4).

GOAL NOT MET (2025 Results = 78%)

PROGRAMS AND SERVICES IMPACTING PROGRESS TOWARDS/ATTAINMENT OF ELA GOALS:

ELA Drivers (What Supported Progress)

Coaching, data analysis, and data chats provided by the IIC and Literacy Interventionist

(administration participated when available, alongside ongoing operational and student support responsibilities)

District and site-based professional development focused on ELA instruction

Teacher release days and collaborative planning time

Instructional Leadership Team (ILT) planning and instructional support

Faculty meetings used for follow-up, reflection, and site-specific customization of professional learning

Instructional materials and supplies aligned to literacy instruction

Literacy specialist support for students reading below grade level

Before- and after-school tutoring and academic enrichment opportunities

SBAC preparation efforts, including student presentations, effort tickets, and classroom incentive programs that increased motivation and engagement

ELA Preventers (What Limited Progress)

Implementation of new district instructional programs, which required time for learning, practice, and adjustment before full impact could be realized

Behavioral needs, particularly in lower grades, which reduced instructional time and consistency

Attendance challenges for some students, limiting continuous access to instruction and intervention

Wide range of instructional levels and significant skill gaps among students (including upper-grade students with foundational reading needs)

## ELA Goals

### ELA GOALS 25-26:

MacArthur's 2026 SBAC ELA GOAL: 75% of grades 3-5 students will score Met/Exceeded on SBAC, up from 67% in June 2025. (Projected Increase of +8)

BOARD GOAL 1 - READING PROFICIENCY: Grade 3 SBAC ELA District-Wide from 48% in 2023 to 70% by 2028.

MacArthur's 2026 Grade 3 SBAC ELA GOAL: 75% (74% per Power BI) up from 64% in 2025.

\*INTERIM BOARD GOAL 1a: K-2 FRSA District-Wide from 69% in 2023 to 85% by 2028.

MacArthur's 2026 FRSA GOAL: 85% (86% per Power BI) of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2026, up from 78% in June 2025. (Projected Increase of +7)

\*INTERIM BOARD GOAL 1b: Grades 1-3 Spring Fluency District-Wide from 56% in 2024 to 80% by 2028.

MacArthur's 2026 Grades 1-3 Spring Fluency GOAL: 72% (74% per Power BI) up from 67% in 2025.

MacArthur's 2026 Grades 4-5 (PY 3rd-4th) Spring Fluency GOAL: 67%, up from 59% in 2025.

\*INTERIM BOARD GOAL 1c: Grades 1-3 i-Ready D3 Rdg District-Wide from 56% in 2025 to 75% by 2028.

MacArthur's 2026 i-Ready Grades 1-3 D3 Rdg GOAL: 72% (78% per Power BI) of Grade 1-3 students will be On or Above GL on i-Ready Rdg D3 in March 2026, up from 61% in March 2025. (Projected Increase of +11)

BOARD GOAL 2 - READING ACCELERATION: Grades 4-8 SBAC ELA PY Not Met who meet scale score growth target District-Wide will increase from 28% in 2023 to 60% by 2028.

MacArthur's 2026 Grades 4-5 SBAC ELA PY Not Met who meet scale growth target GOAL: 48% (48% per Power BI), up from 40% in June 2025.

### ELA ACTION PLAN for 25-26:

\*Teachers will facilitate small group instruction in classrooms 4-5 days a week to differentiate support for learners with varying needs, skill-levels, neurodivergence, etc.

A schoolwide workshop schedule is utilized to ensure that students participating in Tier II and Tier II supports (i.e. counseling, special education services, interventions outside of the classroom, etc.) do not miss Tier I ELA/Literacy Skills instruction taking place in class throughout the day.

\*Staff will continue to take part in professional development around small group instruction and the use of rigorous, standards-aligned tasks during workshop.

\*Professional development will be provided on the Getting Reading Right decoding routine for Grades TK-2 and DLAR for grades 3-5 during staff meetings.

Teachers in grades 3-5 received Getting Reading Right training (40 hrs) over the summer to ensure that teachers/admin know the how and why behind teaching foundational literacy and fluency skills beyond grade 2.

DDR/DLAR will be reviewed/simulated during our Pupil-Free Day and will be modeled in all classrooms by our Literacy Interventionist. Coaching cycles (6 weeks each) will be implemented in select classrooms (based on classroom data, observations, and/or by request from teachers).

ELA PROGRESS MONITORING for 25-26:

\*Teachers in grades K-2 will utilize the tools learned from district training on best practices around foundational reading skills and the monitoring of achievement.

\*The school's Instructional Leadership Team (ILT) meets bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.

\*Grade levels will monitor data (ie: district assessments, unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC.

\*Collaborative Data Study (CDS) - Analyze iReady, FRSA results and other data to monitor student progress and teacher's next focus area or instructional steps.

\*Teachers in all grades will use data to drive tier 1 instruction, small group instruction, and to form flexible small groups.

## **Comprehensive Needs Assessment: Mathematics**

## Math Findings

### MATH FINDINGS 24-25:

1) MacArthur's 2025 SBAC Math Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 57%. (+7).

GOAL NOT MET (2025 Results = 60%)

2) MacArthur's 2025 K-2 i-Ready Math Goal: 50% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 38% in March 2024 (+12).

GOAL NOT MET (2025 Results = 38%)

### PROGRAMS AND SERVICES IMPACTING PROGRESS TOWARDS/ATTAINMENT OF MATH GOALS:

#### Math Drivers (What Supported Progress)

Instructional coaching and push-in support from the IIC focused on district-adopted math instructional practices

Coaching, data analysis, and data chats that included math instruction and assessment results

District and site-based professional development focused on math instruction and instructional expectations

Teacher release days and collaborative planning time to support lesson planning and review of student work

Instructional Leadership Team (ILT) planning and support related to math implementation

Faculty meetings used to follow up on math professional development and adapt strategies to site needs

Instructional materials and supplies aligned to math instruction

Before- and after-school academic support that included math for identified students

SBAC preparation efforts, including student presentations, effort tickets, and classroom incentive programs that supported student motivation and engagement

#### Math Preventers (What Limited Progress)

Implementation of new district math initiatives, which required time for teachers to learn, practice, and adjust instructional approaches

Attendance challenges for some students, limiting consistent access to math instruction

Behavioral needs that reduced uninterrupted instructional time

Wide range of instructional levels and skill gaps among students, requiring more individualized support than available time and staffing allowed

## Math Goals

### MATH GOALS 25-26:

MacArthur's 2026 SBAC Math GOAL: 68% of grades 3-5 students will score Met/Exceeded on SBAC, up from 60% in June of 2025. (Projected Increase of +8)

### BOARD GOAL 3 - ALGEBRA PROFICIENCY (Black/AA Students)

\*INTERIM BOARD GOALS 3a AND 3b are not applicable to Elementary School

\*INTERIM BOARD GOAL 3c is applicable to Elementary School; it is related to math common assessments for grades 4-5, but the goals have not yet been established by the district.

MacArthur's 2026 Grades 1-2 i-Ready Math GOAL: 45% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2026, up from 38% in March 2025.(Projected Increase of +7)

### MATH ACTION PLAN 25-26:

\*Professional development and coaching will occur in Grades 3-5 in Math by our Math Lead Teacher/IIC. Teachers in K-2 are participating in district and site training/coaching for mathematics (3-part structure, counting collections, SMPs, etc.)

