



Cubberley 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 and contains the following:

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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/chief-academic-office/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):

Past 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.

Past 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

Cubberley's 2024 SBAC data shows that 71% of students met or exceeded standards in ELA. While this reflects strong overall performance, achievement gaps persist for African American students, Socioeconomically disadvantaged students, and students with exceptional needs, who are performing at lower rates than their peers. Contributing factors include gaps in foundational literacy skills, limited access to high-quality resources and supports, and barriers to student and family engagement. Without intentional, equity-driven interventions, these gaps will remain and impact long-term academic success.

ELA Goals

Goal:
Increase the percentage of students meeting or exceeding standards in ELA, with a specific focus on closing achievement gaps for African American students, Socioeconomically disadvantaged students, and students with exceptional needs.

Strategies & Actions:
Provide differentiated professional development in collaboration with the IIC and ILT to build teacher capacity in delivering culturally responsive, data-driven literacy instruction. Focus on foundational reading and writing skills, small-group instruction, and scaffolding strategies. Host Family Literacy Nights to equip parents/guardians with strategies to support reading and writing at home. Share practical resources (reading guides, take-home activities, digital literacy tools) with families to extend learning beyond the classroom. Review quarterly benchmark assessments in ELA, disaggregated by subgroup. Conduct ILT-led equity walks to monitor instructional practices and ensure alignment with student needs. Provide targeted interventions for students identified through data analysis.

Expected Outcome:
By the end of the 2025–26 school year, Cubberley will increase overall ELA proficiency while reducing the achievement gap for African American students, socioeconomically disadvantaged students, and students with exceptional needs by at least 10%.

Comprehensive Needs Assessment: Mathematics

Math Findings

Cubberley's 2024 SBAC data shows that 57% of students met or exceeded standards in mathematics, leaving nearly half of students performing below grade level. Achievement gaps are especially pronounced for African American students, Hispanic students, socioeconomically disadvantaged students, and students with exceptional needs. While intentional community partnerships have shown positive impacts on engagement for our Black student subgroup, persistent challenges remain. Contributing factors include gaps in foundational math skills, limited access to resources and enrichment opportunities, and barriers to student and family engagement. Without targeted and intentional interventions, these gaps will continue to hinder equitable student achievement in mathematics.

Math Goals

Goal:
Increase the percentage of students meeting or exceeding standards in math, with a focus on closing achievement gaps for African American students, Hispanic students, socioeconomically disadvantaged students, and students with exceptional needs.

Strategies & Actions:
Strengthen instructional practice by providing differentiated professional development for teachers in collaboration with the IIC and ILT. Focus training on data-driven instruction, scaffolding, and building foundational math skills. Host Family Math Nights to provide parents/guardians with practical strategies and resources to support learning at home. Share accessible math resources and activities through newsletters and school communication platforms. Partner with Black community organizations and role models to affirm student identity and provide real-world connections to math.

Progress Monitoring:
Review quarterly math benchmark data disaggregated by subgroup. Collect and analyze student and family feedback on engagement activities. Conduct equity walkthroughs to monitor classroom instruction and learning environments.

Expected Outcome:
By the end of the 2025–26 school year, Cubberley will increase the overall percentage of students meeting or exceeding standards in math, while narrowing the achievement gap for African American students, Hispanic students, socioeconomically disadvantaged students, and students with exceptional needs by at least 10%.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Cubberley’s 2024 SBAC data shows that only 17% of English Learners (ELs) scored at the “Met” level across ELA and Math, highlighting a significant achievement gap compared to their peers. While efforts have been made to engage EL families through personalized invitations, flexible meeting times, and multiple formats for ELAC, EL student performance data indicates that current supports and interventions are not sufficiently addressing instructional and language development needs. Without more intentional and systematic approaches, EL students will continue to underperform academically, limiting access to rigorous curriculum and long-term success.

English Learner Goals

To address the needs of our English Learners, Cubberley will strengthen instructional supports by providing targeted professional development on integrated and designated ELD strategies, led by our IIC/ILT team and district EL specialists. Teachers will also implement small-group interventions focused on language development, vocabulary acquisition, and academic discourse, while increasing access to scaffolded instructional materials that align with grade-level content. Family engagement will be elevated through the development of an active ELAC committee, which will include parents of EL learners as decision-making partners. ELAC members will receive training and resources to advocate effectively for their children, and student progress data will be shared with families in parent-friendly formats, along with strategies to support learning at home. To ensure continuous improvement, Cubberley will monitor ELD progress data such as ELPAC results and formative assessments on a quarterly basis, while the ILT conducts classroom walk-throughs focused on ELD strategies to provide coaching and feedback to teachers. By the end of the 2025–26 school year, Cubberley aims to increase the percentage of EL students meeting or exceeding standards on the SBAC by at least 10% while establishing a sustainable and engaged ELAC committee that actively contributes to decision-making around EL supports and interventions.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Data from the spring CORE Survey indicates that while overall student sense of belonging at Cubberley has improved, there remains a significant gap for Black/African American students. Last year, sense of belonging scores increased by 3 points overall; however, there is still an 11% deficit between Black students and the highest-reporting subgroup, Hispanic students. This gap suggests a need for targeted, intentional strategies to ensure that Black students feel fully included, supported, and connected to the school community. Without focused interventions, this disparity may continue to affect student engagement, academic success, and overall school climate.

The 2023 California Dashboard data highlights specific areas of concern for Cubberley. Our homeless and two or more races student population shows disproportionate suspension rates, signaling a need for more targeted supports, restorative practices, and preventative interventions. In addition, students with disabilities demonstrate higher rates of chronic absenteeism, indicating barriers to consistent attendance and a need for stronger systems of support, family engagement, and access to resources. These findings emphasize the importance of equity-focused action to close gaps and ensure that all students feel safe, supported, and engaged at school.

Culture/Climate Goals

By the end of the 2025–26 school year, Cubberley will increase the sense of belonging for Black/African American students from 71% favorable to at least 80% favorable as measured by the spring CORE Survey. This goal is designed to close the gap between Black students and the highest-reporting subgroup, ensuring that all students feel included, supported, and connected to the Cubberley community. To achieve this, the school will implement targeted strategies focused on culturally responsive practices, student voice, and inclusive schoolwide activities, while monitoring progress through surveys, focus groups, and classroom observations. The ultimate aim is to create a learning environment in which every student experiences a strong sense of belonging and engagement.

By June 2025, Cubberley will reduce the suspension rate of students identified as African- American, homeless, and two or more races by at least 2 percentage points from the 2023 baseline, through the implementation of restorative practices, tiered behavioral supports, and proactive interventions that address underlying needs.

By June 2025, Cubberley will reduce the chronic absenteeism rate for students with disabilities, African-American students, homeless, two or more races, and socioeconomically disadvantaged students by at least 3 percentage points from the 2023 baseline, through improved attendance monitoring, strengthened family communication and outreach, and the provision of targeted supports that address barriers to consistent 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) All Cubberley students will achieve at least one year of academic growth in literacy and math by June 2025.</p> <p>ELA- 66% of 3-8 students will score Met/Exceeded on SBAC, up from 61%.</p> <p>ELA iReady- 67% of 3-8 students will score Early-On or Mid-Above on their iReady test, up from 64% in March 2024.</p> <p>85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 71% in June 2024.</p>	Goal Met	<p>By June 2025, all Cubberley students were expected to achieve at least one year of academic growth in literacy. On the SBAC, 66% of 3rd–8th graders scored Met/Exceeded in ELA, up from 61% in 2024, and 67% of students scored Early-On or Mid-Above on iReady, up from 64%. Growth was supported through small-group differentiated instruction, targeted interventions guided by the IIC and ILT, regular iReady progress monitoring, family literacy engagement, and culturally responsive practices. While overall gains met the goal, achievement gaps persist for certain subgroups, including African American students and students with exceptional needs.</p>	<p>We plan to enhance targeted support and intervention structures to positively impact our literacy and math goals. This includes increased small-group and individualized instruction, data-driven coaching from the IIC and ILT, and regular progress monitoring using benchmark and iReady assessments. We will also expand family engagement opportunities such as literacy and math nights, provide culturally responsive instructional materials, and continue professional development focused on differentiated instruction and closing achievement gaps. These modifications aim to accelerate student growth, particularly for historically underserved subgroups, and ensure all students make at least one year of academic progress.</p>

