



Emerson 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

ELA Finding for 25/26 school year (from 24/25 test scores). 70% of students were Met/Exceeded while the other 29% were Not Met/Nearly Met on SBAC ELA. When compared to the 23/24 school year there is 5% decrease in students who were Met/Exceeded and a 3% increase in students who were Not Met/Nearly met in SBAC ELA. Kinder-2nd grade FRSA Overall End of Year Data for the 24-25 show that 76% of students were on track while 19% were off track. When compared to the 23-24 school year students FRSA on track was 76%. As reported on the 2024 Dashboard 41 students with disabilities have low performance in ELA.

ELA Goals

ELA SBAC Met/Exc (Gr. 3) Goal 1: The percentage of Grade 3 students who meet or exceed grade-level standards on the state ELA SBAC assessment will grow from 70% to 74 % by June, 2026. FRSA Met/Exc (K-2) Goal 1a: By June 2026, 90% of students K-2 will meet or exceed on Spring Foundational Reading Skills Assessment, up from 86% in June, 2025. FLUENCY Met/Exc (Gr 1-3) Goal 1b: By June 2026, 79% of students in grades 1-3 will meet/exceed on Spring Fluency assessment up from 78% June, 2025. i-READY Reading (Gr 1-3) Goal 1c: By June 2026 85% of students in grades 1-3 will be on or above grade level on i-Ready Reading Diagnostic 3 Assessment from 81% in March of 2025. 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 33% in June 2025 to 49% in June 2026. SBAC/i-Ready Stretch Growth/Fluency Goal 2a: By June 2026, 33% of students in grades 4-5 who were Not Met achievement level on the prior year SBAC ELA will meet or exceed on the fluency assessment, up from 28% in June 2025. Goal 2b: By June 2026, 36% of students in grades 4-5 who were Not Met achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 30% in June 2025.

Action Plan: This year, our Instructional Intervention Coach (IIC) will work collaboratively with teachers across all grade levels on a weekly basis through coaching cycles, classroom modeling, and data-driven planning to build teacher capacity and strengthen Tier 1 instruction. In ELA, K–2 teachers will implement Getting Reading Right strategies daily, with a focus on systematic phonics instruction (DDR). In grades 3–5, teachers will implement the Daily Language Routine (DLR) at least 3–4 times per week to strengthen language development, fluency, and writing skills. Across all classrooms, small group instruction will occur daily, driven by formative assessment and student data to provide targeted support.

Additionally, all teachers will participate in monthly professional learning and ongoing classroom implementation as part of Year One of the Whole School GATE Model, ensuring consistent use of strategies that promote enrichment and access for all learners. To support students with disabilities, general education teachers, education specialists, and support staff will collaborate weekly to provide aligned Tier 1 and Tier 2 instruction. Progress will be monitored through i-Ready diagnostics (three times per year) and ongoing data review cycles, with the goal of ensuring each student achieves one year or more of academic growth.

Comprehensive Needs Assessment: Mathematics

Math Findings

Math Findings for 25/26 school year (from 24/25 test scores) 39% of 3rd-5th were Not Met/Nearly Met on SBAC Math and 61% were Met/Exceeded. As compared to 33% Not Met/Nearly Met and 68% Met/Exceeded in 23/24. 24/25 was a decrease of 7. Grade Level Data 3rd Grade: 33% Not Met/Nearly and 68% Met/Exceed as compared to 14% Not Met/Nearly and 85% Met/Exceed in 23/24. 4th Grade: 35% Not Met/Nearly and 65% Met/Exceed as compared to 36% Not Met/Nearly and 73% Met/Exceed in 23/24. 5th Grade : 50% Not Met/Nearly and 50% Met/Exceed as compared to 47% Not Met/Nearly and 52% Met/Exceed in 23/24

Math Goals

Math 70% of 3rd-5th grade students will meet or exceed Math SBAC June, 2026, up 91% in 2025. Math 70% of 1st-5th grade students will meet or exceed the annual typical growth goal for Math i-Ready by the end of the year.