\*Instructional materials to ensure teachers have manipulatives to build conceptual understanding are available on site or can be ordered using a variety of site-based funding sources.

\*Collaborative discussions will increase during math in Grades 3-5 as students work through academic discourse.

### MATH PROGRESS MONITORING 25-26:

\*The school's Instructional Leadership Team (ILT) meets bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.

\*Grade levels will monitor data (district assessments, unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC. Data sources include: Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments.

\*Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps.

## Comprehensive Needs Assessment: English Learners

## English Learner Findings

### EL FINDINGS 24-25:

50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024. GOAL MET (2025 Results = 76.9% which represents 10/13 ELPI Eligible Students)

### PROGRAMS AND SERVICES IMPACTING PROGRESS TOWARDS/ATTAINMENT OF EL GOALS:

#### EL Drivers (What Supported Progress)

Some use of the ELLevation platform and dashboard to access student information and instructional resources, alongside other data sources used at the site

Small group instruction in classrooms, with language development needs addressed for English Learners

Instructional coaching and support from the district-funded Literacy Interventionist and Instruction and Intervention Coordinator (IIC), including data analysis, instructional planning, and professional development, with English Learners included in discussions of student needs

Intensive 1:1 literacy support provided by the Title I-funded Literacy Specialist for a small number of identified students, some of whom were English Learners

Ongoing data discussions embedded throughout the school year to review student progress and adjust instruction and supports

Collaborative Data Study (CDS) and Instructional Leadership Team (ILT) meetings used to monitor EL progress and refine instructional focus

Daily core instruction that included vocabulary development and language-rich practices supporting all learners, including English Learners

#### EL Preventers (Factors That Influenced the Pace of Progress)

Wide range of English proficiency levels among English Learners, requiring varying levels of instructional support and scaffolding

Variability in students' readiness and confidence in speaking and listening, which influenced how quickly language skills developed

Behavioral and social-emotional needs that at times interrupted instructional time

Attendance challenges for some students, limiting continuous access to instruction and intervention

## English Learner Goals

EL GOAL 25-26:

85% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2026, up from 76.9% as of June 2025.

EL ACTION PLAN 25-26:

\*Teachers will continue to use the ELlevation Dashboard and platform to access resources designed to support all learners, especially English language learners.

\*Small Group Instruction in every classroom focusing on EL students' needs; workshop time (as scheduled per grade level 4-5 times per week) includes designated ELD instruction for EL students.

\*Literacy Interventionist (District Funded) and Literacy Specialist (Title 1 Funded) work with teachers to analyze data and pull students for intensive small group or 1:1 literacy support

EL PROGRESS MONITORING 25-26:

\*Teachers will use the ELlevation Dashboard and platform to access and monitor students' current levels. Data sources include: Unit Exams, Performance Tasks, teacher formative assessments, FRSA, Fluency, SBAC, i-Ready, etc.

\* Continued data analysis embedded throughout the school year

\* Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps

\*The school's Instructional Leadership Team (ILT) meets bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

SEL, CULTURE/CLIMATE FINDINGS 24-25:

SELF EFFICACY and SAFETY from 2023-24 will INCREASE by 6% in 2024-25.

\*Self Efficacy Goal MET (+12%)

MacArthur's ratings increased in all areas of the Culture/Climate portion of the CORE Survey.

MacArthur is in the top quintile for ALL areas of the Culture/Climate portion of the CORE Survey as compared to responses from students in other CORE districts.

MacArthur's average favorable response exceeds the district average for elementary schools in all areas of the Culture/Climate portion of the CORE Survey.

**\*Safety Goal MET (+8%)**

MacArthur's ratings increased in all areas of the Culture/Climate portion of the CORE Survey.

MacArthur is in the top quintile for ALL areas of the Culture/Climate portion of the CORE Survey as compared to responses from students in other CORE districts.

MacArthur's average favorable response exceeds the district average for elementary schools in all areas of the Culture/Climate portion of the CORE Survey.

**PROGRAMS AND SERVICES IMPACTING PROGRESS TOWARDS/ATTAINMENT OF SELF-EFFICACY AND SAFETY GOALS:**

**Drivers (What Supported Progress)**

Schoolwide focus on character traits, growth mindset, and self-efficacy through classroom instruction, assemblies, and weekly PA announcements, and daily interactions

Use of SEL lessons and routines across classrooms, including some use of Harmony resources (meet-ups, buddy-ups, lessons) and consistent implementation of SEL components embedded within ELA unit guides

Strong adult relationships across the campus, including classroom teachers, counselors, administrators, recreation aides, office staff, etc. contributing to student support and a sense of belonging

Schoolwide behavior systems and incentives (Blue Slips and Gold Slips) used to encourage positive individual and class behavior

Increased adult supervision and support during recess and other unstructured times

Wellness lessons and SEL support provided by the school counselor, along with family-focused supports such as parent workshops offered by the Family Resource Center psychologist

Professional learning focused on culturally responsive and trauma-responsive practices

**Preventers (Factors That Required Ongoing Attention)**

Elevated behavioral and social-emotional needs among some students

Need for more consistency of expectations across classrooms, playgrounds, and transitions

**Culture/Climate Goals**

SEL, CULTURE/CLIMATE GOALS 25-26:

MacArthur will remain in the top quintile for all areas of the SEL and CULTURE/CLIMATE surveys as compared to other Core districts.

#### ATTENDANCE GOAL 25-26\*\*

By May 2026, MacArthur Elementary School will reduce chronic absenteeism by at least 15% by implementing a tiered attendance support system for students who experienced attendance challenges during the 2024–2025 school year and continue to show similar patterns this year.

Based on the 2024 Dashboard, particular attention will be given to students with disabilities and White students, as these groups were identified in the second-lowest performance range for chronic absenteeism. Supports will be provided thoughtfully and proactively, in partnership with families.

#### SELF-EFFICACY ACTION PLAN 25-26:

To maintain improved outcome data during the 25-26 school year, as indicated in the Pulse and Core Survey, we will continue to support students in strengthening self-efficacy through:

\*Character traits, including self-efficacy, are a focus each month in the classroom and are celebrated at the end of the month in our school-wide spirit assembly.

\*Classroom Teachers, counselors, and administrators encourage self-efficacy in students (students can earn As, do well on difficult tests, master hard topics, and meet learning goals) and encourage a growth mindset, believing that all students can succeed and are capable of learning challenging material.

\*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, meet-ups and buddy-ups, and full-length lessons with slide decks.

\*Self-efficacy lessons are available to all classroom teachers.

\*Our school's Equity Inquiry Question (EIQ) focuses on cultural responsiveness (content, experiences, and tasks in daily lessons connect with students' interests, culture, language(s), community, prior knowledge, strengths, learning preferences, etc.)

\*PD on culturally responsive teaching

#### SAFETY & POSITIVE CLASSROOM AND PLAYGROUND ENVIRONMENT ACTION PLAN 25-26:

To maintain improved outcome data during the 25-26 school year, as indicated in the Pulse and Core Survey, we will continue to support students in strengthening their sense of safety through:

\*Regularly scheduled safety drills w/informational PA announcements about the purpose and importance of the drills

"Responsible Behavior Guide" was created and approved by our Culture/Climate Leadership Team (CCLT) to clearly outline behavior expectations, the types of concerns the school addresses, and the responses available. The guide is included in our Opening Packet, which is sent home both physically and digitally at the start of each school year.