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
Math	<p>1) All Cubberley students will achieve at least one year of academic growth in math by June 2025.</p> <p>Math SBAC- 66% of 3-8 students will score Met/Exceeded on SBAC, up from 55%.</p> <p>Math iReady- 15% of 1-2 students will score Early-On or Mid-Above on their iReady test, up from 9% in March 2024.</p>	Goal Partially or Not Met	<p>By June 2025, all Cubberley students were expected to achieve at least one year of academic growth in math. On the SBAC, 66% of 3rd–8th graders scored Met/Exceeded, up from 55% in 2024, and 15% of 1st–2nd graders scored Early-On or Mid-Above on iReady, up from 9%. Gains were supported through small-group differentiated instruction, targeted interventions guided by the IIC and Math Lead, individualized iReady learning pathways, family math engagement, and culturally responsive instructional practices. While overall growth met the goal, achievement gaps remain for certain subgroups, including African American students and students with exceptional needs.</p>	<p>For this school year, Cubberley plans to strengthen math programs and services to accelerate student growth and close achievement gaps. Modifications include increasing small-group and individualized instruction, enhancing teacher support through coaching and targeted professional development with the IIC, and using data from iReady and benchmark assessments to inform instruction. Family engagement will also be expanded through Math Nights and resources to support at-home learning, and culturally responsive materials and strategies will continue to be incorporated to increase student engagement and motivation. These adjustments aim to ensure all students, particularly historically underserved subgroups, make at least one year of academic progress this school year.</p>

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
English Learner	1) 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024.	Goal Partially or Not Met	By June 2025, Cubberley aimed for at least 50% of English Learners (ELs) to make progress toward English language proficiency as measured by the ELPI, up from 46% in June 2024. Progress toward this goal has been supported through targeted small-group and differentiated ELD instruction, professional development and coaching from the IIC, ILT, and district EL specialists, and ongoing progress monitoring using ELPAC, iReady, and formative assessments. Family engagement has been strengthened through ELAC meetings and workshops, giving parents strategies to support learning at home and a voice in school-based interventions. Additionally, culturally responsive classroom practices have increased engagement and reinforced language development. While overall progress is moving toward the goal, some students, particularly those starting at lower proficiency levels, require continued targeted support.	Cubberley plans to enhance programs and services for English Learners to accelerate language growth and support academic success. Modifications include increasing targeted small-group and individualized ELD instruction, providing ongoing coaching and professional development for teachers with a focus on data-driven strategies, and strengthening progress monitoring using ELPAC, iReady, and classroom assessments. Family engagement will be expanded through ELAC meetings and workshops, offering strategies to support learning at home and increasing parent input on interventions. Additionally, culturally responsive teaching practices will continue to be embedded across classrooms to boost engagement and language development, ensuring more EL students make measurable progress toward English proficiency this year.

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
Culture/Climate	<p>1) By June 2025, an increase of 3% in Spring 2025 compared to Spring 2024 (87%) in the area of Sense of Belonging as measured by the CORE survey.</p> <p>Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.</p>	Goal Met	As of Spring 2025, overall Sense of Belonging data indicated an increase from 87% to 90%, meeting the overall growth target. Among Black/African American students, sense of belonging was reported at 71% favorable at the end of the 2024–25 school year, highlighting progress while still reflecting a gap compared to other subgroups. This indicates that focused efforts are having a positive effect, but continued strategies are needed to fully close the gap.	Cubberley plans to enhance programs and services to further strengthen students' sense of belonging, with a focus on equity for Black/African American students. Planned modifications include expanding culturally responsive instructional practices, incorporating more representative materials and role models across the curriculum, and increasing opportunities for student voice, leadership, and decision-making. Family engagement efforts will be strengthened through targeted outreach and inclusive school events to build stronger home-school connections. Additionally, staff will monitor sense of belonging data regularly to identify students needing additional support and provide targeted interventions and check-ins to ensure all students feel included, valued, and empowered within the school community.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Sending staff to Conferences is important as it helps them stay updated on the latest trends and innovations in the world of technology within the classroom setting. This knowledge can be directly applied to support school goals, such as enhancing classroom technology integration, improving administrative processes, and fostering digital literacy among students, ultimately promoting a more effective and modern educational environment.</p> <p>Trainer of Trainers Model: Teachers will then return to the school site as trainers of trainers after attending Conferences by leveraging the knowledge and skills they've gained. They can conduct in-house training sessions for their colleagues, sharing insights, best practices, and practical applications of the tools and strategies learned at the conference. This peer-to-peer knowledge transfer enhances the overall proficiency of the Cubberley's staff and ensures the sustained integration of technology into the curriculum, aligning with the school's goals. (PD 2)</p>	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
<p>Substitute Coverage for Release Time: Teacher Collaboration (TK-8) Four 1/2 Day planning days for 38 teachers paid for out of LCFF. Total Cost to Site: \$22,344</p> <p>FRSA/Benchmarking (K) - 3 full release days. (1st & 2nd grades) 2 half days Total Site Cost: \$3744</p> <p>GATE Release Days 2 half days during Fall and Spring Semesters. Total Site Cost: \$2,646</p> <p>Total Allocated: \$31,590 (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Limited or no impact	(Does not apply to this goal)

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Recreation Staff - District-provided LCFF budget for recreation aides. 6 x 3.75 Hours = 30 Hours/Day for 180 Days.</p> <p>The district is providing additional recreation time for full day TK/K. 45 minutes per day x 5 classes = 3.75 Hours/Day for 180 Days. This additional time is not included in the current LCFF Rec Aide Budget.</p> <p>(IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational</p>	<p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and</p>	<p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p>

<p>Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>For Middle (6-8) Grades: All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored 	<p>language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>ELlevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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through academic discourse.

- Reading and writing analysis grounded in evidence from text.
- Regular practice with reading and producing complex text and its academic vocabulary with intensity.

All 6-8 Language Arts classrooms will use:

- District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 and 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p>	<p>K-8: Write from the Beginning & Beyond 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>Thinking Maps</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks (K-5) 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</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

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
TK/ Kindergarten Playdate Meet the Teacher Days	6th Grade Orientation (WEB) 6th Grade Information Night 5th Grade Class Visits by the Principal/ Counselor	Countdown to High School Lessons conducted by the Counselor Counselor classroom visits HS Choice Lessons by Counselor/ Principal

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
No supplemental budgeted items have been approved.					

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	\$0
Title I Parent and Family Involvement (3008)	\$0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$39,760

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

Midyear Adjustments

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

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 and 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.

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

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 Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Dr. Primous	06-30-2080
Staff	Classroom Teacher	Alisia Ono	06-30-2027
Staff	Classroom Teacher	Tracie Crabb	06-30-2027
Staff	Classroom Teacher	Amanda Hassard	06-30-2027
Staff	Other School Personnel	Melissa Hamm	06-30-2027
Community	Parent/Community Member	██████ Villanueva-Tu	06-30-2027
Community	Parent/Community Member	██████ Jensen	06-30-2027
Community	Parent/Community Member	██████ Baker	06-30-2027
Community	Parent/Community Member	██████ Conway	06-30-2027
Community	Parent/Community Member	██████ Samuels	06-30-2027

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)	[REDACTED] Torres
DELAC Representative	Parent of EL Student (required)	[REDACTED] Sainz
Principal or Designee	Staff Member (required)	Brooke Hogan-Primous
Secretary	Staff Member (required)	Jasmine Willis- Thomas