Action Plan: teachers across all grade levels on a weekly basis through coaching cycles, co-planning, classroom modeling, and data analysis to strengthen Tier 1 mathematics instruction.

Teachers will implement daily mathematics instruction using the Launch–Collaborate–Consolidate structure, with a focus on developing conceptual understanding, procedural fluency, and application aligned to grade-level standards. During the Launch, teachers will surface prior knowledge and present cognitively demanding tasks; during Collaborate, students will engage in structured discourse, problem-solving, and use of multiple strategies; and during Consolidate, teachers will facilitate student sharing, justification of thinking, and connections across strategies. Number sense routines will be implemented daily (5–10 minutes) to build fluency, flexibility, and efficiency with numbers. Teachers will consistently incorporate mathematical representations (e.g., number lines, base-ten models, arrays, visual models) and academic discourse routines (e.g., turn-and-talk, sentence frames, accountable talk) to support students in explaining and justifying their reasoning. Small group instruction will occur daily, informed by formative assessment data, i-Ready results, and in-class performance tasks, to provide targeted support in key areas such as computation, problem-solving, and conceptual understanding. The IIC and Math Lead will support this work through biweekly lesson study, classroom observations, and feedback cycles, with a focus on task rigor, questioning strategies, and student engagement. Additionally, all teachers will participate in monthly professional learning and ongoing implementation as part of Year One of the Whole School GATE Model, with an emphasis on applying depth and complexity, multiple entry points, and productive struggle within mathematics tasks.

To support students with disabilities, general education teachers, education specialists, and support staff will collaborate weekly to align Tier 1 and Tier 2 mathematics instruction, including pre-teaching, re-teaching, and scaffolded supports within core instruction. Student progress will be monitored through i-Ready diagnostics (three times per year), standards-based assessments, and ongoing data cycles, with the goal of ensuring each student achieves one year or more of academic growth in mathematics.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Emerson has 9 EL students currently data shows that the students are well-developed or Moderately developed on ELPAC summative.

English Learner Goals

100% of EL students will Meet/or Exceed on SBAC ELA & Math June 2026.

Action Plan: This year, our site will utilize ELlevation and district-provided ELD professional development to strengthen both integrated and designated ELD instruction across all grade levels. Our IIC, site administrator will support teachers through monthly professional learning, weekly collaboration, and ongoing coaching cycles to build capacity in effective language development practices. All teachers will implement daily integrated ELD instruction within core content areas, intentionally incorporating language objectives, structured academic discourse, and opportunities for reading, writing, listening, and speaking. Teachers will use ELlevation student data and language proficiency levels to plan instruction, monitor progress, and differentiate supports. In addition, designated ELD will be provided daily to English Learners, with instruction targeted to students' proficiency levels and focused on language development aligned to grade-level content. Teachers will utilize strategies from district ELD professional development, including sentence frames, explicit vocabulary instruction, and structured interaction routines. Small group instruction will occur at least 3–5 times per week for English Learners, based on ELlevation data and formative assessments, to provide targeted support in areas such as vocabulary development, oral language, and language structures. To support continuous improvement, teachers, the IIC, and administrator will engage in regular data review cycles (at least 3 times per year aligned to i-Ready and ELPAC data, along with ongoing formative data) to monitor student progress and adjust instruction. The goal is for all English Learners to demonstrate measurable growth in language proficiency, as evidenced by ELPAC performance, ELlevation data, and classroom-based assessments, while increasing access to grade-level content through strong Tier 1 instruction and targeted Tier 2 supports.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Our Spring Pulse Survey showed that in the areas of Agency (78%), Belonging (77%) and Identity (85%) of students had favorable rates in all three areas. There is a decrease in all areas. Which the culture climate committee will look deeper into as of why the decrease. As reported on the 2023 CA Dashboard 20.3% of students are chronically absent. On the 2024 CA Dashboard 10.7% of students are chronically absent a decrease of 9.6% from the previous year. There was a 1.1% increase of students with disabilities suspended at least one day.