Schoolwide implementation of PBIS (Positive Behavior Interventions & Supports) began this year. CCLT and administration are collaborating to ensure behavior expectations are taught through common schoolwide lessons so they are clear to students and consistently taught, modeled, practiced, and reinforced.

\*Classroom teachers, counselors, and administrators use a progressive discipline system to assist with behavioral concerns.

\*A behavior incentive system (Blue Slips and Gold Slips) is used to encourage positive individual and class behavior. This year, we have implemented an additional incentive, "Eagle of the Week" to recognize one student per class each week who has earned one or more blue slips for demonstrating our Guidelines for Success (SOAR).

- \*SOAR assemblies (1-2x per year) ensure students understand what is expected and not permissible (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed). Posters to follow.
- \*The school counselor presents Wellness Lessons to all classes (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed).
- \*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, buddy-ups, and full-length lessons with SEL Lesson slide decks.
- \*All board policies, including zero tolerance for bullying or discrimination of any type, are distributed to parents, staff, and students. Posters are placed in the office and every bathroom. All board policies and complaint forms are available in the office and teachers' lounge.

#### SELF-EFFICACY AND SAFETY PROGRESS MONITORING 25-26:

- \*PULSE Survey and Core Survey data
- \*Student Council will collaborate with staff regarding concerns of the student body
- \*Recreation aides will monitor, report, and support implementation of PBIS, incentive systems (including blue slips and gold slips), response to student behavior, etc.

#### ATTENDANCE ACTION PLAN 25-26\*\*

To improve attendance and student engagement, MacArthur Elementary will:

- \*Identify students early who are at risk for chronic absenteeism and provide timely, tiered supports based on individual needs.
- \*Increase family communication and outreach to build shared understanding of attendance expectations and to connect families with available resources and supports.
- \*Coordinate efforts among site staff, including counseling support, attendance personnel, and the Bilingual Intermediate Office Assistant (IOA), to monitor attendance trends and respond consistently.
- \*Use district processes, including the Student Attendance Review Board (SARB), when Tier 2 and Tier 3 supports have been implemented and attendance concerns persist.

#### ATTENDANCE PROGRESS MONITORING 25-26\*\*

- \*Attendance progress will be monitored through the following measures:
- \*Monthly attendance reports reviewed to track schoolwide trends and individual student progress.
- \*Documentation of family outreach, including pre-SARB notices and follow-up communication.
- \*Collaborative review of intervention efforts among counseling and attendance support staff to adjust supports as needed.
- \*Records of family meetings and SARB-related steps maintained in Synergy.
- \*Comparison of baseline and end-of-year attendance data to measure improvement at both the student and schoolwide levels.

#### \*\*ATTRIBUTION:

Attendance goal, action plan, and progress monitoring adapted from the work of K. Dixon, School 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	<p>1) FRSA FRSA Goals for 2024-2025 Elementary/TK-8 FRSA Goal: 85% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024.</p> <p>MacArthur's FRSA Goal: 87% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 83% in June 2024. (+4).</p> <p>MacArthur's FRSA Subgroup goals are: 84% Hispanic, up from 79% (+5, Accelerated Growth Goal) 90+% AA, from 93% (-0, Maintain ??)</p>	Goal Partially or Not Met	<p>ELA FINDINGS 24-25:</p> <p>1) MacArthur's 2025 SBAC ELA Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 59%. (+5). GOAL MET (2025 Results = 67%)</p> <p>2) MacArthur's 2025 FRSA Goal: 90% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 83% in June 2024. (+4). GOAL NOT MET (2025 Results = 78%)</p> <p>PROGRAMS AND SERVICES IMPACTING PROGRESS</p>	<p>ELA GOALS 25-26:</p> <p>MacArthur's 2026 SBAC ELA GOAL: 75% of grades 3-5 students will score Met/Exceeded on SBAC, up from 67% in June 2025. (Projected Increase of +8)</p> <p>BOARD GOAL 1 - READING PROFICIENCY: Grade 3 SBAC ELA District-Wide from 48% in 2023 to 70% by 2028. MacArthur's 2026 Grade 3 SBAC ELA GOAL: 75% (74% per Power BI) up from 64% in 2025.</p> <p>*INTERIM BOARD GOAL 1a: K-2 FRSA District-Wide from 69% in 2023 to 85% by 2028. MacArthur's 2026 FRSA GOAL: 85% (86% per Power BI) of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2026, up from 78% in June 2025.</p>

<p>80% SpEd, up from 73% (+7, Accelerated Growth Goal) 60% EL, up from 50% (+10, Accelerated Growth Goal)</p> <p>SBAC ELA SBAC ELA Goals for 2024-2025</p> <p>Elementary/TK-8 Office SBAC ELA Goal: 54% of 3-5 students will score Met/Exceeded on SBAC, up from 49%.</p> <p>MacArthur's SBAC ELA Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 59%. (+5). MacArthur's SBAC ELA Subgroup goals are: 65% Hispanic, up from 60% (+5) 63% AA, up from 57% (+6, Accelerated Growth Goal) 54% SpEd, up from 46% (+8, Accelerated Growth Goal) 25% EL, up from 0% (+25, Accelerated Growth Goal)</p> <p>Action Plan: *Teachers will facilitate small group instruction at least three days a week to differentiate the content for the neurodiverse learners in our classrooms.</p>	<p>TOWARDS/ATTAINMENT OF ELA GOALS:</p> <p>ELA Drivers (What Supported Progress)</p> <p>Coaching, data analysis, and data chats provided by the IIC and Literacy Interventionist (administration participated when available, alongside ongoing operational and student support responsibilities)</p> <p>District and site-based professional development focused on ELA instruction</p> <p>Teacher release days and collaborative planning time</p> <p>Instructional Leadership Team (ILT) planning and instructional support</p> <p>Faculty meetings used for follow-up, reflection, and site-specific customization of professional learning</p> <p>Instructional materials and supplies aligned to literacy instruction</p> <p>Literacy specialist support for students reading below grade level</p>	<p>(Projected Increase of +7)</p> <p>*INTERIM BOARD GOAL 1b: Grades 1-3 Spring Fluency District-Wide from 56% in 2024 to 80% by 2028. MacArthur's 2026 Grades 1-3 Spring Fluency GOAL: 72% (74% per Power BI) up from 67% in 2025. MacArthur's 2026 Grades 4-5 (PY 3rd-4th) Spring Fluency GOAL: 67%, up from 59% in 2025.</p> <p>*INTERIM BOARD GOAL 1c: Grades 1-3 i-Ready D3 Rdg District-Wide from 56% in 2025 to 75% by 2028. MacArthur's 2026 i-Ready Grades 1-3 D3 Rdg GOAL: 72% (78% per Power BI) of Grade 1-3 students will be On or Above GL on i-Ready Rdg D3 in March 2026, up from 61% in March 2025. (Projected Increase of +11)</p> <p>BOARD GOAL 2 - READING ACCELERATION: Grades 4-8 SBAC ELA PY Not Met who meet scale score growth target District-Wide will increase from 28% in 2023 to 60% by 2028. MacArthur's 2026 Grades 4-5 SBAC ELA PY Not Met who meet scale growth target GOAL: 48% (48% per Power BI), up from 40% in June 2025.</p> <p>ELA ACTION PLAN for 25-26: *Teachers will facilitate small group instruction in</p>
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\*Staff will continue to take part in professional development around small group instruction and the use of rigorous, standards-aligned tasks during workshop.  
 \*Professional development will be provided on the Getting Reading Right decoding routine for Grades TK-2 during staff meetings.

