



# **Stevenson 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

#### 24-25 FRSA ON-TRACK

	22-23	23-24	24-25	24-25 EL	24-25 Homeless	24-25 AA	24-25 SpEd
OVERALL:	37%	45%	65%	50%	63%	66%	69%
K -	40%	48%	80%	45%	100%	63%	33%
1st -	36%	41%	61%	38%	33%	71%	75%
2nd -	35%	48%	53%	88%	67%	65%	83%

#### 24-25 SBAC ELA GROWTH

##### ELA Overall Met + Exceeded

- 48% of Stevenson students scored at the Met and Exceeded level on the SBAC ELA exam. This is a 2% decrease from 2023-24. This is 3% higher than the district elementary average.
- Grade 4 at 45% with a decrease of 0% from 2023-24. This is 7% lower than the district elementary average.
- Grade 5 at 51% with a decrease of 2% from 2023-24, and is 9% lower than the district elementary average.

24-25 ELL 64% increased by 14%

23-24 ELL 50%

24-25 Black/AA: 44%

23-24 Black/AA: 55%

24-25 Homeless: 40%

23-24 Homeless: 35%

24-25 Special Ed: 53%

23-24 Special Ed: 34

Special Ed with RSP: 54%

Special Ed with RSP: 34%

#### iReady Reading D1 to D3 TYPICAL ON-TRACK Growth

(Typical Growth is the average annual growth for students at this grade and placement level.)

OVERALL:

24-25: 59%

23-24: 56%

22-23: 61%

24-25 EL: 33%  
 23-24 EL: 39%  
 22-23 EL: 65%  
 24-25 Black/AA: 36%  
 Homeless: 39%

Student with Disabilities: 39%

	22-23	23-24	24-25
1st -	60%	47%	38%
2nd -	81%	48%	39%
3rd -	50%	40%	41%
4th -	66%	35%	51%
5th -	43%	55%	42%

iReady Reading D1 to D3 STRETCH Growth

(Stretch Growth for below-grade level students is an ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency.)

OVERALL:

24-25: 31%  
 23-24: 34%  
 22-23: 29%  
 24-25 EL 13%  
 23-24 EL 11%  
 22-23 EL 26%  
 24-25 Black/AA: 15%  
 Homeless: 16%  
 Student with Disabilities (SWD): 16%

	22-23	23-24	24-25
1st -	37%	20%	14%
2nd -	52%	27%	20%
3rd -	19%	17%	14%
4th -	27%	9%	21%
5th -	10%	24%	12%

Board Goal 1- The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment Actual-41% Goal 24-25-49% Board Goal 2-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 Actual- 32% Goal 24-25- 34% SBAC ELA Site 2024-2025 Literacy Levels-All 41% (88 students) Black/African-American 45% (18 students) English Learner 14% (10 students) ELA increase of 3% over 23/24 AA increase of 8% over 23/24 EL increase 2% over 23/24 Site 2024-2025 Levels: Foundational Reading Skills Assessment -K-2 All 80% overall prof. (excludes TK) AA 88% overall prof. EL 71% overall prof.

## ELA Goals

### ELA Identified Area of Need:

SBAC growth scores (4th/5th) show that 48% of students are on track, however, our scores decreased from last year and are above the district average. For the iReady, 1st, 2nd and 5th grade showed decreases for on-track students, but 3rd, and 4th grade showed increases. Stevenson does not have over 50% of students on track in any assessment category (SBAC, iReady, FRSA). There is a need to bring students who are one or more grade levels below up to grade level, to help students who are on track stay on track, and to maintain a rigorous learning environment for those students who are above grade level to ensure they continue to be challenged.

### Goal:

By June 2026, at least 80% of Stevenson students will achieve one year of academic growth in ELA, and students achieving below grade level will demonstrate greater than one year of growth as indicated by iReady Diagnostic, SBAC assessments, FRSA on-track data, and district formative assessments.

### Action Plan Summary:

- Literacy Lead and Math Lead will work with teachers (Tier 1) to progress monitor, plan effective instruction, model and co-teach lessons with emphasis on EL Strategies and more culturally responsive practices.
- Implementation of iReady personalized instruction tailored to the needs of each student.
- teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction
- professional development including English Learner strategies and ELPAC information will be provided to staff around providing data driven, inquiry-based, rigorous instruction.
- weekly principal classroom walk-throughs with actionable feedback with the support team and literacy coaches. (Principal, IIC, Math Lead, Literacy Lead)
- RSP teacher set goals for our Special Education student and progress monitor
- RSP teacher meets monthly with IIC to progress monitor student growth and needs

### Family/Community:

- literacy days and regular parent workshops focused on at-home reading strategies

- regular parent workshops and monthly Coffee with the Principal (sharing best practices with at-home support as well as resources to support all learners including ELs.)
- Parenting Partners program for parents to implement social emotional learning strategies at home.

**Progress Monitoring:**

Teachers/Admin/Support Team will monitor data quarterly (after each iReady diagnostic window and following FRSA/SBAC administrations) to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of Action if necessary. Staff will work collectively to ensure goals are being met with particular attention to English Learner progress, early literacy outcomes in grades K-2, and closing achievement gaps for underperforming subgroups.

**Planned Data to Collect:**

- English Learner Student Achievement Data (iReady, FRSA, SBAC, ELPAC)
- African American Student Achievement Data
- Homeless Student Achievement Data
- RSP Student Achievement Data
- iReady Diagnostic 1, 2, and 3 results (overall and by subgroup)
- FRSA On-Track percentages (quarterly)
- Intervention group progress monitoring data
- Patterns/Trends from Walkthrough Notes
- Quarterly teacher data meetings with support team
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Running records and reading level data (K-3)
- Student attendance and intervention participation rates
- Professional development implementation surveys

## **Comprehensive Needs Assessment: Mathematics**

### **Math Findings**

24-25 SBAC MATH GROWTH

Math Overall Met + Exceeded

- 45% of Stevenson students scored at the Met and Exceeded level on the SBAC Math exam. This is a 4% increase from 2023-24.
- Grade 4 at 57% with an increase of 7% from 2023-24. This is 8% higher than the district elementary average.
- Grade 5 at 31% with a decrease of 3% from 2023-24, and is 11% lower than the district elementary average.

24-25 ELL 42% decreased by 4%

23-24 ELL 46%

24-25 Black/AA: 48%

23-24 Black/AA: 50%

24-25 Homeless: 33%

23-24 Homeless: 50%

24-25 Special Ed: 42%

23-24 Special Ed: 35%

24-25 Special Ed with RSP: 54%

23-24 Special Ed with RSP: 35%

iReady Math D1 to D3 TYPICAL ON-TRACK Growth

(Typical Growth is the average annual growth for students at this grade and placement level.)

OVERALL:

24-25: 54%

23-24: 53%

22-23: 58%

24-25 EL 48%

23-24 EL 39%

22-23 EL 63%

24-25 Black/AA: 22%

Homeless: 36%

SWD: 36%

	22-23	23-24	24-25
1st -	64%	48%	35%
2nd -	60%	31%	22%
3rd -	59%	23%	34%
4th -	58%	41%	44%
5th -	48%	45%	45%

iReady Math D1 to D3 STRETCH Growth

(Stretch Growth for below-grade level students is an ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency.)

OVERALL:

24-25: 25%

23-24: 25%

22-23: 27%

24-25 EL 9%

23-24 EL 13%

23-24 EL 27%

24-25 Black/AA: 5%

Homeless: 7%

SWD: 7%

	22-23	23-24	24-25
1st -	54%	30%	7%
2nd -	23%	6%	4%
3rd -	21%	2%	11%
4th -	25%	8%	9%
5th -	14%	11%	5%

## Math Goals

Identified Area of Need:

SBAC Math growth scores (4th/5th) show 45% of Stevenson students scored at the met or exceeded level. This is a decrease from last year and below the district average. On the iReady, 1st and 5th showed slightly increased scores from the previous year but there was a drop in scores for 2nd, 3rd, and 4th. A majority of students are scoring below grade level. Math needs to be a focus across the board for all students at every grade level. There is a need for consistent progress monitoring incorporating formative assessments so that data can be closely monitored and students can receive appropriate support in a timely manner.