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	02/25/2026

Question	Answer
<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>The English Learner Advisory Committee (ELAC) recommends the following services and program supports to strengthen academic achievement and access for English Learner (EL) students:</p> <p>Expanded Tutoring Opportunities Provide targeted tutoring opportunities for English Learners during and after school, focused on language development, reading comprehension, and mathematics support. Tutoring should prioritize small-group instruction and be aligned with classroom learning goals.</p> <p>Updates to VIPS Requirements Revise current VIPS (Volunteers in Public Schools) requirements and training to allow approved volunteers to support teachers with structured small-group instruction under staff supervision. This support would increase opportunities for language practice and individualized academic assistance for EL students.</p> <p>Adjustment to i-Ready Assessment Practices Discontinue the use of the i-Ready diagnostic assessment while continuing to utilize i-Ready instructional lessons as a supplemental lea</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 CELDT/ELPAC Results Reclassification Data</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>02/25/2026</p>

Question	Answer
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>The School Site Council (SSC) reviewed the recommendations presented by ELAC and is in full agreement with the proposed supports and program enhancements aimed at improving outcomes for English Learner students. SSC recognizes the importance of expanding tutoring opportunities, updating VIPS requirements to allow for structured small-group support, adjusting the use of i-Ready to reduce overtesting while maintaining instructional resources, and providing an after-school Spanish language class to promote bilingualism and student engagement.</p> <p>In addition to supporting ELAC's recommendations, SSC proposed the creation of a Buddy Family Program for newcomer families. Through this program, families new to the school community would be paired with an experienced Cubberley family who would provide a welcome package, help orient them to the campus, and introduce them to school programs, events, and community resources. SSC believes this initiative will strengthen family connections, increase e</p>

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 02/25/2026
2. SSC approved the **Home-School Compact** on 11/19/2025
3. SSC approved the **Parent Involvement Guidelines** on 11/19/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/19/2025
6. The SPSA was approved at its meeting on 03/10/2026

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

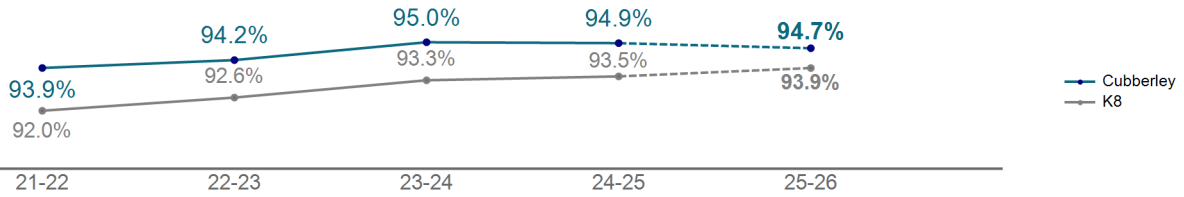
Printed Name: _____ Date: _____

ELAC Chair: _____

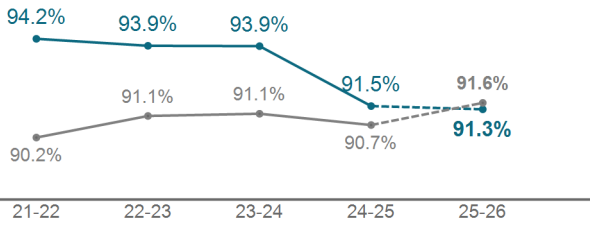
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Attendance Rate

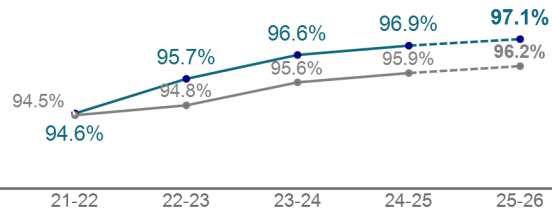
Cubberley
All Students
N = 915



African American
N = 60



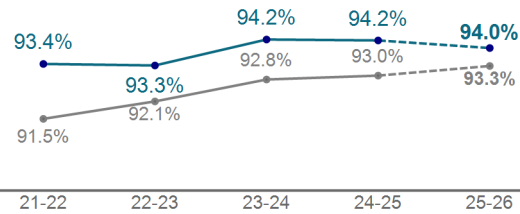
Asian
N = 39



Filipino

Subgroup with fewer than 20 students.

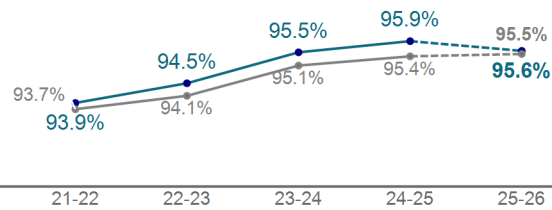
Hispanic
N = 329



Pacific Islander

Subgroup with fewer than 20 students.

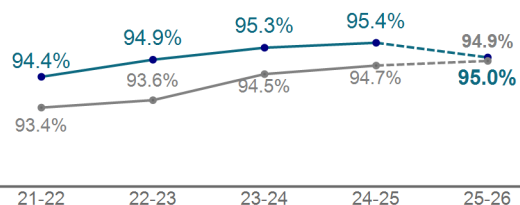
White
N = 334



Native American

Subgroup with fewer than 20 students.

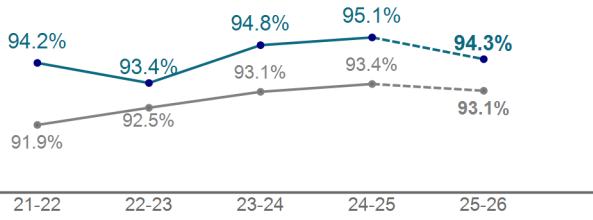
Other
N = 141



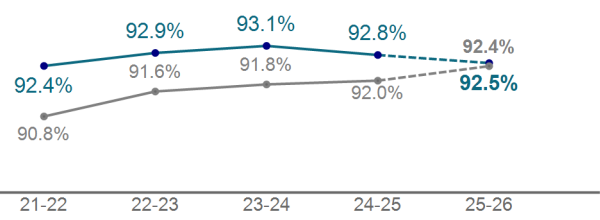
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