Progress Monitoring:  
 \*Teachers in grades K-2 will utilize the tools learned from district training on best practices around fluency and the monitoring of achievement.  
 \*Grade levels will monitor data (ie: unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC.

Before- and after-school tutoring and academic enrichment opportunities

SBAC preparation efforts, including student presentations, effort tickets, and classroom incentive programs that increased motivation and engagement

ELA Preventers (What Limited Progress)

Implementation of new district instructional programs, which required time for learning, practice, and adjustment before full impact could be realized

Behavioral needs, particularly in lower grades, which reduced instructional time and consistency

Attendance challenges for some students, limiting continuous access to instruction and intervention

Wide range of instructional levels and significant skill gaps among students (including upper-grade students

classrooms 4-5 days a week to differentiate support for learners with varying needs, skill-levels, neurodivergence, etc.

A schoolwide workshop schedule is utilized to ensure that students participating in Tier II and Tier II supports (i.e. counseling, special education services, interventions outside of the classroom, etc.) do not miss Tier I ELA/Literacy Skills instruction taking place in class throughout the day.

\*Staff will continue to take part in professional development around small group instruction and the use of rigorous, standards-aligned tasks during workshop.

\*Professional development will be provided on the Getting Reading Right decoding routine for Grades TK-2 and DLAR for grades 3-5 during staff meetings.

Teachers in grades 3-5 received Getting Reading Right training (40 hrs) over the summer to ensure that teachers/admin know the how and why behind teaching foundational literacy and fluency skills beyond grade 2.

DDR/DLAR will be reviewed/simulated during our Pupil-Free Day and will be modeled in all classrooms by our Literacy Interventionist. Coaching cycles (6 weeks each) will be implemented in select classrooms (based on classroom data, observations, and/or by request

			with foundational reading needs)	from teachers).  ELA PROGRESS MONITORING for 25-26:  *Teachers in grades K-2 will utilize the tools learned from district training on best practices around foundational reading skills and the monitoring of achievement.  *The school's Instructional Leadership Team (ILT) meets bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.  *Grade levels will monitor data (ie: district assessments, unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC.  *Collaborative Data Study (CDS) - Analyze iReady, FRSA results and other data to monitor student progress and teacher's next focus area or instructional steps.  *Teachers in all grades will use data to drive tier 1 instruction, small group instruction, and to form flexible small groups.
Math	1) iReady Math K-2 i-Ready Math Goals for 2024-2025 Elementary/TK-8 i-Ready Math	Goal Partially or Not Met	MATH FINDINGS 24-25:  1) MacArthur's 2025 SBAC Math Goal: 64% of grades 3-5 students	MATH GOALS 25-26:  MacArthur's 2026 SBAC Math GOAL: 68% of grades 3-5 students will score Met/Exceeded on

Goal: \_\_\_% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 36% in June 2024.

MacArthur's K-2 i-Ready Math Goal: 50% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 38% in June 202. (+12).

SBAC Math:  
SBAC Math Goals for 2024-2025

Elementary/TK-8 Office SBAC Math Goal: 50% of 3-5 students will score Met/Exceeded on SBAC, up from 44%.MacArthurs

MacArthur SBAC Math Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 57%. (+7).

MacArthur's SBAC Math Subgroup goals are:  
59% Hispanic, up from 49% (+10, Accelerated Growth Goal)  
86+% AA, up from 86% (-0, Maintain ??)  
48% SpEd, up from 38% (+10, Accelerated Growth Goal)  
25% EL, up from 0% (+25,

will score Met/Exceeded on SBAC, up from 57%. (+7).

GOAL NOT MET (2025 Results = 60%)

2) MacArthur's 2025 K-2 i-Ready Math Goal: 50% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 38% in March 2024 (+12).

GOAL NOT MET (2025 Results = 38%)

PROGRAMS AND SERVICES IMPACTING PROGRESS TOWARDS/ATTAINMENT OF MATH GOALS:

Math Drivers (What Supported Progress)

Instructional coaching and push-in support from the IIC focused on district-adopted math instructional practices

Coaching, data analysis, and data chats that included math instruction and assessment results

SBAC, up from 60% in June of 2025. (Projected Increase of +8)

BOARD GOAL 3 - ALGEBRA PROFICIENCY (Black/AA Students)

\*INTERIM BOARD GOALS 3a AND 3b are not applicable to Elementary School  
\*INTERIM BOARD GOAL 3c is applicable to Elementary School; it is related to math common assessments for grades 4-5, but the goals have not yet been established by the district.

MacArthur's 2026 Grades 1-2 i-Ready Math GOAL: 45% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2026, up from 38% in March 2025.(Projected Increase of +7)

MATH ACTION PLAN 25-26:

\*Professional development and coaching will occur in Grades 3-5 in Math by our Math Lead Teacher/IIC. Teachers in K-2 are participating in district and site training/coaching for mathematics (3-part structure, counting collections, SMPs, etc.)

\*Instructional materials to ensure teachers have manipulatives to build conceptual understanding are available on site or can be ordered using a variety of site-based funding sources.

\*Collaborative discussions will increase during

<p>Accelerated Growth Goal)</p> <p>Action Plan:  *Professional development and coaching will occur in Grades 3-5 in Math by our Math Lead Teacher/IIC.  *Materials will be ordered to ensure teachers have manipulatives to build conceptual understanding.  *Collaborative discussions will increase during math in Grades 3-5 as students work through academic discourse.</p> <p>Progress Monitoring:  *Grade levels will monitor data (ie: unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC. Data sources include: Math Performance Tasks, *Edulastic Math assessments, and teacher formative assessments</p>	<p>District and site-based professional development focused on math instruction and instructional expectations</p> <p>Teacher release days and collaborative planning time to support lesson planning and review of student work</p> <p>Instructional Leadership Team (ILT) planning and support related to math implementation</p> <p>Faculty meetings used to follow up on math professional development and adapt strategies to site needs</p> <p>Instructional materials and supplies aligned to math instruction</p> <p>Before- and after-school academic support that included math for identified students</p> <p>SBAC preparation efforts, including student presentations, effort tickets, and classroom incentive programs that supported student motivation and engagement</p> <p>☐</p> <p>Math Preventers (What Limited</p>	<p>math in Grades 3-5 as students work through academic discourse.</p> <p>MATH PROGRESS MONITORING 25-26:</p> <p>*The school's Instructional Leadership Team (ILT) meets bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.</p> <p>*Grade levels will monitor data (district assessments, unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC. Data sources include: Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments.</p> <p>*Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps.</p>
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			<p>Progress)</p> <p>Implementation of new district math initiatives, which required time for teachers to learn, practice, and adjust instructional approaches</p> <p>Attendance challenges for some students, limiting consistent access to math instruction</p> <p>Behavioral needs that reduced uninterrupted instructional time</p> <p>Wide range of instructional levels and skill gaps among students, requiring more individualized support than available time and staffing allowed</p>	
English Learner	<p>1) EL Goal: 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.</p> <p>Action Plan: *Teachers will continue to use the ELLevation Dashboard and platform to access resources designed to support all learners, especially English language</p>	Goal Met	<p>EL FINDINGS 24-25: 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024. GOAL MET (2025 Results = 76.9% which represents 10/13 ELPI Eligible Students)</p> <p>PROGRAMS AND SERVICES IMPACTING PROGRESS</p>	<p>EL GOAL 25-26: 85% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2026, up from 76.9% as of June 2025.</p> <p>EL ACTION PLAN 25-26: *Teachers will continue to use the ELLevation Dashboard and platform to access resources designed to support all learners, especially English language learners.</p>

learners.  
 \*Small Group Instruction in every classroom focusing on EL students' needs.  
 \*Literacy Interventionist (District Funded) and Literacy Specialist (Title 1 Funded) work with teachers to analyze data and pull students for intensive small group or 1:1 literacy support