Goal:

By June 2026, at least 80% of Stevenson students will achieve one year of academic growth in math, and students achieving below grade level will demonstrate greater than one year of growth as indicated by iReady Diagnostic, SBAC assessments, and district formative assessments.

#### Action Plan Summary:

- Math Lead will work with teachers (Tier 1) to progress monitor, plan effective instruction, model and co-teach lessons with emphasis on number sense, mathematical reasoning, and problem-solving strategies
- Implementation of iReady personalized instruction tailored to the needs of each student with dedicated daily time for online lessons
- Targeted intervention groups 4x/week for students below benchmark in grades K-2, focusing on foundational skills and number sense development
- Math nights and regular parent workshops focused on building math confidence, explaining grade-level standards, and strategies for supporting math learning at home
- Monthly Coffee with the Principal sharing best practices for family math support and demystifying math instruction
- Teachers will implement small group instruction, hands-on/manipulative-based learning, skills-based group instruction, and concrete-representational-abstract (CRA) approach
- Professional development will be provided to staff around data-driven math instruction, mathematical discourse, scaffolding strategies for ELs, culturally responsive math teaching, and Number Talks protocols
- Weekly principal classroom walk-throughs with actionable feedback focused on mathematical thinking, student engagement, and differentiation
- Weekly meetings with support team (Principal, IIC, Math Lead, ELD Coordinator)
- Support team collaboration and walkthroughs with district Math coaches to build teacher capacity
- RSP teacher will set ambitious goals for Special Education students aligned to grade-level standards and progress monitor using formative assessments
- RSP teacher meets monthly with IIC to progress monitor student growth, analyze intervention effectiveness, and adjust strategies
- Establish data team protocols for bi-weekly grade-level analysis of student progress with focus on students needing stretch growth
- Implement consistent use of mathematical routines (Number Talks, Problem of the Day) to build conceptual understanding and fluency.

#### Progress Monitoring:

Teachers/Admin/Support Team will monitor data quarterly (after each iReady diagnostic window and following SBAC administrations) to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of Action if necessary. Staff will work collectively to ensure goals are being met with particular attention to early elementary math growth (grades 1-2), English Learner progress, stretch growth outcomes for below-grade-level students, and closing achievement gaps for Black/African American students and students experiencing homelessness.

#### Planned Data to Collect:

- English Learner Student Achievement Data (iReady, SBAC)
- African American Student Achievement Data
- Homeless Student Achievement Data
- RSP Student Achievement Data
- iReady Diagnostic 1, 2, and 3 results (overall and by subgroup with focus on typical and stretch growth)
- Intervention group progress monitoring data (fluency checks, formative assessments)
- Grade-level common formative assessment results

- Patterns/Trends from Walkthrough Notes (focus on math discourse, manipulative use, differentiation)
- Quarterly teacher data meetings with support team
- QCI - (Pre) Whole School Walkthrough & Goal Conferences
- Student attendance and intervention participation rates
- Professional development implementation surveys
- Number Talks observation data and student work samples

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

English Learners:

Stevenson currently has 100 ELs, with 15 RFEPs being monitored, 0 RFEPs fully exited, 9 newcomers, 12 ELs w/IEPs, and 2 LTEL's.

In the SBAC ELA assessment, English Learners 24-25 ELL 64% increased by 14% points, and in the SBAC Math, English Learners 24-25 ELL 42% decreased by 4%

2024-2025 ELPAC Data:

Current ELPI:

- 16% Level 1 Minimally Developed
- 15% Level 2H High Somewhat Developed
- 10% Level 2L Low Somewhat Developed
- 10% Level 3H High Moderately Developed
- 14% Level 3L Low Moderately Developed
- 8% Level 4 Well Developed

Overall:

- 24% Beginning Stage
- 32% Somewhat Developed
- 30% Moderately Developed
- 11% Well Developed

Oral

- 19% Minimally Developed

20% Somewhat/Moderately  
33% Moderately Developed  
25% Well Developed

Reading  
45% Beginning  
46% Somewhat/Moderately  
6% Well Developed

Speaking  
22% Beginning  
42% Somewhat/Moderately  
33% Beginning

Listening  
21% Beginning  
56% Somewhat/Moderately  
20% Well Developed  
4% No Data

Writing  
27% Beginning  
59% Somewhat/Moderately  
11% Well Developed  
4% No Data

Written Language  
35% Minimally Developed  
37% Somewhat  
20% Moderately Developed  
5% Minimally Developed  
4% No Data

Areas of Most Need:

Grades 1 and 2 show the most alarming declines in foundational skills, while Grade 5 has the largest enrollment and significant gaps compared to district averages.

1. Grade 2 (17 students)

iReady Math typical growth: 22%  
iReady Math stretch growth: 4%  
iReady Reading typical growth: 39%  
iReady Reading stretch growth: 20%

2. Grade 1 (19 students)

iReady Math typical growth: 35%  
iReady Math stretch growth: 7%  
iReady Reading typical growth: 38%  
iReady Reading stretch growth: 14%

3. Grade 5 (23 students - largest grade)

SBAC ELA: 51% (9% below district average)  
SBAC Math: 31% (11% below district average, decreased 3% from prior year)  
iReady Math stretch growth: 5%

## English Learner Goals

Identified Area of Need:

Stevenson serves 100 English Learners, including 9 newcomers, 12 ELs with IEPs, and 2 LTELs. ELPAC data reveals critical literacy gaps with 45% of ELs at Beginning level in Reading and only 11% achieving Well Developed status overall. Reading and Writing are significant areas of weakness compared to Speaking and Listening. While ELs showed a 14% increase in SBAC ELA, they decreased 4% in SBAC Math. Grades 1 and 2 show declines in foundational skills across both ELA and math, and Grade 5 has the largest enrollment and significant gaps compared to district averages. There is a need to accelerate English language development in reading and writing, provide intensive foundational skills support in early elementary grades, advance students through ELPAC proficiency levels toward reclassification, and strengthen designated and integrated ELD instruction across all content areas.

Goal:

By June 2026, at least 40% of Stevenson English Learners will increase their English language proficiency by at least one ELPAC performance level, with particular focus on moving students from Beginning to Somewhat Developed in reading and writing. Additionally, at least 8-10% of eligible English Learners will be reclassified as Fluent English Proficient (RFEP), and at least 50% of English Learners will achieve one year of academic growth in ELA and Math as indicated by iReady Diagnostic and SBAC assessments.

Action Plan:

- Teachers/IIC/Literacy coach/counselor/EL coordinator will progress monitor RFEP students to ensure continued achievement.
- IIC & Facilitator will meet with ELs to inform them about the ELPAC and provide preparedness sessions to familiarize students with test format.
- Teachers will utilize Ellevation data, tools, and strategies to track progress and differentiate instruction.
- Professional development on Ellevation platform, ELPAC assessment literacy, designated and integrated ELD strategies, and scaffolding techniques.
- Literacy Lead and Math Lead will provide Tier 1 support to teachers with emphasis on EL scaffolding strategies within their lessons.
- Teachers will provide daily designated ELD instruction (30-45 minutes) based on ELPAC proficiency levels.
- Targeted intervention groups and Summit Tutoring for ELs at Beginning level in reading and writing, particularly in grades K-2
- Newcomer support program with intensive language instruction and bilingual assistance.
- Specialized support for ELs with IEPs through collaboration between classroom teachers, ELD staff, and the RSP teacher.
- Teachers and IIC will progress monitor EL students using ELPAC interim assessments and classroom formative assessments.
- EL family engagement parent informative workshops in Spanish and Khmer to support language development and explain reclassification.
- Grow ELAC through increased parent outreach, translate all communications to Spanish and Khmer, and provide translators at meetings and events.

Progress Monitoring:

Teachers/Admin/Support team will monitor English Learner data quarterly through ELPAC interim assessments, iReady diagnostics, and classroom formative assessments to reflect on teaching practices and to make adjustments to ELD instruction, grade level goals, school goals, and PD plan. Particular attention will be given to students at Beginning levels in reading and writing, newcomer progress, Summit Tutoring effectiveness, and students approaching reclassification eligibility.