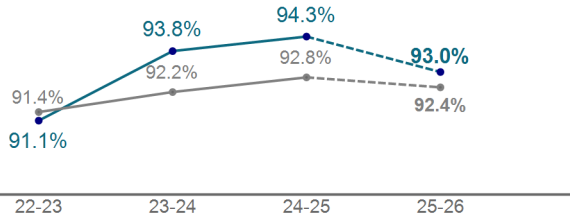
EL + RFEP
N = 55



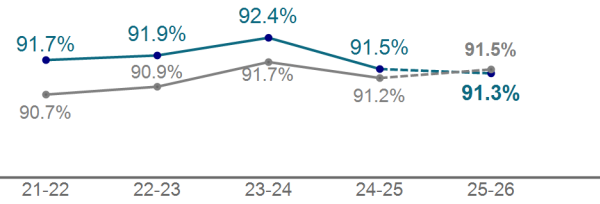
Low SES
N = 245



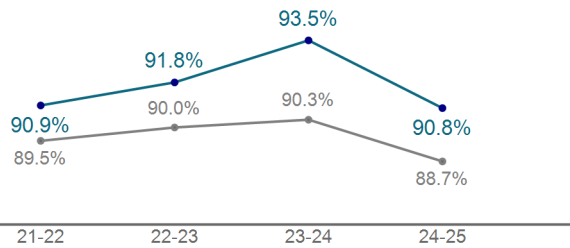
English Learner
N = 31



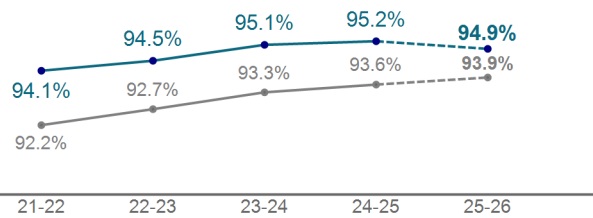
Special Education
N = 132



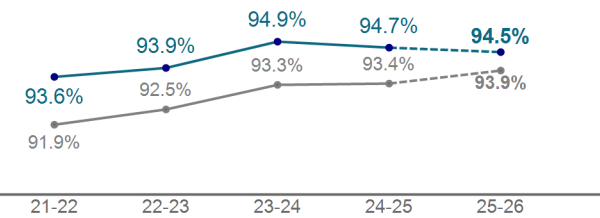
Homeless or Foster Youth



Female
N = 454



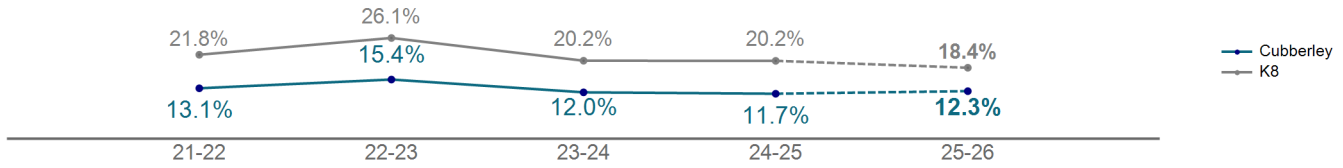
Male
N = 461



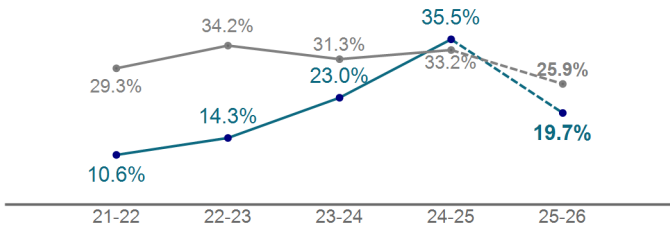
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

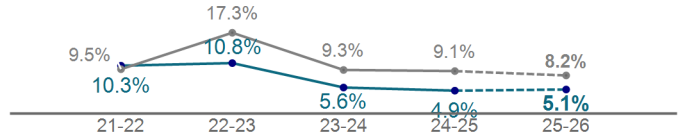
Cubberley
All Students
N = 915



African American
N = 61



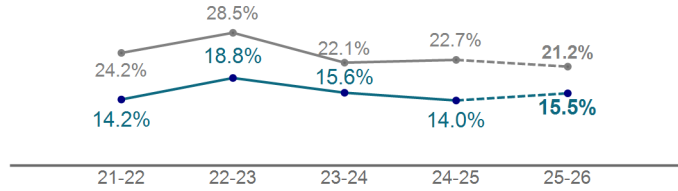
Asian
N = 39



Filipino

Subgroup with fewer than 20 students.

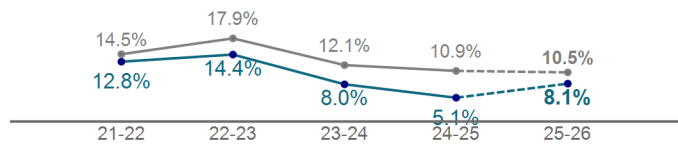
Hispanic
N = 329



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 333



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

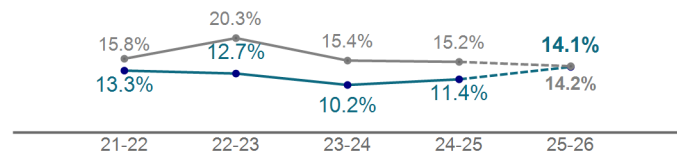
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

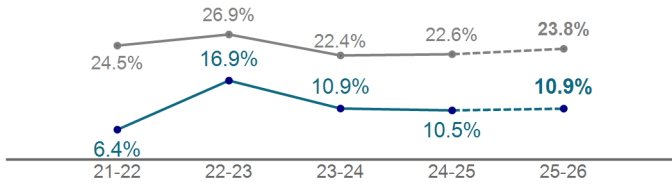
N = 142



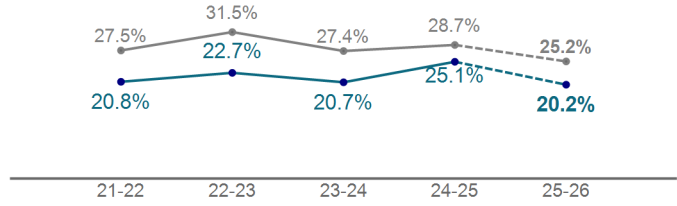
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

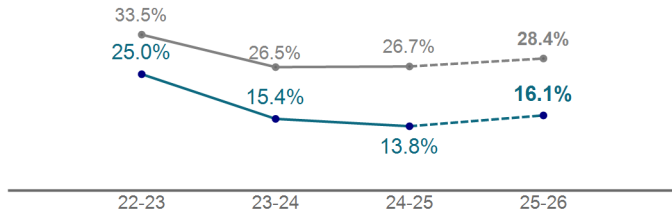
EL + RFEP
N = 55



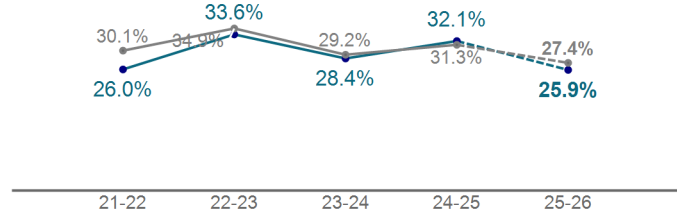
Low SES
N = 248



English Learner
N = 31



Special Education
N = 135



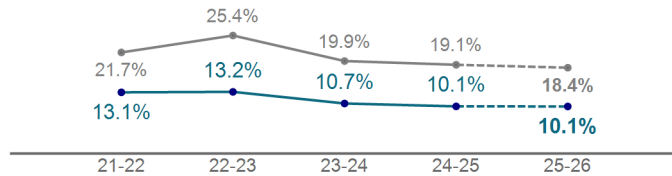
Homeless or Foster Youth

Subgroup with fewer than 20 students.

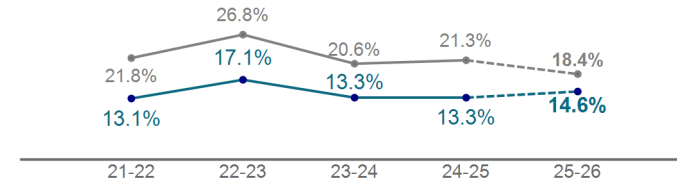
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 456