Progress Monitoring  
 \* Teachers will use the ELlevation Dashboard and platform to access and monitor students' current levels. Data sources include: Unit Exams, Performance Tasks, teacher formative assessments, priority standards assessments (PSA), FRSA, SBAC, i-Ready, etc.  
 \* Continued data analysis embedded throughout the school year  
 \* Collaborative Data Study (CDS)  
 - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps  
 \*The school's Instructional Leadership Team (ILT) meet bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on

TOWARDS/ATTAINMENT OF EL GOALS:

EL Drivers (What Supported Progress)

Some use of the ELlevation platform and dashboard to access student information and instructional resources, alongside other data sources used at the site

Small group instruction in classrooms, with language development needs addressed for English Learners

Instructional coaching and support from the district-funded Literacy Interventionist and Instruction and Intervention Coordinator (IIC), including data analysis, instructional planning, and professional development, with English Learners included in discussions of student needs

Intensive 1:1 literacy support provided by the Title I-funded Literacy Specialist for a small number of identified students, some of whom were English Learners

Ongoing data discussions

\*Small Group Instruction in every classroom focusing on EL students' needs; workshop time (as scheduled per grade level 4-5 times per week) includes designated ELD instruction for EL students.

\*Literacy Interventionist (District Funded) and Literacy Specialist (Title 1 Funded) work with teachers to analyze data and pull students for intensive small group or 1:1 literacy support

EL PROGRESS MONITORING 25-26:

\*Teachers will use the ELlevation Dashboard and platform to access and monitor students' current levels. Data sources include: Unit Exams, Performance Tasks, teacher formative assessments, FRSA, Fluency, SBAC, i-Ready, etc.

\* Continued data analysis embedded throughout the school year

\* Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps

\*The school's Instructional Leadership Team (ILT) meets bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.

findings.

embedded throughout the school year to review student progress and adjust instruction and supports

Collaborative Data Study (CDS) and Instructional Leadership Team (ILT) meetings used to monitor EL progress and refine instructional focus

Daily core instruction that included vocabulary development and language-rich practices supporting all learners, including English Learners

□

EL Preventers (Factors That Influenced the Pace of Progress)

Wide range of English proficiency levels among English Learners, requiring varying levels of instructional support and scaffolding

Variability in students' readiness and confidence in speaking and listening, which influenced how quickly language skills developed

Behavioral and social-emotional needs that at times interrupted instructional time

			Attendance challenges for some students, limiting continuous access to instruction and intervention	
Culture/Climate	<p>1) MacArthur SEL Goals for 2024-25:</p> <p>Increase Self Efficacy and Safety by 6% in 2024-25.</p> <p>Self-Efficacy Action Plan: To address our current needs indicated in the Pulse and Core Survey, we will support students in strengthening self-efficacy and safety through: *Character traits, including self-efficacy, are a focus each month in the classroom and are celebrated at the end of the month in our school-wide spirit assembly. *Classroom Teachers, counselors, and administration encourage self-efficacy in students. (Students can earn As, do well on difficult tests, master hard topics, and meet learning goals.) *Harmony curriculum is available across all grade levels for goal-setting, morning meetings, meet-ups and buddy-ups, and full-length lessons with slide decks.</p>	Goal Met	<p>*Self Efficacy Goal MET (+12%)</p> <p>MacArthur's ratings increased in all areas of the Culture/Climate portion of the CORE Survey.</p> <p>MacArthur is in the top quintile for ALL areas of the Culture/Climate portion of the CORE Survey as compared to responses from students in other CORE districts.</p> <p>MacArthur's average favorable response exceeds the district average for elementary schools in all areas of the Culture/Climate portion of the CORE Survey.</p> <p>*Safety Goal MET (+8%)</p> <p>MacArthur's ratings increased in all areas of the Culture/Climate portion of the CORE Survey.</p> <p>MacArthur is in the top quintile for ALL areas of the Culture/Climate portion of the CORE Survey as compared to responses from</p>	<p>SEL, CULTURE/CLIMATE GOAL 25-26: MacArthur will remain in the top quintile for all areas of the SEL and CULTURE/CLIMATE surveys as compared to other Core districts.</p> <p>SELF-EFFICACY ACTION PLAN 25-26:</p> <p>To maintain improved outcome data during the 25-26 school year, as indicated in the Pulse and Core Survey, we will continue to support students in strengthening self-efficacy through:</p> <p>*Character traits, including self-efficacy, are a focus each month in the classroom and are celebrated at the end of the month in our school-wide spirit assembly.</p> <p>*Classroom Teachers, counselors, and administrators encourage self-efficacy in students (students can earn As, do well on difficult tests, master hard topics, and meet learning goals) and encourage a growth mindset, believing that all students can succeed and are capable of learning challenging material.</p> <p>*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, meet-ups and buddy-ups, and full-length lessons with slide decks.</p>

\*Self-efficacy lessons are also available to all classroom teachers.

\*Classroom teachers, counselors, and administrators encourage a growth mindset, believing that all students can succeed and are capable of learning challenging material.

\*Revision of school's Equity Inquiry Question (EIQ) to focus on cultural responsiveness

\*PD on culturally responsive pedagogy

Safety & Positive Classroom and Playground Environment Action Plan:

\*Classroom teachers, counselors, and administrators use a progressive discipline system to assist with behavioral concerns.

\*A behavior Incentive system (Blue Slips and Gold Slips) is used to encourage positive individual and class behavior.

\*SOAR assemblies (1-2x per year) ensure students understand what is expected and not permissible (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed). Posters to follow.

students in other CORE districts.

MacArthur's average favorable response exceeds the district average for elementary schools in all areas of the Culture/Climate portion of the CORE Survey.

PROGRAMS AND SERVICES IMPACTING PROGRESS TOWARDS/ATTAINMENT OF SELF-EFFICACY AND SAFETY GOALS:

Drivers (What Supported Progress)

Schoolwide focus on character traits, growth mindset, and self-efficacy through classroom instruction, assemblies, and weekly PA announcements, and daily interactions

Use of SEL lessons and routines across classrooms, including some use of Harmony resources (meet-ups, buddy-ups, lessons) and consistent implementation of SEL components embedded within ELA unit guides

Strong adult relationships across the campus, including classroom

\*Self-efficacy lessons are available to all classroom teachers.

\*Our school's Equity Inquiry Question (EIQ) focuses on cultural responsiveness (content, experiences, and tasks in daily lessons connect with students' interests, culture, language(s), community, prior knowledge, strengths, learning preferences, etc.)