Culture/Climate Goals

Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support in order to maintain favorable rates in all areas by 5%. Our goal is to increase student attendance, reduce behavioral incidents, and improve overall student engagement, ensuring that all students have access to a safe, supportive, and inclusive learning environment through consistent Tier 1 and Tier 2 behavioral practices across the school.

Action Plan: This year, with the addition of our Care Center psychologist, our site will expand our capacity to provide targeted social-emotional and behavioral supports to a greater number of students. The psychologist will work collaboratively with staff to strengthen early intervention, provide guidance on student needs, and support overall student well-being. To strengthen schoolwide systems, we are launching Positive Behavioral Interventions and Supports (PBIS) and revamping our Guidelines for Success to ensure students, staff, and families have a clear, consistent, and shared understanding of expectations across all settings. This work will focus on creating a positive school climate, reinforcing appropriate behaviors, and increasing consistency in implementation. Additionally, case managers will play a key role in supporting students with disabilities, with bi-weekly meetings established to review student needs, monitor progress, and make informed decisions regarding supports and discipline. These collaborative structures are designed to proactively address concerns, prevent escalation, and ensure appropriate interventions are in place. Progress will be monitored through behavior data (referrals, incidents, and suspensions), attendance rates, and student engagement indicators. The team will regularly review this data to evaluate the effectiveness of PBIS implementation and support systems, making adjustments as needed to improve outcomes.

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) Our goal for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. In addition, students will achieve one year of growth in ELA. In addition, students will increase to 65% or more at or above grade level. Students will increase in ELA SBAC from 74% to at least 80%. Our Literacy TOSA is working with students on reading, as well as supporting teachers with Tier 1 instruction by pushing into support students & teachers. We will provide tutoring in ELA and provide the read naturally program for 4th & 5th grade students in need of reading support.</p> <p>We will monitor ELA progress through i-Ready diagnostics given three times a year, along with monthly growth checks. Students at or above grade level will aim for at least one year of</p>	Goal Partially or Not Met	Students iready data reflected a decrease in growth across grade levels. Students SBAC data does not reflect the anticipated growth in ELA. The students who participated in reading support show some growth in both SBAC & i-Ready. Our K-2 FRSA shows that students remained consistent with no change.	For this year we will continue with tutoring. Teachers will provide Tier 1 support and targeted small group instruction in class to meet the needs of their students. Our school will begin year one of GATE training, utilizing GATE strategies school wide. Our ELA and Math Leads will support our IIC with PD. Our IIC will support teachers as an instructional coach and thought partner. We will use data from both summative and formative assessments to strengthen classroom small group instruction.

	<p>growth, while those below grade level will work toward more than one year of growth. Teachers will also use regular classroom assessments and benchmarks, with data reviewed every 6–8 weeks in PLCs.</p> <p>SBAC readiness will be tracked using Interim Assessment Blocks and practice tests, with a goal of increasing proficiency from 74% to 80%. We will also track progress toward having 65% or more of students at or above grade level, using quarterly data reviews and teacher dashboards. Our Literacy TOSA supports both students and teachers through targeted instruction. Additional support includes ELA tutoring and the Read Naturally program for 4th and 5th graders, with student progress monitored weekly and adjustments made every 4–6 weeks.</p>			
Math	<p>1) Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and for students who are below grade level to grow more than one year. Our 3rd-5th grade teachers are providing math tutoring and we will expand math tutoring to 1st</p>	<p>Goal Partially or Not Met</p>	<p>61% of students in grades 3-5 were Met/Exceeded. As compared 68% Met/Exceeded in 23/24. This indicates a 7% decrease. However, we were higher than the district average.</p>	<p>The focus of mathematical instruction will be implementing Standards of Mathematical Practice (SMPs) daily in all classrooms. Teachers will build student's conceptual knowledge through the Inquiry Approach (Launch, Collaborate & Consolidate) with Math Tasks & continued implementation of Number Sense routines.</p>

and 2nd grade after the second i-Ready diagnostic assessment. Additionally, teachers in grades 3-5 are supported with district QCI training focused on math and Emerson will continue to have a site Math Lead to support teachers with planning and lesson implementation.