Planned Data to Collect:

- ELPAC Summative and Interim Assessment results (overall and by domain: Listening, Speaking, Reading, Writing)
- ELPAC preparedness session participation and student confidence surveys
- Reclassification rate and RFEP student monitoring data
- EL Student Achievement Data (iReady Math/ELA, SBAC)
- Summit Tutoring attendance, participation, and progress monitoring data
- Newcomer progress data and language proficiency benchmarks

- LTEL diagnostic data and intervention effectiveness
- Dual Identified (EL with IEP) Student Achievement Data
- Designated ELD lesson observation data and implementation fidelity
- Integrated ELD strategy usage data from classroom walkthroughs
- Patterns/Trends from Walkthrough Notes (focus on scaffolding, academic language, EL engagement)
- Quarterly teacher data meetings with support team analyzing EL subgroup data
- QCI - Walkthrough & Goal Conferences
- ELPAC proficiency level progression data (tracking movement between levels)
- ELAC meeting attendance and parent participation rates
- Parent engagement participation rates for EL families (workshops, meetings, events)
- Translation service usage and effectiveness data for Spanish & Khmer for all communication via School Messenger, School website, and handouts.
- Professional development attendance and implementation surveys on ELPAC, Ellevation, and ELD strategies

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

#### Pulse Survey 24-25 Spring Findings

Agency: 84% Favorable, an increase of 0% from the Winter 24-25 Survey  
 Belonging: 80% Favorable, an increase of 1% from the Winter 24-25 Survey  
 Identity: 80% Favorable, an increase of 0% from the Winter 24-25 Survey

EL Agency: 79% favorable 2% increase from Winter 24-25 Survey  
 EL Belonging: 76% favorable 3% increase from Winter 24-25 Survey  
 EL Identity: 70% favorable 4% decrease from Winter 24-25 Survey

AA Agency: 83% favorable 2% increase from Winter 24-25 Survey  
 AA Belonging: 73% favorable 7% decrease from Winter 24-25 Survey  
 AA Identity: 85% favorable 0% increase from Winter 24-25 Survey  
 Suspensions

Based on the California Dashboard, 2.9% of all students were suspended at least one day in the 2024-2025 school year, which is a 0.7% decline from the prior year.

African American: 4.1% suspended at least one day, 3.2% declined  
Socioeconomically Disadvantaged: 3.1% suspended at least one day, 0.7% declined  
Asian: 0% suspended at least one day, 0% maintained  
English Learners: 1.7% suspended at least one day, 0% maintained  
Hispanic: 2.5% suspended at least one day, 0.2% maintained  
Students with Disabilities: 7.5% suspended at least one day, 7.7% increase  
Chronic Absenteeism  
Stevenson's 24-25 Attendance Rate was 92.2%, approximately 0.9% short of the District's goal of 95%.

Based on the California Dashboard, 34.6% of all students are chronically absent, which is a 10.3% decline from the prior year.

Chronically Absent Students by Subgroups (Orange):

African American: 42.7%, 11.9% declined  
Homeless: 43.9%, 19.7% declined  
Students with Disabilities: 38.3%, 7% declined  
Chronically Absent Students by Subgroups (Yellow):  
English Learners: 31.4%, 4.4% declined  
Hispanic: 32.7%, 9.5% declined  
Socioeconomically Disadvantaged: 33.5%, 11.4% declined  
Asian 46.7% increased 3.8%

Attendance in 23/24 was 90.8% Attendance in 24/25 was 91.4% which is a 0.6% increase  
Pulse Survey -Goal for 25/26 95%

## Culture/Climate Goals

Pulse Survey Goal:

By June 2026, Stevenson's Pulse survey results will show an increase of at least 5% for all areas.

Suspension Area of Need:

The suspension rate in 2024 decreased by 0.7% from the prior year.

Suspension Goal:

By June 2026, Stevenson's suspension rate will decrease by 2%.

Attendance Area of Need:

The percentage of students considered Chronically Absent has declined from the 2024 to the 2025 school year. Each subgroup category also declined.

Attendance Goal:

By June 2026, Stevenson's average attendance rate will be 95% for all students. The chronically absent percentage will decline by 12%, with a decline in each subgroup of at least 10%.

Action Plan:

Implement Positive Behavioral Interventions and Supports (PBIS) with consistent school-wide expectations, positive recognition systems, and celebrations

Create culturally responsive mentoring programs and affinity groups for African American and English Learner students to strengthen belonging and identity

Provide student voice opportunities through leadership programs, student council, and regular input on school decisions, and a morning news show.

Establish alternative intervention strategies for Students with Disabilities to reduce suspensions through collaboration with RSP, counselor, and behavior support team

Implement restorative practices and conflict resolution strategies as alternatives to suspensions

CCT team reviews monthly discipline data by subgroup to identify patterns and adjust interventions to make modifications to our school wide behavior systems.

Counselor, IOA, social worker and facilitator meet weekly/monthly for attendance monitoring with tiered interventions (positive outreach, letters, phone calls, home visits, meetings, SARB referrals) for chronically absent students.

Parent workshop regarding attendance outreach to Asian, African American, foster youth/homeless families, and families of students with disabilities to understand and address attendance barriers.

Collaborate with community partners, counselor, social worker, Bethune community, Safe Passage and district resources to address root causes of absenteeism (health, transportation, housing instability, mental health)

Monthly Attendance incentives and celebrations including perfect attendance awards, improved attendance recognition, and classroom competitions

Morning welcoming protocols and engaging school culture to make students want to attend

Principal and counselor conduct regular check-ins with chronically absent students and families to provide support and remove barriers

Family engagement workshops in Spanish and Khmer addressing attendance importance and supporting student engagement

Strengthen ELAC and School Site Council to increase parent voice and partnership

Translate all communications to Spanish and Khmer and provide translators at meetings and events

Monthly Coffee with the Principal to share attendance data and strategies for supporting student attendance

## 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) School Improvement Goal - ELA</p> <p>Identified Area of Need: SBAC growth scores (4th/5th) show that 50% of students are on track, however, our scores decreased from last year and are below the district average. For the iReady, 1st grade and 5th grade showed increases for on-track students, but 2nd, 3rd, and 4th grade showed decreases. Stevenson does not have over 50% of students on track in any assessment category (SBAC, iReady, FRSA). There is a need to bring students who are one or more grade levels below up to grade level, to help students who are on track stay on track, and to maintain a rigorous learning environment for those students who are above grade level to</p>	Goal Partially or Not Met	<p>A comparison of 2024–2025 literacy performance to the 2023–2024 school year shows measurable growth across multiple student groups. Overall literacy proficiency for 2024–2025 is 41% (88 students), reflecting a 3-percentage-point increase from the previous year. Black/African American students demonstrated notable progress, reaching 45% proficiency, an 8-point increase from 2023–2024. English Learners achieved 14% proficiency, showing a 2-point increase over last year.</p> <p>Further analysis of the Foundational Reading Skills Assessment (K–2) for 2024–2025 indicates strong early-literacy performance. Overall K–2 proficiency is 80%, with Black/African American students performing at 88% proficiency and English Learners at 71%</p>	<p>The principal will conduct regular classroom visits and provide actionable feedback using the district’s observation tool. The Instructional Leadership Team (Star Managers) will use walk-through observations and academic data to closely monitor progress toward school-wide goals.</p> <p>Instructional support staff including the (IIC and Literacy Leads) as well as classroom teachers will use data through PDSA cycles to guide instructional decisions, plan purposeful small-group and differentiated instruction, and make timely adjustments to teaching practices. These efforts aim to ensure that all students make at least one year of academic growth.</p> <p>Additional professional development for teachers will include EL strategies &amp; resources for ELD/resources for ELPAC preparation. Teachers will use FRSA, I-Ready, Ellevation &amp; Pear assessment data to target small group intervention for their students.</p>

ensure they continue to be challenged.

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

Action Plan Summary:  
-Literacy Lead and Math Lead will work with teachers (Tier 1) to progress monitor, plan effective instruction, model and co-teach lessons.  
-Implementation of iReady personalized instruction tailored to the needs of each student  
-literacy and math nights  
-regular parent workshops and monthly Coffee with the Principal (sharing best practices with at-home support)  
-teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction  
-professional development will be provided to staff around providing data driven, inquiry-based,

proficiency. These results will signal positive movement toward sitewide literacy goals and demonstrate improved early-reading skills that support continued academic growth.