\*PD on culturally responsive teaching

SAFETY & POSITIVE CLASSROOM AND PLAYGROUND ENVIRONMENT ACTION PLAN 25-26:

To maintain improved outcome data during the 25-26 school year, as indicated in the Pulse and Core Survey, we will continue to support students in strengthening their sense of safety through:

\*Regularly scheduled safety drills w/informational PA announcements about the purpose and importance of the drills

A "Responsible Behavior Guide" was created and approved by our Culture/Climate Leadership Team (CCLT) to clearly outline behavior expectations, the types of concerns the school addresses, and the responses available. The guide is included in our Opening Packet, which

\*The school counselor presents Wellness Lessons to all classes (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed).

\*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, buddy-ups, and full-length lessons with SEL Lesson slide decks.

\*All board policies, including zero tolerance for bullying or discrimination of any type, are distributed to parents, staff, and students. Posters are placed in the office and every bathroom. All board policies and complaint forms are available in the office and teachers' lounge.

\*Trauma-Responsive Pedagogy Training/Workshops

\*Regularly scheduled safety drills w/ informational PA announcements about the purpose and importance of the drills

Progress Monitoring:  
 \*PULSE Survey and Core Survey data  
 \*Student Council will collaborate with staff regarding concerns of

teachers, counselors, administrators, recreation aides, office staff, etc. contributing to student support and a sense of belonging

Schoolwide behavior systems and incentives (Blue Slips and Gold Slips) used to encourage positive individual and class behavior

Increased adult supervision and support during recess and other unstructured times

Wellness lessons and SEL support provided by the school counselor, along with family-focused supports such as parent workshops offered by the Family Resource Center psychologist

Professional learning focused on culturally responsive and trauma-responsive practices

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Preventers (Factors That Required Ongoing Attention)

Elevated behavioral and social-emotional needs among some students

is sent home both physically and digitally at the start of each school year.

Schoolwide implementation of PBIS (Positive Behavior Interventions & Supports) began this year. CCLT and administration are collaborating to ensure behavior expectations are taught through common schoolwide lessons so they are clear to students and consistently taught, modeled, practiced, and reinforced.

\*Classroom teachers, counselors, and administrators use a progressive discipline system to assist with behavioral concerns.

\*A behavior incentive system (Blue Slips and Gold Slips) is used to encourage positive individual and class behavior. This year, we have implemented an additional incentive, "Eagle of the Week" to recognize one student per class each week who has earned one or more blue slips for demonstrating our Guidelines for Success (SOAR).

\*SOAR assemblies (1-2x per year) ensure students understand what is expected and not permissible (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed). Posters to follow.

\*The school counselor presents Wellness Lessons to all classes (teasing, hitting/pushing when not playing, comments about one's body,

the student body  
\*Recreation aides will monitor, report, and support implementation and revision of safety procedures.

Need for more consistency of expectations across classrooms, playgrounds, and transitions

and damaging/taking items will be addressed).

\*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, buddy-ups, and full-length lessons with SEL Lesson slide decks.

\*All board policies, including zero tolerance for bullying or discrimination of any type, are distributed to parents, staff, and students. Posters are placed in the office and every bathroom. All board policies and complaint forms are available in the office and teachers' lounge.

#### SELF-EFFICACY AND SAFETY PROGRESS MONITORING 25-26:

\*PULSE Survey and Core Survey data

\*Student Council will collaborate with staff regarding concerns of the student body

\*Recreation aides will monitor, report, and support implementation of PBIS, incentive systems (including blue slips and gold slips), response to student behavior, etc.

#### ATTENDANCE GOAL 25-26\*

By May 2026, MacArthur Elementary School will reduce chronic absenteeism by at least 15% by

implementing a tiered attendance support system for students who experienced attendance challenges during the 2024–2025 school year and continue to show similar patterns this year.

Based on the 2024 Dashboard, particular attention will be given to students with disabilities and White students, as these groups were identified in the second-lowest performance range for chronic absenteeism. Supports will be provided thoughtfully and proactively, in partnership with families.

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ATTENDANCE ACTION PLAN 25-26\*

To improve attendance and student engagement, MacArthur Elementary will:

Identify students early who are at risk for chronic absenteeism and provide timely, tiered supports based on individual needs.

Increase family communication and outreach to build shared understanding of attendance expectations and to connect families with available resources and supports.

Coordinate efforts among site staff, including counseling support, attendance personnel, and the Bilingual Intermediate Office Assistant (IOA), to monitor attendance trends and respond

consistently.

Use district processes, including the Student Attendance Review Board (SARB), when Tier 2 and Tier 3 supports have been implemented and attendance concerns persist.

Particular attention will be given to students with disabilities and White students, as these groups were identified in the second-lowest performance range for chronic absenteeism on the 2024 Dashboard.

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#### ATTENDANCE PROGRESS MONITORING 25-26 \*

Attendance progress will be monitored through the following measures:

Monthly attendance reports reviewed to track schoolwide trends and individual student progress.

Documentation of family outreach, including pre-SARB notices and follow-up communication.

Collaborative review of intervention efforts among counseling and attendance support staff to adjust supports as needed.

Records of family meetings and SARB-related steps maintained in Synergy.

				<p>Comparison of baseline and end-of-year attendance data to measure improvement at both the student and schoolwide levels.</p> <p>Progress monitoring data will be disaggregated for the students with disabilities and White students due to the identified need on the 2024 Dashboard.</p> <p>*ATTRIBUTION: Attendance goal, action plan, and progress monitoring adapted from the work of K. Dixon, School Counselor.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
YMCA Playground Partners provides a trained staff member during lunchtime recess to supervise and facilitate organized games and sports tailored to students' developmental needs. The program covers kindergarten, 1st & 2nd grade, and 3rd-5th grade lunch recess, ensuring age-appropriate activities that promote fairness, inclusivity, and sportsmanship, while ensuring all students have opportunities to connect and participate. (SM 3)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The need for coaching and professional development so that all teachers collectively use the QCI components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, office and operational materials, school grounds and playground items, etc. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
An hourly teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive targeted support in small groups or 1:1 for 8-10 weeks. (IN 1)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)
Materials to support instruction including technology needs and upgrades, teaching materials/supplies/resources, supplies to engage students and to support the unique needs of our students with disabilities in all programs, including CCT, etc. (SM 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
An hourly teacher will serve as a specialist who will work with targeted students to receive intervention services and are at risk/below grade level. Each grade level (K-2) will have small group sessions, up to three times a week, for eight weeks. The program aims to reinforce key concepts, build student confidence, and support academic growth in a personalized and engaging manner. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Materials to support the organization, management, and safety of school common areas, playground, pick up and drop off zones, front office, and administration in meeting the needs of students, staff, and community. (SM 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