Male
N = 459



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,695	50%	29	21	24	26	50%	↑2		↑5
Addams	362	67%	41	25	21	12	33%	↑2		↑6
Alvarado	171	39%	19	20	28	33	61%	↓3		↑3
Barton	218	69%	49	21	19	12	31%	↑3		↑2
Birney	235	56%	35	21	23	22	44%	↑3		↑9
Bixby	235	36%	15	21	29	35	64%	↓1		↑4
Bryant	175	52%	35	17	29	19	48%	↑1		↑9
Burbank	246	54%	33	22	22	24	46%	↓2		↑8
Burcham	185	37%	17	20	21	42	63%	↑1		↑8
Carver	247	26%	12	15	32	42	74%	↑5		↑8
Chavez	137	64%	46	18	21	15	36%	↑3		↑9
Cleveland	182	20%	6	14	32	48	80%	↓2		↓3
Dooley	339	57%	31	26	22	22	43%	↑1		↑1
Edison	197	82%	61	21	14	4	18%	↓6		↓3
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		↓5
Gant	320	18%	7	11	29	54	83%	↑2		↑1
Garfield	244	52%	34	18	29	19	48%	↑10		↑11
Gompers	186	51%	30	21	27	22	49%	↑-		↑2
Grant	430	65%	37	27	22	13	35%	↑3		↑6
Harte	347	62%	39	23	22	16	38%	↓2		↑10
Henry	377	34%	14	19	23	43	66%	↓3		↑3
Herrera	310	62%	39	24	25	12	38%	↑5		↑11
Holmes	167	32%	20	12	25	43	68%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	123	63%	46	17	20	16	37%	↑8		↑17
Kettering	135	27%	13	15	28	44	73%	↑3		↑1
King	278	69%	45	24	21	10	31%	↑1		↑1
Lafayette	430	63%	39	23	19	18	37%	↓1		↑5
Lincoln	385	51%	24	27	26	23	49%	↑7		↑8
Longfellow	450	33%	16	16	26	41	67%	↑5		↑11
Los Cerritos	201	31%	14	17	25	44	69%	↑5		↑2
Lowell	283	24%	10	14	19	57	76%	↓6		↓3
Macarthur	144	33%	13	20	30	37	67%	↑7		↑6
Madison	162	39%	21	18	26	35	61%	↑5		↑11
Mann	152	56%	39	17	24	20	44%	↑5		↑13
McKinley	224	59%	32	27	25	17	41%	↑2		↑6
Naples	139	17%	9	9	20	63	83%	↓1		↓2
Oropeza	245	60%	40	20	21	18	40%	↓2		↑7
Prisk	253	21%	9	12	28	52	79%	↑2		↑7
Riley	178	48%	20	28	27	25	52%	↓9		↑4
Roosevelt	388	66%	38	28	24	10	34%	↑2		↑15
Signal Hill	316	49%	29	20	28	23	51%	↓2		↑8
Smith	317	69%	44	25	16	15	31%	↑-		↑-
Stevenson	215	59%	36	23	27	14	41%	↑3		↑2
Twain	211	48%	27	21	30	21	52%	↓-		↑3
Webster	207	65%	43	22	20	14	35%	↑3		↓2
Whittier	261	68%	48	20	20	12	32%	↑7		↑11
Willard	263	67%	42	24	21	12	33%	↓-		↑4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,758	55%	29	26	23	22	45%	↑1		↓4
Addams	360	73%	44	29	17	10	27%	↓1		↓3
Alvarado	171	50%	22	28	23	27	50%	↓1		↓3
Barton	217	70%	46	24	13	17	30%	↑6		↑1
Birney	236	60%	34	26	22	18	40%	↑-		↓5
Bixby	237	46%	19	27	24	30	54%	↓1		↓2
Bryant	177	60%	34	25	21	19	40%	↑5		↓1
Burbank	249	64%	38	26	23	12	36%	↑4		↑6
Burcham	186	38%	16	23	22	40	62%	↑1		↓2
Carver	247	34%	15	19	24	42	66%	↓4		↓7
Chavez	140	71%	49	22	21	8	29%	↑8		↑7
Cleveland	182	27%	3	24	36	36	73%	↓8		↓11
Dooley	344	66%	42	24	20	14	34%	↑1		↓6
Edison	199	75%	54	21	21	4	25%	↑3		↑1
Emerson	173	39%	13	26	28	32	61%	↓7		↓13
Fremont	251	36%	12	24	28	35	64%	↓11		↓14
Gant	320	22%	7	16	26	52	78%	↓3		↓7
Garfield	248	61%	31	30	26	13	39%	↑-		↓6
Gompers	186	53%	27	26	28	19	47%	↑10		↑5
Grant	435	75%	43	31	17	9	25%	↓3		↓12
Harte	345	65%	39	27	21	14	35%	↑-		↓3
Henry	377	40%	15	25	29	31	60%	↓2		↓11
Herrera	312	68%	36	33	24	8	32%	↑4		↑9
Holmes	167	46%	19	27	26	28	54%	↑-		↑4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	123	68%	47	21	18	14	32%	↑1		↓2
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		↓5
Lafayette	439	59%	28	31	26	15	41%	↑5		↓-
Lincoln	387	51%	24	28	26	23	49%	↑7		↓4
Longfellow	450	46%	19	27	24	29	54%	↓1		↑1
Los Cerritos	201	34%	14	20	21	44	66%	↑3		↓8
Lowell	283	33%	12	21	24	43	67%	↓5		↓10
Macarthur	144	40%	17	22	31	30	60%	↑3		↓6
Madison	162	49%	19	30	25	26	51%	↑3		↓8
Mann	152	62%	33	29	26	13	38%	↓-		↑3
McKinley	227	62%	31	31	23	15	38%	↑4		↓1
Naples	139	24%	7	17	27	50	76%	↓4		↓13
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		↑1
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		↓6
Signal Hill	318	54%	25	29	22	24	46%	↓1		↓2
Smith	323	66%	37	28	22	12	34%	↑5		↓3
Stevenson	222	66%	34	32	21	13	34%	↑3		↓5
Twain	211	58%	29	29	20	21	42%	↑-		↓8
Webster	208	63%	38	25	22	15	37%	↑9		↑5
Whittier	261	76%	51	25	16	8	24%	↑4		↓2
Willard	262	73%	39	34	19	8	27%	↓7		↓8