Teachers will participate in structured team planning days and engage in professional learning focused on delivering high-quality core instruction. Additionally, they will integrate Ellevation strategies into lessons to better support English Learners. Supplemental tutoring services will also be provided for targeted EL student groups to further accelerate their progress.

rigorous instruction  
-weekly principal classroom walk-throughs with actionable feedback  
-weekly meetings with support team (Principal, IIC, Math Lead, Literacy Lead)  
-support team collaboration and walkthroughs with district Literacy and Math coaches  
-RSP teacher set goals for our Special Education student and progress monitor  
-RSP teacher meets monthly with IIC to progress monitor student growth and needs

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

Planned Data to Collect:  
African American Student Achievement Data  
EL Student Achievement Data  
RSP Student Achievement Data  
Patterns/Trends from

	Walkthrough Notes Quarterly teacher data meetings with support team QCI - (Pre) Whole School Walkthrough & Goal Conferences Peer Assessments			
Math	<p>1) School Improvement Goal - Math</p> <p>Identified Area of Need: SBAC growth scores (4th/5th) show less than half of students scored at the met or exceeded level. This is a decrease from last year and below the district average. On the iReady, 1st and 5th showed slightly increased scores from the previous year but there was a drop in scores for 2nd, 3rd, and 4th. A majority of students are scoring below grade level. Math needs to be a focus across the board for all students at every grade level. There is a need for consistent progress monitoring incorporating formative assessments so that data can be closely monitored and students can receive appropriate support in a timely manner.</p>	Goal Partially or Not Met	<p>The school's SBAC ELA performance shows movement toward the 2024–2025 goal of 34% proficiency, with the current actual rate at 32%. Additional literacy measures demonstrate continued progress across student groups.</p> <p>For the 2024–2025 school year, overall literacy proficiency is 41% (88 students). Black/African American students achieved 45% proficiency (18 students), and English Learners achieved 14% proficiency (10 students). Compared to 2023–2024, this reflects an overall ELA increase of 3 percentage points, an 8-point gain for Black/African American students, and a 2-point increase for English Learners.</p> <p>Foundational Reading Skills Assessment data for grades K–2 (excluding TK) also indicate strong early literacy performance. Overall</p>	<p>Targeted support for English Learners includes increasing supplemental tutoring (through Summit Tutoring program) focused on vocabulary, comprehension, and language acquisition, as well as ensuring consistent use of Ellevation strategies across classrooms even during math lessons to make language and vocabulary accessible.</p> <p>The Math lead will work closely with IIC to use Peer Assessment and i-Ready data to focus on small group interventions.</p> <p>The Star Managers and the principal should refine its walk-through focus to monitor small-group instruction, scaffolds for English Learners, and alignment to standards, while teachers engage in structured planning days to respond to data trends.</p> <p>Additionally, strengthening family engagement—particularly for EL families—through workshops accessible data reports, and at-home literacy supports will reinforce school-based efforts and promote sustained student growth.</p>

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

Action Plan Summary:

- Literacy Lead and Math Lead will work with teachers (Tier 1) to progress monitor, plan effective instruction, model and co-teach lessons.
- Implementation of iReady personalized instruction tailored to the needs of each student
- literacy and math nights
- regular parent workshops and monthly Coffee with the Principal (sharing best practices with at-home support)
- teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction
- professional development will be provided to staff around providing data driven, inquiry-based, rigorous instruction
- weekly principal classroom walk-throughs with actionable

proficiency is 80%, with Black/African American students at 88% and English Learners at 71%. These results show meaningful progress toward meeting literacy goals and strengthening early reading skills across student populations.

feedback  
-weekly meetings with support team (Principal, IIC, Math Lead, Literacy Lead)  
-support team collaboration and walkthroughs with district Literacy and Math coaches  
-RSP teacher set goals for our Special Education student and progress monitor  
-RSP teacher meets monthly with IIC to progress monitor student growth and needs

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

Planned Data to Collect:  
African American Student Achievement Data  
EL Student Achievement Data  
RSP Student Achievement Data  
Patterns/Trends from Walkthrough Notes  
Quarterly teacher data meetings with support team

	QCI - (Pre) Whole School Walkthrough & Goal Conferences Peer Assessments			
English Learner	<p>1) Goal: 50% 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>A majority of our students are scoring at somewhat/moderately developed in each category. Students at all levels need support to increase their language proficiency skills with the ultimate goal of being RFEP'd.</p> <p>Action Plan Summary:          -teachers and counselor will continue to progress monitor RFEP students to ensure that they are continuing to achieve          -IIC will meet with ELs to inform them of the ELPAC, it's importance and what to expect          -highlight and celebrate our RFEP'd students at school-wide assembly          -teachers will utilize the data,</p>	Goal Partially or Not Met	<p>Analysis of the September 2025 English Learner (EL) data indicates a need for significant improvement in language development outcomes. Current results show that 8% of students are Well Developed, 21% Moderately Developed, 44% Somewhat Developed, and 26% Beginning in their English language proficiency. Overall, this reflects a 6.1% decline in proficiency levels compared to the previous measurement period.</p> <p>Additionally, ELPAC performance data reveals that a substantial proportion of students are not progressing to higher proficiency levels, signaling that current supports and instructional practices are not adequately accelerating English language development. These trends highlight the need for targeted, data-driven modifications to better support EL students and improve movement toward language proficiency goals.</p>	<p>To increase impact this school year, programs and services should be modified to provide more intensive and targeted English language instruction. This includes expanding designated and integrated ELD time, ensuring consistent use of structured language supports, and increasing small-group instruction focused on vocabulary, sentence frames, academic language routines, and reading comprehension strategies aligned to ELPAC task types.</p> <p>In addition, supplemental tutoring (Summit program) should be prioritized for students in the Beginning and Somewhat Developed levels, where the majority of learners currently fall.</p> <p>Teachers professional development will include implementation of Ellevation strategies, scaffolding techniques, and progress-monitoring tools to support EL growth.</p> <p>Finally, increasing family engagement through workshops on home language literacy, vocabulary-building strategies, and ELPAC awareness will help reinforce language development outside of school and contribute to improved proficiency outcomes.</p>

	<p>tools, and strategies provided by Ellevation</p> <ul style="list-style-type: none"> <li>-literacy Lead and Math Lead will provide Tier 1 support to teachers</li> <li>-teachers will provide designated EL instruction</li> <li>-teachers and IIC will progress monitor EL students</li> </ul> <p>Progress Monitoring: Teachers/Admin/Support team will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect: Reclassification rate EL Student Achievement Data (Math/ELA) Dual Identified Student Achievement Data Patterns/Trends from Walkthrough Notes Quarterly teacher data meetings with support team QCI - (Pre) Whole School Walkthrough &amp; Goal Conferences Peer Assessments</p>			
Culture/Climate	1) Identified Area of Need: Core survey results showed that	Goal Partially or Not Met	The goal for June 2025 was to achieve a 3% increase in students'	Through the collaboration of counselor, office instructional aides, family facilitator, the school

student agency and identity increased from last year, and belonging remained the same. For the area of Agency, our subgroups scored above or equal to our school average. For Identity, subgroups scored above the school average, except for hispanic/latino students who scored 1% below the average. EL students scored higher than non-ELL students for this category. For the category of belonging, both ELL's, Hispanic/Latino, and students with disabilities scored just below the school average, and African American students scored the same as the school average. Overall, there were no significant outliers within our subgroups, however students scored the lowest in the category of Belonging so there is clearly a need to increase students sense of belonging here at Stevenson. The CA Dashboard shows Stevenson in the red for having high suspension rates for students with disabilities. These numbers are trending downward and dropped from 15.4% during the 22-23 school year, to 11.1% during the 23-24 school year. Stevenson needs to continue with

sense of Belonging, moving from 78% in Spring 2024 to 81% in Spring 2025 as measured by the CORE survey. However, the school did not meet this goal, reaching only 80%, which represents a 2% increase rather than the targeted 3%. This indicates progress toward improving students' sense of belonging, but not at the rate needed to achieve the established benchmark

will introduce attendance incentive celebrations to encourage consistent daily attendance, along with increased progress monitoring for students who are chronically absent. This will include regular check-ins, family outreach, and individualized support plans to remove barriers to attendance.

To further enhance campus connectedness, a Student Council Leadership Committee will be established to provide student voice, support peer engagement, and lead initiatives that promote a positive school climate.

Additionally, the school will launch a morning show led by student leadership teams with counselor and parent community engagement facilitator to build community, highlight student achievements, and strengthen schoolwide culture.