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

<p>move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

## Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <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 / 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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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 the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, 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>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students benefit from arts education that nurtures creativity, builds confidence, and increases engagement across content areas. Theatre arts also support speaking and listening standards within ELA, strengthen oral language skills, and deepen students' connection to school. Elective Curriculum 100	Through Proposition 28 funding, students will participate in weekly theatre instruction designed to foster creativity, collaboration, and self-expression. The program supports the integration of visual and performing arts into the school day, provides all students access to enriching, standards-aligned VAPA experiences, and reinforces ELA speaking and listening skills through performance, discussion, and active participation.	All Students	Prop 28 \$36,033 Teacher - Elementary .2 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Weekly	VAPA Teacher	Pending Elective Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students benefit from experiential, inquiry-based learning that extends beyond the classroom. The school garden provides opportunities to supplement the core curriculum with meaningful, collaborative exploration rooted in real-world application. Elective Curriculum 100	To foster curiosity, critical thinking, and deeper connections to academic content, we will enhance our campus infrastructure to support a vibrant school garden. In partnership with Ground Education, all MacArthur students will engage in hands-on, interdisciplinary learning experiences that connect core standards to the natural world through regular outdoor lessons.	All Students	Title 1 \$9,100 Services - Title 1 100%	07/01/2025 - 06/30/2026 Biweekly	Principal, Office Supervisor, All Teachers	As Needed Elective Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Data from reading diagnostics and the FRSA indicate that some students are not yet meeting grade-level expectations in foundational reading skills. These students need additional time, targeted instruction, and personalized support to close gaps and access grade-level content. Core Curriculum 100	An hourly teacher will serve as a literacy specialist providing targeted intervention to students reading below grade level. Identified students will receive small group or 1:1 instruction for 8-10 weeks, focused on foundational reading skills including decoding, fluency, and comprehension to support their access to the ELA Common Core Standards.	Other Targeted Students, English Learners, Identified At-Risk Students	Title 1 \$19,434 Teacher Hourly Extra Comp ( 1 ) for 200 hours annually - Title 1 100%	07/01/2025 - 06/30/2026 Biweekly	Principal, Substitute Teacher / Literacy Specialist	Principal, Substitute Teacher Core Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students and staff need access to high-quality materials to fully engage in VAPA instruction. Equipping classrooms and arts programs with appropriate supplies supports creative expression, instructional equity, and arts integration across content areas. Culture-Climate Survey (Student-Staff) 50, Elective Curriculum 40, Basic Services 10	Funds will be used to purchase materials and supplies that support the integration of visual and performing arts throughout the school. This includes resources for theatre, instrumental and choral music (e.g., music stands, sheet music), classroom-based arts integration (e.g., crayons, construction paper), and VAPA-themed additions to the school library collection.	All Students, All Staff	Prop 28 \$7,455 Materials - Prop 28 100%	07/01/2025 - 06/30/2026 Monthly	Principal, Office Staff, VAPA Teachers, Other Staff	As Needed Culture-Climate Survey (Student-Staff) 50, Elective Curriculum 40, Basic Services 10

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students benefit from hands-on visual arts instruction that builds creativity, art appreciation, and engagement. This program integrates visual arts into the school day and ensures all students have access to enriching, age-appropriate VAPA learning experiences. Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10, Elective Curriculum 70	Students will participate in the Meet the Masters program, which brings visual art to life through engaging, grade-level tailored lessons on notable artists, followed by hands-on classroom projects in each artist's style. The program promotes creative expression, art appreciation, and standards-aligned arts instruction for all students.	All Students	Prop 28 \$2,700 Services - Prop 28 100%	07/01/2025 - 06/30/2026 Semester	Principal, Office Supervisor, PTA Supports this program	As Needed Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 10, Elective Curriculum 70

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>MacArthur School provides incoming Kindergarten parents an orientation, an opportunity to "Meet and Greet" in late August. At this informal meeting, parents are informed of district and school policies, school schedules, PTA information, meet and greet teachers and support staff, school &amp; garden tour, and provided the opportunity to ask questions.</p> <p>MacArthur has a transitional kindergarten class (TK) TK is designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on, play based opportunities for learning.</p>	<p>The counselor meets with the fifth grade class to instruct them in the Middle School application process.</p> <p>The counselor also reviews the process individually with parents of fifth graders. If any parents need translation, it is provided by the Instruction, Intervention Coordinator.</p> <p>Parents are invited to attend the annual School Choice Fair (Education Celebration) hosted by LBUSD.</p> <p>During the second trimester arrangements are made between MacArthur Elementary School fifth grade teachers and Bancroft Middle School for a walking orientation field trip.</p>	N/A

## **Accountability Measure 2: Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
Students benefit from inclusive, age-appropriate recess activities that promote physical, social, and emotional well-being. Structured play led by trained staff helps reduce conflict, support positive peer interaction, and ensure all students feel connected and engaged. Culture-Climate Survey (Student-Staff) 100	YMCA Playground Partners provides a trained staff member during lunchtime recess to supervise and facilitate organized games and sports tailored to students'™ developmental needs. The program covers kindergarten, 1st & 2nd grade, and 3rd-5th grade lunch recess, ensuring age-appropriate activities that promote fairness, inclusivity, and sportsmanship, while ensuring all students have opportunities to connect and participate.	LCFF \$9,000 Services - LCFF 100%	07/01/2025 - 06/30/2026 Daily	B. Cohen, Principal	Daily

**Accountability Measure 3: Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
Staff need dedicated time to collaboratively plan and implement schoolwide goals aligned with the SPSA, specialized programs, safety, and climate initiatives. SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 10, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 60	Provide release time for staff to collaboratively develop and implement schoolwide goals and action plans aligned to the SPSA, specialized programs, school safety, and campus culture and climate. Release days will support teams in refining strategies, monitoring progress, and responding to emerging site needs.	Title 1 \$11,414 Substitute teacher full day ( 16 ) for 2 days - Title 1 100% Substitute teacher half day ( 16 ) for 1 days - Title 1 100%	07/01/2025 - 06/30/2026 Monthly	Principal, Counselor, IIC, Literacy Teacher, PCE Facilitator, Teachers, Office Staff	Achievement Report Data, ELA Common Assessments (Grades 2-5: Performance Tasks & Priority Standards Assessments), Math Common Assessments, FRSA/Fluency, iReady ELA and iReady Math Diagnostics (D1-D3)

**Describe Teacher Involvement**

At MacArthur Elementary, we are committed to providing a rigorous, standards-aligned educational experience that meets the diverse academic and social-emotional needs of all students. Our approach is rooted in equity, collaboration, and continuous improvement, ensuring that every student thrives in a safe and supportive learning environment.

Our vision is to empower our Eagles to SOAR by fostering strong character and a lifelong love of learning, enabling students to make a meaningful impact in the world. Our mission is to empower every learner through intentional planning, proactive monitoring, and personalized support to achieve success.

Commitment to High-Quality Instruction: MacArthur teachers deliver engaging, standards-based instruction with clear learning intentions and success criteria. We promote critical thinking, problem-solving, and college and career readiness by:

-Delivering Differentiated Instruction & Interventions

- Teachers plan and implement high-quality, standards-based lessons tailored to student needs.
- Small-group targeted interventions ensure students receive additional support while others engage in activities that reinforce and extend their learning.
- Lessons incorporate increasingly complex and culturally relevant texts, fostering connections between content and real-world applications.

-Using Data to Drive Instruction

- Teachers utilize formative, interim, and summative assessments to inform lesson progression and student support.
- The PDSA cycle and LROIX intervention tracking guide data-driven decision-making.
- Student progress is communicated to families through parent conferences and LBUUSD Achievement Reports in both semesters.

-Fostering Student Engagement & Collaboration

- Students are encouraged to articulate what they are learning and why by engaging in partner shares, collaborative discussions, and group tasks.
- Instruction is designed to help students apply their learning to real-life contexts, empowering them to make a positive difference in their communities and beyond.

-Prioritizing Professional Growth & Collaboration

- Teachers engage in ongoing, purposeful planning, reflection, and feedback cycles to refine and enhance instruction.
- Professional development is guided by shared values, schoolwide and district focus areas, and our commitment to equity-driven, high-quality teaching.