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-
Addams	122	80%	18	62	16	4	20%	↑1	-
Alvarado	63	62%	5	57	25	13	38%	↓1	-
Barton	76	95%	30	64	5		5%	↓3	-
Birney	76	75%	18	57	17	8	25%	↑2	-
Bixby	78	56%	10	46	28	15	44%	↑1	-
Bryant	48	69%	17	52	19	13	31%	↑8	-
Burbank	85	71%	24	47	22	7	29%	↓1	-
Burcham	64	53%	11	42	22	25	47%	↑12	-
Carver	79	37%	1	35	38	25	63%	↓8	-
Chavez	42	71%	40	31	24	5	29%	↑22	-
Cleveland	58	48%	3	45	33	19	52%	↓17	-
Dooley	115	81%	27	54	15	4	19%	↓3	-
Edison	62	87%	40	47	11	2	13%	↑2	-
Emerson	60	53%	10	43	27	20	47%	↓10	-
Fremont	83	33%	4	29	39	29	67%	↑-	-
Gant	102	42%	8	34	22	36	58%	↓1	-
Garfield	93	76%	18	58	19	4	24%	↑5	-
Gompers	57	77%	12	65	12	11	23%	↓15	-
Grant	142	82%	22	60	14	4	18%	↑7	-
Harte	114	77%	11	66	19	4	23%	↑3	-
Henry	120	55%	8	47	21	24	45%	↑3	-
Herrera	86	86%	23	63	9	5	14%	↓11	-
Holmes	49	49%	2	47	33	18	51%	↑21	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	42	83%	36	48	12	5	17%	↑4		-
Kettering	45	47%	2	44	31	22	53%	↑1		-
King	92	79%	20	60	15	5	21%	↑6		-
Lafayette	144	84%	24	60	13	3	16%	↑1		-
Lincoln	145	72%	12	59	18	10	28%	↑7		-
Longfellow	138	50%	8	42	25	25	50%	↓-		-
Los Cerritos	82	40%	4	37	30	29	60%	↑15		-
Lowell	83	34%	10	24	34	33	66%	↑5		-
Macarthur	50	56%	56	30	14	44%	↑8		-	
Madison	52	63%	15	48	25	12	37%	↓3		-
Mann	42	79%	24	55	14	7	21%	↓1		-
McKinley	68	81%	21	60	15	4	19%	↓3		-
Naples	50	30%	4	26	28	42	70%	↑6		-
Oropeza	70	77%	21	56	17	6	23%	↓3		-
Prisk	102	35%	4	31	33	31	65%	↓5		-
Riley	62	68%	11	56	24	8	32%	↓3		-
Roosevelt	145	84%	16	68	13	3	16%	↑5		-
Signal Hill	112	71%	14	57	21	8	29%	↓10		-
Smith	109	92%	35	57	6	3	8%	↓10		-
Stevenson	70	87%	27	60	6	7	13%	↓3		-
Twain	64	72%	19	53	23	5	28%	↑5		-
Webster	67	82%	39	43	12	6	18%	↑2		-
Whittier	107	82%	27	55	14	4	18%	↑6		-
Willard	89	87%	19	67	11	2	13%	↓7		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,560	49%	26	23	32	19	51%	↑3		↑3
Bancroft	773	42%	20	23	36	22	58%	↑5		↑4
Franklin	931	66%	41	24	25	10	34%	↓-		↓1
Hamilton	694	61%	32	29	29	11	39%	↑2		↑6
Hoover	477	57%	31	26	29	13	43%	↓2		↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6		↑4
IVA	65	34%	14	20	35	31	66%	↑66		-
Jefferson	988	44%	23	21	36	20	56%	↑5		↑10
Keller	507	31%	10	21	39	30	69%	↑4		↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1		↑3
Lindsey	664	63%	35	28	29	8	37%	↑2		↓-
Marshall	929	38%	18	20	35	27	62%	↓1		-
Nelson	776	64%	36	28	24	12	36%	↑3		↓2
Rogers	747	29%	14	16	36	35	71%	↑5		↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓-
Stephens	623	47%	22	24	36	18	53%	↓1		↑11
Washington	772	67%	41	27	26	6	33%	↑3		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑1		↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,859	72%	15	58	19	8	28%	↑3		-
Bancroft	254	68%	11	57	24	8	32%	↑5		-
Franklin	332	83%	23	61	13	4	17%	↑1		-
Hamilton	237	86%	23	62	12	3	14%	↓1		-
Hoover	152	81%	22	59	15	4	19%	↑6		-
Hughes	389	65%	10	55	25	10	35%	↑-		-
IVA	64	50%	13	38	33	17	50%	-		-
Jefferson	336	74%	17	57	21	5	26%	↑2		-
Keller	153	60%	3	57	23	17	40%	↑2		-
Lindbergh	125	82%	18	63	16	2	18%	↑5		-
Lindsey	225	84%	18	66	11	4	16%	↑7		-
Marshall	315	62%	9	53	26	12	38%	↑6		-
Nelson	248	76%	15	60	18	6	24%	↑6		-
Rogers	250	48%	7	41	28	24	52%	↓5		-
Stanford	362	59%	7	52	27	14	41%	↑5		-
Stephens	205	80%	16	64	15	5	20%	↑5		-
Washington	276	91%	27	64	9		9%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,576	44%	25	20	27	29	56%	↑4		↑3
Avalon	205	81%	56	25	16	3	19%	↓5		↓6
Cubberley	641	29%	15	15	27	43	71%	↑2		↓2
Muir	626	53%	34	20	27	20	47%	↑6		↑8
Newcomb	551	19%	5	14	31	50	81%	↑2		↑5
Powell	496	63%	35	28	24	13	37%	↑4		↑5
Robinson	509	67%	40	27	23	10	33%	↑4		↑5
Tincher	545	26%	10	16	31	43	74%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,573	54%	31	23	20	25	46%	↑4		↑-
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↓5
Muir	623	64%	37	26	20	16	36%	↑2		↓1
Newcomb	551	26%	8	19	28	46	74%	↑4		↑4
Powell	497	70%	46	25	18	12	30%	↑4		↑1
Robinson	519	76%	49	27	14	10	24%	↑5		↑4
Tincher	546	37%	16	21	25	38	63%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,218	65%	14	51	23	13	35%	↑3		-
Avalon	88	89%	40	49	11		11%	↑1		-
Cubberley	214	50%	12	38	27	23	50%	↑2		-
Muir	202	71%	16	55	24	4	29%	↑6		-
Newcomb	171	38%		37	31	31	62%	↓4		-
Powell	183	83%	19	64	14	3	17%	↑1		-
Robinson	176	84%	19	65	14	2	16%	↑3		-
Tincher	184	52%	5	47	30	17	48%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,565	46%	25	21	29	25	54%	↑2		↑4
Browning	71	56%	35	21	27	17	44%	↑23		↑8
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑14
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑5
Jordan	509	69%	41	28	22	9	31%	↓3		↓3
Lakewood	515	49%	21	28	34	18	51%	↑1		↑8
McBride	164	17%	3	14	37	46	83%	↑5		↑11
Millikan	781	39%	21	18	31	30	61%	↓-		↓2
Polytechnic	925	43%	22	22	33	24	57%	↑4		↑9
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		↑1
Sato	112	9%	9	16	75	91%	91%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7
Browning	72	83%	68	15	11	6	17%	↑4		↑5
Cabrillo	320	91%	74	16	7	3	9%	↑-		↓3
CAMS	157	5%	4	19	76	95%	↑1		↓1	
EPHS	141	85%	71	14	11	4	15%	↑9		↑12
Jordan	513	86%	66	20	11	4	14%	↑6		↓5
Lakewood	521	84%	53	30	12	4	16%	↑5		↓4
McBride	164	55%	25	30	26	20	45%	↑-		↓15
Millikan	789	66%	38	28	23	11	34%	↑2		↓11
Polytechnic	919	75%	51	24	15	10	25%	↓1		↓6
Reid	30	100%	100				0%	-		-
Renaissance	91	66%	42	24	18	16	34%	↑22		↓10
Sato	112	14%	3	12	32	54	86%	↑15		↑6
Wilson	727	80%	57	23	15	6	20%	↑5		↓15

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,336	76%	15	62	18	6	24%	↑-		-	
Browning	48	96%	21	75	2	2	4%	↓2		-	
Cabrillo	328	93%	22	71	7		7%	↓1		-	
CAMS	169			13%	13	38	49	87%	↑3		-
EPHS	98	91%	22	68	8	1	9%	↑1		-	
Jordan	468	92%	22	69	8		8%	↑2		-	
Lakewood	478	85%	21	64	14	1	15%	↓-		-	
McBride	168		53%	5	48	35	13	47%	↑19		-
Millikan	775	69%	10	59	24	7	31%	↓2		-	
Polytechnic	929	75%	12	63	19	6	25%	↓2		-	
Reid	37	95%	35	59	5		5%	↑2		-	
Renaissance	74	85%	15	70	14	1	15%	↑3		-	
Sato	112		37%	36	38	25	63%	↑19		-	
Wilson	652	83%	14	69	14	3	17%	↓8		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	0%		33	67	100%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	2	0%		50	50	100%	↑67		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,396	48%	27	22	28	24	52%	↑2	↑4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/11/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

Cubberley

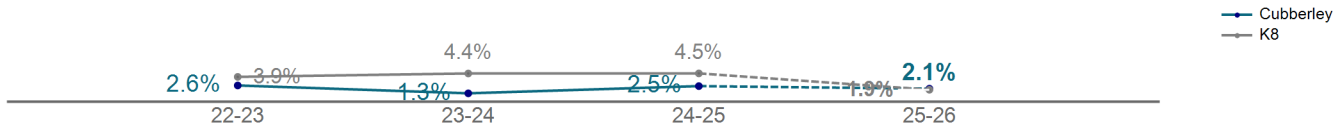
24-25

Students by Subgroup Categorized by 1 or more than 1 incident

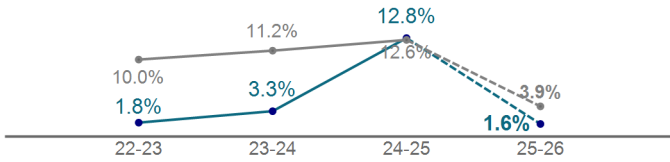
		YR		
subgroup				
Category		# Students	Percent by Category	
All Students	All	44		
	Grade	Gr. 01	1	
		Gr. 02	6	
		Gr. 03	2	
		Gr. 04	5	
		Gr. 05	3	
		Gr. 06	2	
		Gr. 07	14	
		Gr. 08	11	
Ethnicity	African American	14		
	Hispanic	12		
	Other	6		
	White	12		
Gender	Female	12		
	Male	32		
Special Populations	GATE/Excel	3		
	Homeless	6		
	Low SES	26		
	Spec Ed. Speech/RSP	10		
	Special Ed.	17		

Suspension Rate

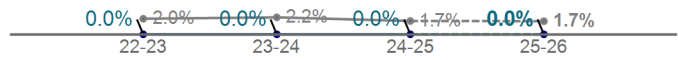
Cubberley
All Students
N = 923



African American
N = 62



Asian
N = 39



Filipino

Subgroup with fewer than 20 students.

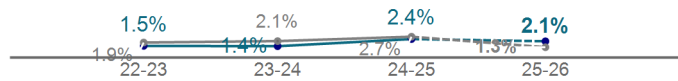
Hispanic
N = 334



Pacific Islander

Subgroup with fewer than 20 students.

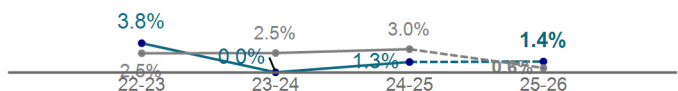
White
N = 334



Native American

Subgroup with fewer than 20 students.