In addition to ELAC, PTO and coffee with the principal informational meetings, the community facilitator will implement and lead the Pairing Partners Calm & Kind workshops for parents to provide them with family resources and strategies for coping with student wellbeing at home and at school.

Progress Monitoring:

- Pulse survey data
- Informal surveys given to students
- Interview students to get their perspective on what we can do to increase their sense of

current SEL and culture/climate practices to ensure this number continues to decrease.

Goal:

By June 2025, an increase of 03% (81%) in Spring 2025 compared to Spring 2024 in the area of Belonging measured by the CORE survey.

Action Plan Summary

- continue to work with the district's attendance team (ALL in attendance) to increase our attendance rate.
- continue with highlighting students with monthly awards
- celebrate classrooms in upper and lower with monthly incentives

- principal meets weekly with counselor to discuss attendance
- continue with our culture building activities, ensuring inclusion of subgroups (Morning Show, Student Council, Student of the Month Assemblies, School-wide traditional activities (Fun Runs, Art Show, Multicultural Week)
- Continue to monitor students with disabilities not only for academic progress, but for social/emotional progress as well.

belonging, agency and identity.

-Teachers continue to implement Harmony SEL lessons.  
-Teachers/Support staff continue with school wide implementation of the Zones of Regulation.

Planned Data to Collect:

-African American Student Data  
-Students with disabilities Data  
-Patterns/Trends from Walkthrough Notes  
-Suspension rates, with a special focus on students with disabilities.  
-Office referral rates

Progress Monitoring:

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

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
To provide transportation, resources, materials for student events both onsite (art show, multicultural week, 5th grade activities, etc. ) and offsite (field trips, events, etc). (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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
Support staff to provide additional assistance in the month of August for our families who are enrolling new students, communication with incoming families about upcoming events, and preparing for the opening of the new school year. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
-To provide teachers, students and staff with instructional tools, resources, and materials in support of high quality core instruction/differentiation in common core content standards. -To provide meaningful opportunities for students to increase their (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Academic planners for communication between our families and school for 3rd, 4th and 5th grade students. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Allocations for funds for .40 FTE Art TOSA (.60 funded by Prop 28 funds). TOSA will work with all Stevenson students on a weekly basis; focusing on enhancing student engagement as well as social emotional learning. The curriculum focus will be on the intergration of core curriculum themes into a hands-on art program. As well as engage all stakeholders by way of community events. In this year's review of the SPSA, the SSC found the Art TOSA position to have Strong Positive Impact on ELA, Math, EL and Climate. This position also serves the needs of students that are identified as failing, or most at risk of failing as it reinforces the Common Core State Standards in their core curriculum as well as it provides an opportunity for our Multilingual students to use multiple modes of expression as they are building their language. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of electronics, technology and other resources that enable us to meet the needs of our students. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Homework folders for communication between our families and school for TK - 5 grade students. (PI 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Materials for parent workshops, trainings, and school activities. Paper and informational print materials for home-school communication as well as materials/furniture needed to maintain the Parent Development Center. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide opportunities for teachers to build collective efficacy by collaborating within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 15 teachers @ 3/full-days annually. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <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</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p>

<p>participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>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>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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>

**Interventions**

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
<p>Stevenson has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach out to families in preparation for the new school year. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 60</p>	<p>To support the successful transition of new and incoming students and families, Stevenson plans to implement a short-term support initiative funded through LCFF (0422). This initiative will engage designated staff a counselor, psychologist, Intervention Coordinator (I.C.), and lead specialist for three days (4 hours per day) prior to the start of the school year. The team will work collaboratively to ensure a strong, inclusive beginning for students and staff. Purpose of the initiative: Provide tailored support to</p>	<p>All Parents, All Students</p>	<p>LCFF \$6,494 Manager Additional Assignment ( 4 ) for 12 hours annually - LCFF 100%</p>	<p>07/01/2025 - 06/30/2026 Daily</p>	<p>Counselor, Psychologist, Intervention Coordinator, Lead Specialist</p>	<p>Number of parents/families serviced Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 60</p>

	<p>new students and their families</p> <ul style="list-style-type: none"> <li>â€¢ Prepare and review student data and key transition information</li> <li>â€¢ Plan collaborative activities to promote a positive start to the school year</li> <li>â€¢ Align academic, behavioral, and social-emotional supports with student needs</li> </ul>					
<p>Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100</p>	<p>As part of Proposition 28, students will receive VAPA lessons during the school week.</p>	<p>All Students</p>	<p>Prop 28 \$71,294 Teacher on Special Assignment (TOSA) .33 FTE - Prop 28 100% Teacher Hourly Extra Comp ( 1 ) for 96 hours annually - Prop 28 100%</p>	<p>07/01/2025 - 06/30/2026 Daily</p>	<p>Art TOSA</p>	<p>Students Other 100</p>

<p>Materials are needed to replace or supplement resources currently used. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 20, Core Curriculum 60</p>	<p>-To provide teachers, students and staff with instructional tools, resources, and materials in support of high quality core instruction/differentiation in common core content standards. - To provide meaningful opportunities for students to increase their growth mindset, self-efficacy and sense of belonging.</p>	<p>All Students, African-American, All Staff, English Learners</p>	<p>LCFF \$8,000 Materials - LCFF 100%</p>	<p>08/25/2025 - 06/11/2026 Daily</p>	<p>Principal</p>	<p>Admin observation of classroom instruction; teacher feedback on effectiveness of resources, Core Student Surveys. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 20, Core Curriculum 60</p>
<p>Stevenson students should be given access to a rich visual arts curriculum. Many students excel in this area and can experience success in school. At-risk students who excel in visual arts will experience success, which, in turn can build growth mindset and engagement in other academic areas. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 20, SEL Survey 30</p>	<p>Allocations for funds for .60 FTE Art TOSA (Site Funded with 45% from Title 1 and 55% from Prop 28 funds). The TOSA will work with all Stevenson students on a weekly basis; focusing on enhancing student engagement as well as social emotional learning. The curriculum focus will be on the integration of core curriculum themes into a hands-</p>	<p>All Students, Identified At-Risk Students</p>	<p>Title 1 \$58,376 Teacher on Special Assignment (TOSA) .27 FTE - Title 1 100% Teacher Hourly Extra Comp ( 1 ) for 79 hours annually - Title 1 100%</p>	<p>08/25/2025 - 06/11/2026 Daily</p>	<p>TOSA (Art Teacher)</p>	<p>Student engagement At-risk student attendance Teacher feedback Academic reports Core Student Survey results Core Staff Survey results Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 20, SEL Survey 30</p>

<p>on art program. As well as engage all stakeholders by way of community events. In this year's review of the SPSA, the SSC found the Art TOSA position to have Strong Positive Impact on ELA, Math, EL and Climate. This position also serves the needs of students that are identified as failing, or most at risk of failing as it reinforces the Common Core State Standards in their core curriculum as well as it provides an opportunity for our Multilingual students to use multiple modes of expression as they are building their language.</p>					
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<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>
CORE Survey results indicate needs for areas to support Stevenson's culture climate. Culture-Climate Survey (Student-Staff) 100	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$52,913 Hourly - Recreation Aide ( 6 ) for 430 hours annually - LCFF Rec 100%	08/25/2025 - 06/11/2026 Daily	Recreation Aides	Student supervision Student incentives and referral data Student SEL surveys (sense of belonging and agency) Implementation of Restorative Practices/Zones Culture-Climate Survey (Student-Staff) 100
Electronics and technology are needed to provide the support for all of our students and our multilingual students. Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50	Purchase of electronics, technology and other resources that enable us to meet the needs of our students.	English Learners, All Students	LCFF \$3,000 Materials - LCFF 100%	08/25/2025 - 06/11/2026 Daily	Principal Teacher	Daily Culture-Climate Survey (Student-Staff) 50, Core Curriculum 50

<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 need to have real-world experiences beyond their classrooms. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	To provide transportation, resources, materials for student events both onsite (art show, multicultural week, 5th grade activities, etc. ) and offsite (field trips, events, etc).	All Students	LCFF \$10,000 Services - LCFF 100% Materials - LCFF 100%	08/25/2025 - 06/11/2026 Monthly	Principal	Monthly Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50
Stevenson has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach out to families in preparation for the new school year. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50	Support staff to provide additional assistance in the month of August for our families who are enrolling new students, communication with incoming families about upcoming events, and preparing for the opening of the new school year.	All Parents	LCFF \$3,775 Hourly - Intermediate Office Assistant ( 1 ) for 30 hours annually - LCFF 100% Hourly - Recreation Aide ( 2 ) for 30 hours annually - LCFF 100% Hourly - Senior Office Assistant ( 1 ) for 30 hours annually - LCFF 100%	08/25/2025 - 06/11/2026 Daily	Principal Counselor	Number of parents/families serviced Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
Prior to the start of the new school year in August, Stevenson hosts a TK/Kinder Orientation for families. Incoming TK and Kindergarten students have the opportunity to meet their teachers, see their classrooms, and tour the school campus. Stevenson also partners with community organizations, and students receive backpacks and school supplies to take home.	During January and February, when the Middle School of Choice applications are released, the counselor hosts a parent meeting to provide information and guidance about the School of Choice process. Additionally, throughout the application window, the counselor offers both morning and afternoon workshops to support parents with completing the application. Fifth-grade teachers also focus on promoting social skills, organizational skills, and academic readiness to help ensure students experience a smooth and successful transition to middle school.	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>
No supplemental budgeted items have been approved.					