-Commitment to Equity & Student Support: We recognize that academic success and social-emotional well-being are intertwined. Our Theory of Action (2024-2029) emphasizes the importance of:

- Intentionally planning and delivering high-quality, standards-based lessons.
- Consistently gathering and analyzing evidence of student learning strengths and needs.
- Providing targeted interventions and enrichment opportunities.
- Supporting students' social-emotional well-being to accelerate growth and close achievement gaps among student subgroups.

To further advance equity, our Equity Inquiry Question (2024-2025) guides instructional reflection:

"What evidence is there that the content, experiences, and tasks in my daily lessons connect with students' interests, culture, language(s), community, prior knowledge, strengths, and learning preferences?"

Specialized Support & Inclusive Practices: MacArthur provides Special Education services, including Speech and RSP, as well as co-teaching classrooms (K-3) to support diverse learning needs. Every teacher holds a multiple-subject credential, with many earning additional specialized certifications.

Our Instruction and Intervention Coordinator (IIC) plays a critical role in coaching teachers, supporting curriculum implementation, and refining instructional

strategies to enhance student learning. They provide targeted professional development, guide small-group instruction, and use data analysis to ensure interventions and schoolwide supports are effectively implemented. Additionally, our literacy intervention teacher provides coaching, professional development, and direct instructional support to K-2 teachers and students, strengthening early literacy foundations. Both are invaluable members of our team, driving instructional excellence and student success.

By aligning our vision, mission, instructional practices, and professional development with our core values, MacArthur Elementary ensures that all students receive the support they need to succeed academically, socially, and emotionally. Through collaboration, purposeful planning, and a shared commitment to excellence, we are preparing students to SOAR—both in school and beyond.

### Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Families have expressed interest in more opportunities to engage with the school and learn ways to support their children at home. Offering accessible, evening workshops helps remove barriers to participation and fosters stronger collaboration between families and school staff. Culture-Climate Survey (Parent) 100	Funds will be used to compensate school staff for facilitating evening parent workshops focused on building home-school partnerships and supporting student success through academic and social-emotional strategies	Par Inv \$2,229 Teacher Hourly P Schedule ( 1 ) for 12 hours annually - Par Inv 100% Teacher Hourly Extra Comp ( 1 ) for 12 hours annually - Par Inv 100%	07/01/2025 - 06/30/2026 Semester	PCE Facilitator FRC Psychologist Other school staff who are willing and able to support or lead	Informal and Formal Feedback from Workshop Attendees

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
There are times when additional office coverage is necessary beyond the regular workday to support timely communication, operational demands, and schoolwide events. Flexibility in staffing ensures smoother operations and greater responsiveness to students, staff, and families. Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 20, Basic Services 10	Funds will be used to compensate office staff, including the Office Supervisor and Intermediate Office Assistant (IOA), for work performed outside of contract hours to support school operations, communication, and responsiveness to school and family needs.	LCFF \$1,000 Services - LCFF 100%	07/01/2025 - 06/30/2026 Monthly	Principal, Office Supervisor	As Needed

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Producing a schoolwide performance requires staff time beyond the contract day and materials to bring the production to life. Funding both ensures a well-executed event that promotes creativity, student engagement, and a shared sense of pride in the school community. Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30	Funds will be allocated for additional hourly compensation for staff who support the production of the school play, including teacher directors and classified staff (e.g., custodians), as well as for materials and supplies needed for set design, props, costumes, and other production-related expenses. This includes support for rehearsals, set-up, supervision, and dress rehearsal/show day execution.	Prop 28 \$9,856 Teacher Hourly P Schedule ( 2 ) for 50 hours annually - Prop 28 100% Materials - Prop 28 100%	07/01/2025 - 06/30/2026 Semester	School Play Director, Office Supervisor	March-May 2026

### 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)	58615
Title I Parent and Family Involvement (3008)	1589

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	23380

\* 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.

### **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**

**Elementary CARE and Support Centers** (formerly known as 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.

## **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.

### **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	Beth Cohen	06-11-2026
Staff	Classroom Teacher	John Solomon	06-11-2027
Staff	Classroom Teacher	Michael Arick	06-11-2027
Staff	Classroom Teacher	Vanessa Khim	06-11-2027
Staff	Other School Personnel	Amy Vasquez	06-11-2027
Community	Parent/Community Member	██████████ Troullier	06-12-2026
Community	Parent/Community Member	██████████ Zwick	06-12-2026
Community	Parent/Community Member	██████████ Martini	06-12-2026
Community	Parent/Community Member	██████████ Martin	06-11-2027
Community	Parent/Community Member	██████████ McInnis	06-11-2027

## 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)	N/A
DELAC Representative	Parent of EL Student (required)	N/A
Principal or Designee	Staff Member (required)	N/A
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.

ELAC is not required because there are less than 21 English Learner students enrolled.



## 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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 10/06/2025
3. SSC approved the **Parent Involvement Guidelines** on 02/23/2026
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 10/07/2025, 10/07/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 02/23/2026
6. The SPSA was approved at its meeting on 02/23/2026

LBUSD Board of Education Approval Date:

Signatures:

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

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

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

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

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

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



**MACARTHUR ELEMENTARY SCHOOL**  
 6011 Centralia Street  
 Lakewood, CA 90713  
 (562) 420-3588



## **MacArthur Elementary School Home-School Compact**

The staff and parents/guardians at MacArthur Elementary **School** have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of MacArthur Elementary **School** agree to implement the following activities:

### **THE SCHOOL**

The School will

- provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- be positive role models for students.
- provide after school tutoring when resources are available.
- involve parents/guardians in the governance of the school.
- keep parents informed of their child’s progress.

### **THE HOME**

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child’s education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child’s needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we’re here to help.

Parents/Guardians will

- send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- provide a quiet place for their children to study and check his/her work.
- talk, read or write to/with their children at least 20 minutes each night.
- attend all teacher-requested conferences to discuss the academic progress of their children.
- provide students with real-world math experiences such as counting, money concepts, time/clocks, math facts, measurement through cooking, etc.

### **THE STUDENT**

Students will

- come to school prepared and ready to learn.
- adhere to the SOAR Guidelines for Success (Safety, Ownership, Achievement, Respect).
- be responsible learners by paying attention in class, reading every day, and doing their best in school.
- strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- interact with teachers and peers in a positive manner.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Student Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_



**MACARTHUR ELEMENTARY SCHOOL**

6011 Centralia Street  
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**Parent/Guardian/Family Involvement Guidelines**  
**2025-2026**

MacArthur 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.

MacArthur Elementary School has developed, with the members of MacArthur’s School Site Council, our school’s Parent/ Guardian Involvement Guidelines. These guidelines establish MacArthur School’s expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities.

**To engage parents/guardians/families positively in their children’s education, MacArthur Elementary School will:**

1. Encourage parents/guardians to 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 learn at home.
3. Initiate 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. Foster culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include parents 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.
7. Ensure that all notices, reports, statements, or records sent to the parents or guardians will be translated into the appropriate language. In addition, oral translations of materials will be provided upon the request of the parents, if necessary.

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 that may inhibit such participation.

Adopted: October 27, 2025  
MacArthur Elementary School  
School Site Council

**ADOPTION**

MacArthur's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/27/25 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 12/10/25. MacArthur Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Beth Cohen

Signature of Principal

10-27-25

Date

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