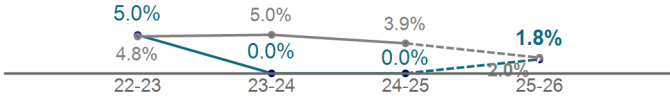
Other
N = 142



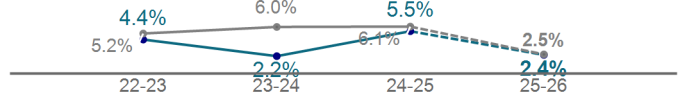
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

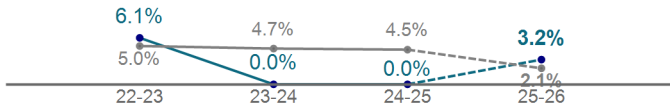
EL + RFEP
N = 55



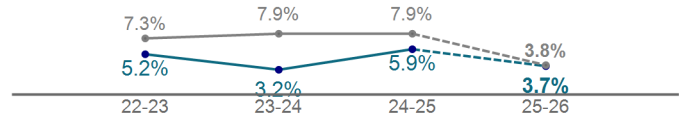
Low SES
N = 250



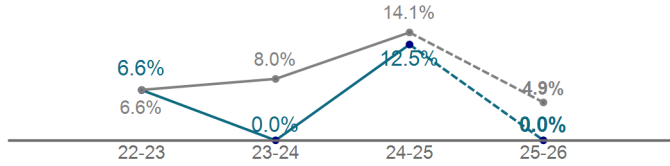
English Learner
N = 31



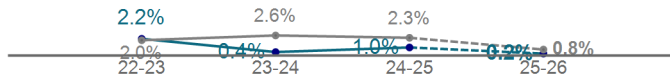
Special Education
N = 136



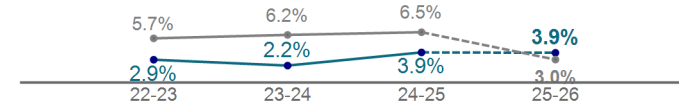
Homeless or Foster Youth
N = 21



Female
N = 456



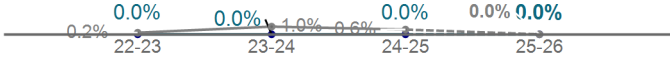
Male
N = 467



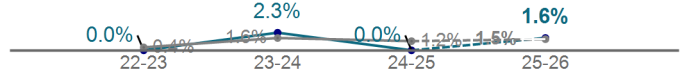
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

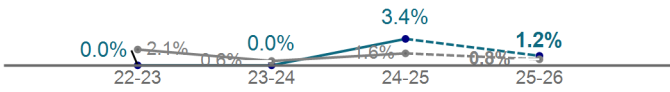
Gr. K
N = 68



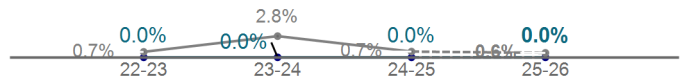
Gr. 01
N = 62



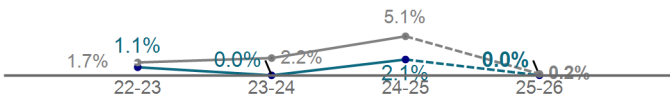
Gr. 02
N = 81



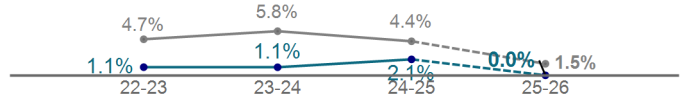
Gr. 03
N = 84



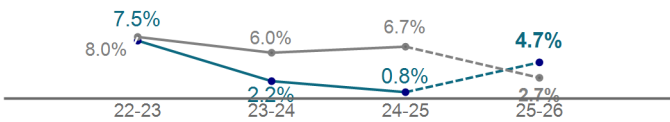
Gr. 04
N = 96



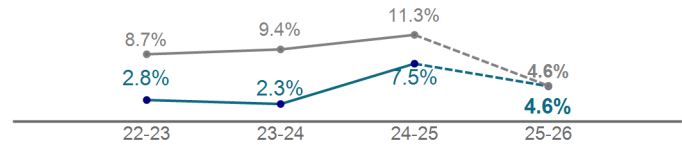
Gr. 05
N = 95



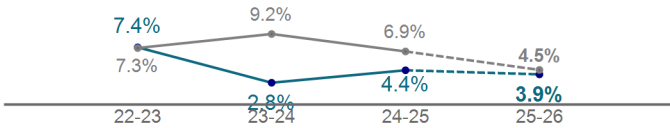
Gr. 06
N = 128



Gr. 07
N = 131



Gr. 08
N = 128



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



Ellwood P. Cubberley TK-8 School
Home of the Cubs
A California Distinguished School
A National Blue Ribbon School
 3200 Monogram Avenue Long Beach, CA 90808



Home/School Compact
2025-2026

District Mission: The mission of the Long Beach Unified School District is to ensure the educational success of all students by having high expectations, a commitment to excellence and a comprehensive program confirming the belief that all students can learn and become responsible and productive members of a competitive society.

School Mission: The mission of Cubberley TK-8 School is to meet the educational needs of a diverse population by providing an academic program that reflects high expectations, community and parental involvement, cultural awareness and pride and responsible citizenship. We recognize that a quality program requires a shared responsibility of students, parents/guardians, community and school staff. Cubberley School believes this shared effort will enable each student to achieve their maximum potential and become a responsible, productive citizen.

Student Pledge

I realize that my education is important to me. I understand that a good education will provide me with the tools I need to be a productive citizen. Whether instruction is provided in-person or via distance learning, as a student, I will follow the Steps to Success and be responsible for:

- Wearing appropriate school attire
- Following instructions of all school personnel
- Keeping my hands, feet, objects and unpleasant words to myself
- Being ready to work when the bell rings and class begins
- Showing pride and respect for myself, others and the school campus
- Following all classroom/online rules and Cubberley learning norms
- Working as hard as I can on all school projects
- Completing and turning in my homework
- Participating in daily reading, outside of school
- Taking corrected work and school communications to my parents/guardians promptly

Parent/Guardian Pledge

As the parent/guardian, I pledge to guide my child in the education process by:

- Modeling respectful behavior and language on school campus and at school events
- Adhering to traffic and safety laws at drop-off, pick-up, and school events
- Providing a quiet area during study time at home
- Making sure my children are well rested, appropriately dressed, on time to school and prepared to learn
- Assisting my children with their homework assignments on a regular basis
- Reading to or encouraging my children to read outside of school on a daily basis
- Attending Back-to-School Night, Open House and other school-wide functions including parent/guardian-teacher conferences
- Actively support district, school and classroom policies

Faculty-Teacher Pledge

The Cubberley School faculty is committed to the academic success of every student and we agree to:

- Teach grade level skills and concepts as described by the district and the California State Standards
- Strive to address the individual needs of every student
- Communicate with you and your child regarding academic progress. Communication will include report cards, Canvas for middle school, mid-reporting period of unsatisfactory notices, if necessary and telephone calls home, as appropriate
- Encourage and support parent/guardian volunteers in the classroom

Retain Top Portion for Your Records

Please Return the Home/School Compact Signature Tear-Off to the Teacher

Student Signature

Date

Parent/Guardian Signature

Date

Teacher Signature

Date



Ellwood P. Cubberley K-8 School

Home of the Cubs

A California Distinguished School

A National Blue Ribbon School

3200 Monogram Avenue Long Beach, CA 90808

www.lbcubberley.schoolloop.com



2025-2026

Parental Involvement Guidelines

The mission of Cubberley TK-8 School is to meet the educational needs of a diverse population by providing an academic program that reflects high expectations, community and parental involvement, cultural awareness and pride, and responsible citizenship. We recognize that a quality program requires a shared responsibility of students, parents, community, and school staff. Cubberley School believes this shared effort will enable each student to achieve their maximum potential.