### **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>
Teachers need time to build collective efficacy in an effort to enhance student achievement/outcomes. They can use identified time to effectively analyze data and utilize this data to plan quality core instruction and small group instruction based on skill gaps identified on the data. Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Parent) 20, Core Curriculum 70	Provide opportunities for teachers to build collective efficacy by collaborating within their grade levels on developing unit studies, data analysis, professional development and structured grade level planning for 15 teachers @ 3/full-days annually.	LCFF \$12,620 Substitute teacher full day ( 15 ) for 3 days - LCFF 100%	08/25/2025 - 06/11/2026 Quarterly	Nancy Dalton	Admin observation of classroom instruction and actional feedback, support team overseeing grade level release days and staff meetings as well as assessment data (i-Ready, Wonders, FRSA, etc.).

**Describe Teacher Involvement**

**Accountability Measure 4: Parent & Community**

<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>
Parents are requesting that we have a tool that allows them to both support their students in completing their assignments as well as a way to communicate to teachers. Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Core Curriculum 60	Academic planners for communication between our families and school for 3rd, 4th and 5th grade students.	Par Inv \$1,000 Materials - Par Inv 100%	08/25/2025 - 06/11/2026 Daily	Principal Teachers Parents	Teacher implementation
Parents/families are in need of a variety of resources and activities that expose them to ways in which to best support their child's success in school. EL Reclassification 30, Attendance/Chronic Absenteeism Rate 30, Core Curriculum 40	Materials for parent workshops, trainings, and school activities. Paper and informational print materials for home-school communication as well as materials, technology and resources needed to maintain the Parent Development Center.	Par Inv \$1,800 Materials - Par Inv 100%	08/25/2025 - 06/11/2026 Monthly	Principal	Exit Slips; calendar; CORE Survey
Parents are requesting that we have a tool that allows them to both support their students in completing their assignments as well as a way to communicate to teachers. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Core Curriculum 40	Homework folders for communication between our families and school for TK - 5 grade students.	Par Inv \$1,500 Materials - Par Inv 100%	08/25/2025 - 06/11/2026 Daily	Principal	Teacher implementation



### 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)	167774
Title I Parent and Family Involvement (3008)	3863

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	55580

\* 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	Sherita Clemons	06-28-2027
Staff	Classroom Teacher	Beatriz Greenly	06-28-2027
Staff	Classroom Teacher	Madeleine Cruz	06-28-2027
Staff	Classroom Teacher	Rosa Diaz	06-28-2026
Staff	Other School Personnel	Monica Santiesteban	06-28-2027
Community	Parent/Community Member	██████████ Martinez	06-28-2026
Community	Parent/Community Member	██████████ Hernandez	06-28-2026
Community	Parent/Community Member	██████████ Dolman	06-28-2027
Community	Parent/Community Member	██████████ Raye	06-28-2027
Community	Parent/Community Member	██████████ Hurd	06-28-2027

## 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)	██████████ Iraheta
DELAC Representative	Parent of EL Student (required)	██████ Valdovinos
Principal or Designee	Staff Member (required)	Sherita Clemons
Secretary	Parent of EL Student (required)	██████████ Aldaco

Name	Representing
██████ Hoeun	Parent of EL Student
██████████ Salas	Parent of EL Student

## 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.

<b>Question</b>	<b>Answer</b>
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/08/2025

Question	Answer
<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>Provide English Learner families with clear strategies and accessible resources to support literacy development at home including homework resources.  Information and resources to help them understand, recognize, and address bullying and mental health. Providing counseling support or resources allow students to feel safe on campus.  Personalized information about their student's EL levels, what it means to be an English learner and understand the ELPAC how we can help them  To intentionally progress monitor ELL students  Teachers will utilize ELlevation as a tool to support ELLs and parents would like to see how the schedule of a day for small group intervention looks like.  Collective efficacy and PD amongst staff  Provide opportunities for ELL parents to attend Parent Workshops tailored to their interests in support of their ELs  To broaden communication with families through more accessible, popular ways, such as Instagram, update school websites to enhance parent-engagement.</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students  SBAC Math for EL students  EL Student Grades  CELDT/ELPAC Results  Reclassification Data  Language Census Data  EL Attendance Rates  Other: California Dashboard information on EL decreased state test results.</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>10/08/2025</p>

<b>Question</b>	<b>Answer</b>
6. What was SSC's response to ELAC recommendations?	They reviewed, discussed and accepted the recommendations

## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the 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 10/08/2025
2. SSC approved the **Home-School Compact** on 10/08/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/08/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/23/2025, 09/23/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/19/2025
6. The SPSA was approved at its meeting on 11/19/2025

LBUSD Board of Education Approval Date: 11/19/2025

### Signatures:

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

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

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

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

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

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



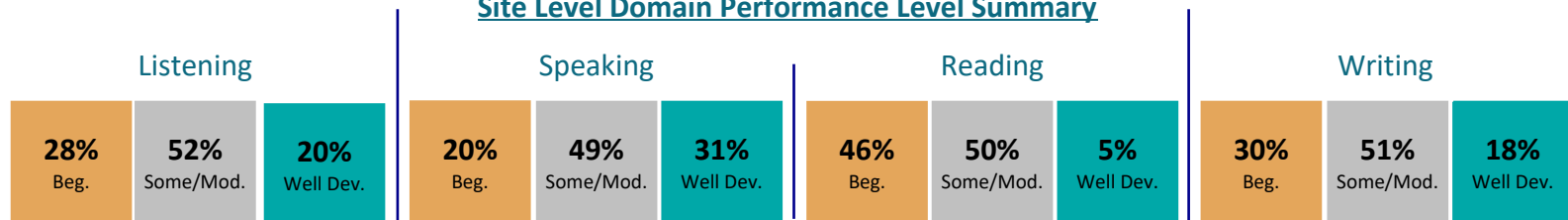
# ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Stevenson

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	38%	38%	25%	0%	25%	75%	0%	50%	50%	0%	50%	50%	0%	50%	50%	0%
<b>01</b>	39%	17%	33%	11%	33%	61%	6%	33%	50%	17%	39%	56%	6%	28%	33%	39%
<b>02</b>	18%	35%	29%	18%	24%	29%	47%	12%	82%	6%	29%	53%	18%	12%	71%	18%
<b>03</b>	6%	31%	56%	6%	13%	63%	25%	6%	50%	44%	25%	75%	0%	31%	44%	25%
<b>04</b>	28%	44%	24%	4%	48%	48%	4%	28%	36%	36%	68%	32%	0%	36%	64%	0%
<b>05</b>	10%	48%	24%	19%	14%	52%	33%	5%	33%	62%	52%	43%	5%	33%	43%	24%



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## Home - School Compact

In an effort to provide the highest quality instructional program to prepare students for college and career readiness at Stevenson Elementary School, staff and parents/families agree to the following:

### Stevenson Elementary School

- Staff will teach students to be respectful and responsible citizens.
- Staff will provide an academic program that is rigorous and challenging.
- Staff will provide homework that emphasizes reading and mathematics.
- Staff will communicate with parents on an ongoing basis regarding their child's character, citizenship, and academic progress.
- Staff will be positive role models for students and promote self-confidence and perseverance for all students.

### Parents/Guardians of Stevenson Students

- Parents/Guardians will model respectful and responsible behaviors while on and around school grounds by adhering to school policies, refraining from use of inappropriate language, actions and clothing (ex. inappropriate messages/logos or exposing midriffs; cleavage, etc.) in order to promote safety for all students.
- Parents/Guardians will teach children to be respectful and responsible at home, at school, and in the community.
- Parents/Guardians will send their children to school well rested, ready to learn, and in uniform by 7:55 a.m.
- Parents/Guardians will establish a nightly routine without distractions for homework.
- Parents/Guardians will read with their children (grades TK-2) at least 20-minutes each night.
- Parents/Guardians will monitor the reading of their children (grades 3-5) to ensure they read the number of minutes required by their classroom teacher each night.
- Parents/Guardians will participate in parent/teacher conferences and at least five (5) activities per school year. These may include but are not limited to: Back to School Night, Open House, student performances, award assemblies, other meetings and most importantly, volunteering in the classroom.

----- cut and return -----

## Home - School Compact

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student Signature: \_\_\_\_\_ Parent  
 Signature: \_\_\_\_\_  
 Teacher Signature: \_\_\_\_\_ Principal \_\_\_\_\_  
 Signature: \_\_\_\_\_





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## Acuerdo de Padres y Escuela

En un esfuerzo para proveer un programa de la más alta calidad para los estudiantes de Stevenson, el personal y los padres/familias han acordado implementar las siguientes actividades:

### Escuela Primaria de Stevenson

- El personal enseñará a los estudiantes a ser ciudadanos respetuosos y responsables.
- El personal proporcionará un programa académico que sea riguroso y desafiante.
- El personal proporcionará tareas que enfatizen la lectura y las matemáticas.
- El personal se comunicará con los padres de manera continua sobre el carácter, la ciudadanía y el progreso académico de sus hijos.
- El personal será un modelo positivo para los estudiantes y promoverá la confianza en sí mismos y la perseverancia para todos los estudiantes.

### Los Padres de Estudiantes de la Escuela Primaria de Stevenson

- Los padres/tutores modelarán comportamientos respetuosos y responsables mientras estén dentro y alrededor de los terrenos escolares al adherirse a las políticas escolares, absteniéndose de usar lenguaje, acciones y ropa inapropiados (por ejemplo, mensajes/logotipos inapropiados o exponer el abdomen; escote, etc.) para promover la seguridad para todos los estudiantes.
- Los padres/tutores enseñarán a los niños a ser respetuosos y responsables en el hogar, la escuela y la comunidad.
- Los padres/tutores enviarán a sus hijos a la escuela bien descansados, listos para aprender y en uniforme a las 7:55 a. m.
- Los padres/tutores establecerán una rutina nocturna sin distracciones para la tarea.
- Los padres/tutores leerán con sus hijos (grados TK-2) al menos 20 minutos cada noche.
- Los padres/tutores supervisarán la lectura de sus hijos (grados 3 a 5) para asegurarse de que lean la cantidad de minutos requerida por el maestro de su salón de clases cada noche.
- Los padres/tutores participarán en conferencias de padres/maestros y al menos cinco (5) actividades por año escolar. Estos pueden incluir, entre otros: Noche de regreso a clases, jornada de puertas abiertas, presentaciones estudiantiles, asambleas de premios, otras reuniones y, lo más importante, voluntariado en el salón de clases.

----- corte y regrese -----

Maestro/a: \_\_\_\_\_ Grado: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Acuerdo de Padres y Escuela

Firma de Estudiante: \_\_\_\_\_ Firma del Padre/Madre: \_\_\_\_\_

Firma del Maestro/a: \_\_\_\_\_ Firma de la Directora: \_\_\_\_\_



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## Parental/Guardian Involvement Guidelines

As a school receiving Title 1 funding, Stevenson Elementary has jointly developed with parents the School Parental/Guardian Involvement Guidelines which contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Stevenson's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School compact is incorporated into the School Parental Involvement Guidelines.

**PART I - Stevenson Elementary School** agrees to implement the following requirements:

- jointly with parents, develop School Parental Involvement Guidelines
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the Home - School Compact as a component of its School Parental Involvement Guidelines.
- to be governed by the following statutory definition of parental involvement, and to carry out programs, activities and procedures in accordance with this definition:

### PART II

1. **Stevenson Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its School Plan for Student Achievement (SPSA), if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Parents review and edit the School Parent Involvement Guidelines at the School Site Council (SSC) Meeting.
  - Training for School Site Council parents. Topics included:
    - Responsibilities & Roles of SSC and its members and
    - Composition of SSCs.
  - Achievement and previous year's Guidelines:
    - Invite parents and stakeholders to attend SSC and ELAC meetings
  - School Website
  - At a SSC Meeting:
    - Review School Plan and previous year's Guidelines and Home-School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary.
    - Re-write or update the Parental Involvement Guidelines & Home-School Compacts.
    - Oral and written translations available for Spanish parents to allow for discussions.
2. **Stevenson Elementary School** will take the following actions to distribute to parents and the local community, the School Parental Involvement Guidelines:
  - SSC & ELAC
  - School Website



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- Annual Title I Meeting
  - Main Office
3. **Stevenson Elementary School** will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school.
  4. **Stevenson Elementary School** will convene an Annual Meeting to inform parents of the following:
    - Stevenson is a Title 1 School
    - About the requirements of Title 1
    - Of their rights to be involved
  5. **Stevenson Elementary School** will hold a flexible number of meetings at varying times, paid for with Title I funding as long as these services relate to parental involvement:
    - School Site Council, English Learners Advisory
    - Committee
    - Notifications via fliers/marquee and School Messenger
    - Meetings offered in the morning and after school
    - Announcements/fliers sent home with each child in appropriate language
  6. **Stevenson Elementary School** will provide information about Title I programs such as Teacher Librarian, Counselor, Intervention Specialists and School Nurse support to parents in a timely manner:
    - School Website
    - At Annual Title I Meeting
    - On Main Office Counter
    - At SSC, ELAC meetings and other Parent Meetings
    - At Parent Teacher Conferences
    - At Back to School Night
  7. **Stevenson Elementary School** will provide to parents a description and explanation of the curriculum, the academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
    - At various meetings, such as:
      - Parent Teacher Conferences
      - IEP, SST and 504 meetings
  8. **Stevenson Elementary School** will provide parents, if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children:
    - Parents' suggestions/topics from:
      - Parent surveys
      - Parent Meetings, such as Parent Involvement Committee, SSC, ELAC
  9. **Stevenson Elementary School** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

### **PART III - SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. **Stevenson Elementary School** Stevenson Elementary School will build a strong partnership with parents and the community, to ensure involvement from parents is effective in improving student academic achievement, through the following activities specifically described below:
  - Parent Education workshops on site



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2. **Stevenson Elementary School** will incorporate the Home - School Compact as a component of its School Parental Involvement Guidelines:
  - Developed, discussed and reviewed at SSC meeting
  - Distributed to parents at Parent Teacher Conferences
3. **Stevenson Elementary School** will, with the assistance of its district, provide assistance to parents in understanding topics such as the following:
  - State's academic content standards,
  - State's student academic achievement standards,
  - Title I requirements
  - How to monitor their child's progress
  - How to work with educators
4. **Stevenson Elementary School** will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Parent University Parent Workshops: Growth Mindset, Resources for Student Success, etc.
5. **Stevenson Elementary School** with the assistance of its district and parents, will educate its teachers, pupil services personnel, principal and other staff, the value of parent involvement. Staff will learn how to reach out to, communicate, and work with parents as equal partners and will learn how to coordinate and implement programs that help build strong ties between parents and school, by:
  - Teacher/Staff In-services
  - District monthly subscriptions/publications
6. **Stevenson Elementary School** to the extent feasible and appropriate, will coordinate and integrate parental involvement programs and activities, such as public preschool programs, namely the Child Development Center, and conduct other activities including parent resource centers, that encourage and support parents to participate in the education of their children, by:
  - Promotion of the District's Kindergarten Festival
  - Develop a Parent Center
7. **Stevenson Elementary School** will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Principal, Sherita Clemons, will ensure translations of written materials/notifications that are sent to parents
  - Bilingual teachers will share school related information at ELAC, and SSC meetings as well as at weekly morning school-community assemblies
  - The School Messenger System will call parents to notify them of upcoming parent meetings and other school activities



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**PART IV - ADOPTION**

Stevenson Elementary School's Parental Involvement Guidelines has been developed jointly with, and agreed upon with, parents in Title I, Part A programs, as evidenced by School Site Council minutes. These Guidelines were adopted by Stevenson Elementary School on 10/8/25 and will be in effect for a period of one year. The school will make the Guidelines available to all parents of participating Title 1, Part A children, upon request, on or before 11/30/25. It will be available to the local community on or before 11/30/25. The Guidelines will be in an understandable and uniform format and to the extent practicable, be provided to parents in a language the parents can understand.