As a school that receives Categorical funds, Cubberley School has developed jointly with, agrees with, and distributes to parents/guardians of participating children, School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Cubberley School'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

Cubberley School agrees to implement the following:

- To jointly develop with parents/guardians, School Parental Involvement Guidelines that the school and parents/guardians of participating children agree on.
- To notify parents/guardians about the School Parental Involvement Guidelines in an understandable and uniform format and distribute these Guidelines to parents/guardians in a language that both parents/guardians and participating children can understand.
- To make the School Parental Involvement Guidelines available to the local community.
- To periodically update the School Parental Involvement Guidelines to meet the changing needs of parents/guardians and the school.
- To adopt the Home School Compact as a component of School Parental Involvement Guidelines.
- To agree to be governed by the statutory definition of parental involvement as indicated in Part II of this document, and to carry out programs, activities and procedures in accordance with this definition.

PART II

1. Cubberley School will take the following actions to involve parents/guardians in the development and joint agreement of its School Parental Involvement Guidelines and its school wide plan, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - *School Site trainings for School Site Council parents/guardians. Topics included:*
 - i. *Responsibilities & Role of SSC and its members*
 - ii. *Composition of SSCs*
 - iii. *Budgetary considerations*
 - iv. *Single Plans for Student Achievement*
 - *Plan Meeting with SSC members to review Single Plan for Student Achievement and previous year's Parental Involvement Guidelines*
 - i. *Invite other parents/guardians and stakeholders to attend the meeting*
 - ii. *Meeting date and location posted on the Cub's Den Family Newsletter and the Cubberley website*
 - iii. *Meeting date and location posted in the office*
 - *At Meeting*
 - i. *Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary*
 - ii. *Re-write or update the Parent Involvement Guidelines & Home School Compacts*
 - iii. *Oral and written translations available for non-English speaking parents/guardians to allow for discussions, as applicable*
2. Cubberley School will take the following actions to distribute School Parental Involvement Guidelines:
 - *Publish in the Cub's Den Family Newsletter, and Cubberley website*
 - *Available at the Main Office Counter*
 - *Distributed and signed by parents/guardians at Parent Teacher Conferences*
3. Cubberley School will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents/guardians and the school:
 - *Supplemental services*
 - *Interventions*
 - *At SSC meetings*
 - *PTA and Parent information meetings*
4. Cubberley School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, as services relate to parental involvement:
 - *Notifications via fliers/marquee- School newsletters, Businesses in Community*

- *Announcements/fliers sent home with each child in appropriate language, as applicable*
 - *District Parent Resource Center Family Nights*
5. Cubberley School will provide timely information about Categorical programs to parents/guardians of participating children:
- *Through the Cub's Den Family Newsletter, school website and Canvas*
 - *On Main Office Counter*
 - *At SSC meetings and other Parent meetings*
 - *At Parent Teacher Conferences*
 - *Post District Parent Resource Centers' monthly Calendars of workshops*
 - *On District Parent Education website*
6. Cubberley School will provide to parents/guardians of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- At various meetings, such as:*
- *Back to School Night*
 - *Parent Teacher Conferences*
 - *Parent Resource Center Workshops (Wellness Center)*
 - *Middle School Syllabi*
7. Cubberley School will provide parents/guardians of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- *Parents'/guardians' suggestions/topics from*
 - *Principal's Chats*
 - *Parent surveys*
 - *Parent Meetings*
8. Cubberley School will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents/guardians of participating children.

PART III

1. Cubberley School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement.

Cubberley School will incorporate the Home School Compact as a component of its School Parental Involvement Guidelines:

- *The Compact is revised, discussed and reviewed at SSC meetings*
 - *Distributed and signed by parent/guardian (electronically)*
2. Cubberley School will, with the assistance of its district, provide assistance to parents/guardians of children served by the school in understanding topics such as the following:

- *the State's academic content standards*
- *the State's student academic achievement standards*
- *the State and local academic assessments including alternate assessments*
- *the requirements of categorical funding*
- *how to monitor their child's progress*
- *how to work with educators*

By undertaking the following actions:

- *Distributing Parent Resource Center Parent Workshop Calendars*
- *District Parent Leadership Conference*
- *Annual District Parent Summit Conference*
- *Annual LACOE Parent Conference*
- *DCAC and ELAC meetings*
- *District Website: Parent Involvement*

3. Cubberley School will, with the assistance of its district, provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental/guardian involvement, by:

- *Parent Resource Center Parent Workshops*
- *Parent Leadership Conference*
- *LACOE's 'Home School Connection' & 'Parents as Learning Partners'*
- *Parent University*

4. Cubberley School will, with the assistance of its district and parents/guardians, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent programs and build ties between parents/guardians and schools, by:

- *Teacher/Staff In-services*
 - *Parents/Guardians as Teachers Partners*
 - *Positive communication with Parents/Guardians*
 - *Understanding & Teaching Students of Different Cultures*
 - *Reaching the 'Hard-to-Reach' Parents/Guardians*
- *District monthly subscriptions/publications*

5. Cubberley School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, and other

programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in the education of their children, by:

- *Parent Resource Center Calendars, offerings*
 - *Getting Ready for Kindergarten*
 - *Kindergarten Readiness & PACT (Parent and Child Together) classes*
 - *Promotion of District's Kindergarten Festival*
6. Cubberley school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents/guardians can comprehend:
- *The counselor's clerk will coordinate the translations of written materials/notifications that are sent to parents/guardians*
 - *Cub's Den Family Newsletter, school website and Canvas*

PART IV

Cubberley School provides parents/guardians with the knowledge and strategies to assist their children in learning at home, in the community and at school.

- *Canvas*
- *Families attend parent/guardian trainings provided by the District*
- *Parents/guardians receive standards and class syllabi at Back-to-School Night*

Cubberley School supports the efforts of parents/guardians to work with their children to understand and attain the instructional objective of the school.

- *Voice mail – home to school connection. Teachers and other staff will record homework, special projects and events and other general school information for parent access through various sources such as Voice mail, Canvas, School Messenger or other communication tools. Parents/guardians will be able to leave messages for the child's teacher*
- *Email - Parents/guardians can email teachers at any time throughout the day or evening*
- *The Cub's Den Family Newsletter and the Cubberley website will inform parents/guardians of pertinent school information*

Cubberley School encourages parents/guardians to assume school and district leadership roles in governance, advisory and advocacy decision-making processes.

- *Parents/guardians will be encouraged to serve on district parent committees. DCAC (District Community Advisory Committee) and DELAC (District English Learner Advisory Committee).*

- *Parent/Guardian members of the School Site Council and English Learners Advisory Committee will attend the District's Parent Leadership Training.*
- *Cubberley PTA*
- *Cubberley Foundation*

Cubberley School parents/guardians acquire needed services through identified school district and community resources.

- *The Student Support Team meets with staff, parents/guardians and community support agencies to discuss students and families in need and recommend interventions that will support these needs. Possible interventions may include:*
 1. *Adjustments of Instruction*
 2. *Referral to a specialist for additional service*
 3. *Referral to the district attorney's truancy program*
 4. *Referral to a dental clinic*
 5. *Referral for on-site counseling provided by a school counselor, psychologist or speech and language pathologist*
 6. *Additional resources available through the Long Beach Area Guide to Community Resources*

Cubberley School will consult on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to plan, design, implement and evaluate school programs to ensure student academic progress.

- *The School Site Council and English Learners Advisory Committee will assist in monitoring and implementing the improvement activities listed in the school's written plan.*

PART V

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents/guardians of children participating in categorical programs, as evidenced by [redacted] & [redacted] SSC Co-Chairs. These Parent Involvement Guidelines were adopted by the Cubberley School on 11/19/25 and will be in effect for the period of one year. The school will publish the Guidelines to all parents/guardians of participating children on or before 12/01/25. It will be made available to the local community, with hard copies available in the office, on or before 12/01/25. Cubberley School's notification to parents/guardians of the Guidelines will be in an understandable and uniform format, and in language parents/guardians can comprehend.

[redacted]
(Signature of Authorized Official)

[redacted]
(Signature of Authorized Official)

11/19/2025
(Date)

11/19/2025
(Date)