[Redacted Signature]

Sherita Clemons, Principal

11/2025  
Date



## Escuela Primaria Stevenson

# Guías para la participación de los padres/tutores

*Como escuela que recibe fondos del Título 1, la Primaria Stevenson ha desarrollado conjuntamente con los padres las guías de participación de padres/tutores en la escuela que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las guías establecen las expectativas de Stevenson para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto entre el hogar y la escuela está incorporado en las guías de participación de los padres en la escuela.*

PARTE I - Escuela Primaria Stevenson se compromete a implementar los siguientes requisitos:

- Junto con los padres, desarrollar las guías de participación de los padres en la escuela.
- notificará a los padres sobre las guías para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas guías en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Directrices para la participación de los padres en la escuela.
- Actualizar periódicamente las guías de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el Pacto Hogar-Escuela como componente de las guías de participación de los padres en la escuela.
- Se regirá por la siguiente definición legal de participación de los padres, y llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición:

### PARTE II

1. Escuela Primaria Stevenson tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus las guías de participación escolar de los padres y su Plan escolar para el rendimiento estudiantil (SPSA), si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - *Los padres revisan y editan las guías de participación de los padres en la escuela en la reunión del Consejo Escolar (SSC).*
  - *Capacitación para padres del Consejo Escolar. Temas incluidos:*
    - *Responsabilidades y Roles de SSC y sus miembros y*
    - *Composición de SSC.*
  - *Logros y lineamientos del año anterior:*
    - *Invitar a los padres y partes interesadas a asistir a las reuniones del SSC y ELAC*
  - *Sitio web de la escuela*
  - *En una reunión del SSC:*
    - *El Plan Escolar y las guías del año anterior y Pacto Hogar-Escuela. Como grupo, tomen nota de los cambios y hagan ajustes (eliminaciones o adiciones) según sea necesario.*
    - *Re-escribir o actualizar las guías de participación de los padres y los pactos entre el hogar y la escuela.*
    - *Traducciones orales y escritas disponibles para padres que hablan español para permitir discusiones.*



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2. Escuela Primaria Stevenson tomará las siguientes acciones para distribuir a los padres y a la comunidad local las guías de participación de los padres en la escuela:
  - SSC & ELAC
  - Sitio web de la escuela
  - Reunión Anual de Título I
  - Oficina central
3. La Escuela Primaria Stevenson actualizará periódicamente sus guías de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
4. Escuela Primaria Stevenson convocará una reunión anual para informar a los padres de lo siguiente:
  - *Stevenson es una escuela de Título 1*
  - *Sobre los requisitos del Título 1*
  - *De sus derechos a participar*
5. Escuela primaria Stevenson llevará a cabo una cantidad flexible de reuniones en diferentes horarios, pagadas con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres:
  - *Consejo Escolar, Asesoría para Estudiantes de Inglés*
  - *Comité*
  - *Notificaciones a través de volantes/marquesina y School Messenger*
  - *Reuniones ofrecidas en la mañana y después de la escuela.*
  - *Anuncios/volantes enviados a casa con cada niño en el lenguaje apropiado.*
6. Escuela primaria Stevenson Proporcionará información sobre los programas de Título I, como el apoyo de maestros bibliotecarios, consejeros, especialistas en intervención y enfermeras escolares a los padres de manera oportuna:
  - *Sitio web de la escuela*
  - *En la reunión anual del Título I*
  - *En el mostrador de la oficina principal*
  - *En Reuniones de SSC, ELAC y otras reuniones de padres*
  - *En las conferencias de padres y maestros*
  - *En la noche de regreso a clases*
7. La Escuela Primaria Stevenson proporcionará a los padres una descripción y explicación del plan de estudios, la evaluación académica utilizada para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
  - *En diversas reuniones, tales como:*
    - *Conferencia de padres y maestros*
    - *PEI, SST y reuniones 504*
8. Escuela Primaria Stevenson brindará a los padres, si lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar en decisiones relacionadas con la educación de sus hijos:
  - *Sugerencias/temas de los padres de:*
    - *Encuestas para padres*
    - *Reuniones de padres, como el Comité de Participación de Padres, SSC,*



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ELAC

9. Escuela primaria Stevenson presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes.

PARTE III - RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Escuela Primaria Stevenson La Escuela Primaria Stevenson construirá una asociación sólida con los padres y la comunidad, para garantizar que la participación de los padres sea efectiva para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación:
  - *Talleres de educación para padres en el sitio*
2. Escuela Primaria Stevenson incorporará el Pacto Hogar-Escuela como un componente de sus a las guías de participación de los padres en la escuela:
  - *Desarrollado, discutido y revisado en la reunión de SSC.*
  - *Distribuido a los padres en las conferencias de padres y maestros*
3. Escuela Primaria Stevenson Con la ayuda de su distrito, brindará asistencia a los padres para comprender temas como los siguientes:
  - estándares de contenido académico del estado,
  - Estándares de rendimiento académico estudiantil del estado,
  - Requisitos del Título I
  - Cómo monitorear el progreso de su hijo
  - Cómo trabajar con educadores
4. Escuela Primaria Stevenson proporcionará, con la asistencia de su distrito, materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:
  - *Talleres para padres de Parent University: mentalidad de crecimiento, recursos para el éxito estudiantil, etc.*
5. Escuela Primaria Stevenson Con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, director y otro personal, el valor de la participación de los padres. El personal aprenderá cómo comunicarse con los padres, comunicarse y trabajar con ellos como socios iguales y aprenderá cómo coordinar e implementar programas que ayuden a construir vínculos sólidos entre los padres y la escuela, al:
  - *Maestro/personal en servicios*
  - *Suscripciones/publicaciones mensuales del distrito*
6. Escuela Primaria Stevenson en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres, como programas preescolares públicos, a saber, el Centro de Desarrollo Infantil, y llevará a cabo otras actividades, incluidos centros de recursos para padres, que alienten y apoyen a los padres a participar en la educación de sus hijos. niños, por:
  - *Promoción del Festival de Kinder del Distrito*
  - *Desarrollar un centro para padres*



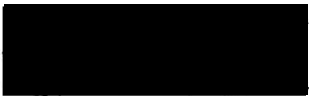
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7. Escuela Primaria Stevenson tomará, en la medida de lo posible y apropiado, las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades de los padres se envíe a los padres en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres puedan entender:

- La directora, Sherita Clemons, se asegurará de que haya traducciones de materiales escritos/notificaciones que se envíen a los padres.
- Los maestros bilingües compartirán información relacionada con la escuela en ELAC, y SSC, así como asambleas semanales entre la escuela y la comunidad por la mañana.
- El sistema School Messenger llamará a los padres para notificarles sobre las próximas reuniones de padres y otras actividades escolares.

#### PARTE IV - ADOPCIÓN

En la Escuela Primaria Stevenson las guías de participación de los padres se han desarrollado y acordado conjuntamente con los padres en los programas del Título I, Parte A, como lo demuestran las actas del Consejo Escolar. Estas Directrices fueron adoptadas por *Escuela Primaria Stevenson Y Escuela* el 8/10/25 y tendrá una vigencia de un año. La escuela pondrá las guías a disposición de todos los padres de los participantes del Título 1, Parte A niños, previa solicitud, el 30/11/25 o antes. Estará disponible para la comunidad local el 30/11/25 o antes. Las guías estarán en un formato comprensible y uniforme y, en la medida de lo posible, se proporcionarán a los padres en un idioma que los padres puedan entender.

  
Sherita Clemons, directora

11/2025  
Fecha