Math progress will be monitored through i-Ready diagnostics administered three times per year, with monthly growth checks to ensure students are on track. Students at or above grade level will aim for at least one year of growth, while those below grade level will work toward more than one year. Data will be reviewed regularly to identify students needing additional support. 3rd–5th grade teachers are providing math tutoring, and after the winter i-Ready diagnostic, support will expand to 1st and 2nd grade based on student data. Tutoring progress will be tracked through pre- and post-assessments and teacher observations. SBAC readiness in grades 3–5 will be monitored using Interim Assessment Blocks and practice

	tests. These will be reviewed by standard to guide instruction and reteaching. Teachers will analyze this data during PLCs to adjust instruction. To strengthen Tier 1 instruction, 3rd–5th grade teachers are participating in district QCI math training, and Emerson’s site Math Lead will continue to support lesson planning and implementation across grade levels.			
English Learner	1) The school will use the platform ELlevation and district ELD professional development to support intergrated and designated ELD. Students will be provided small group instruction to support the language growth.	Goal Met	Emerson has 9 EL students currently data shows that the students are well-developed or Moderately developed on ELPAC summative.	We will continue to teach ELD to those students who need it and monitor our students through data analysis and multiple platforms.
Culture/Climate	1) Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support in order to maintain favorable rates in all areas by 5% Student self-efficacy will be supported through classroom and playground practices that promote confidence,	Goal Partially or Not Met	This goal was not met. Contributing factors included having two schools on campus contributing to students possibly not feeling connected to staff but also understanding the rules of both campuses.	Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support in order to maintain favorable rates in all areas by 5%. With the addition of our Care Center psychologist there will e more opportunities to support more students.

independence, and positive peer interactions. Teachers will intentionally create opportunities for students to build self-awareness and problem-solving skills. To provide additional support, the principal, counselor, and school psychologist will conduct individual check-ins and facilitate small groups focused on social-emotional growth. These supports will be tracked through behavior logs, participation records, and student feedback. Data from behavior incidents, attendance, and social-emotional screeners will be reviewed regularly to ensure we maintain or improve current outcomes by at least 5%.

The school counselor, attendance clerk and Family Resource Counselor, are addressing the chronic absenteeism by holding monthly meetings to check in with students and families. Additionally, the team will conduct home visits after attempts to contact the family have been unsuccessful. Each month at our Spirit Award Assemblies students are

celebrated for their attendance and students are also recognized for improved attendance.			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Teachers will meet in grade-level teams to collaboratively plan upcoming curriculum units in ELA and/or math to develop collective teacher efficacy. Teachers will select common instructional practices, including differentiation for students requiring additional scaffolds and those ready for extension beyond the standards. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

Standards for English learner students, with an intense focus on:

- 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.

Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.

- 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.

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.

- 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.

that require:

Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.
K - 2: Foundational Reading Skills Assessment (FRSA)
3 – 5: Smarter Balanced Assessment Consortium summative Assessments

Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

Content Area textbooks (e.g. Health, Science, Social Studies)

Supplemental Reading materials matched to students' instructional Reading level (Newsela)

Thinking Maps

i-Ready Personalized Learning

ELlevation

iReady

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$36,033 Teacher - Elementary .2 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher	Students Other 100

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
Students will need supervision and engagement during recess and lunch periods. Students need to feel safe on campus and there needs to be adult supervision to keep the campus safe and orderly. Adult-student positive interactions and relationships is crucial to creating a positive culture and climate Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$52,170 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (7) for 155 hours annually - LCFF Rec 100%	07/01/2025 - 06/30/2026 Daily	Principal Office Supervisor	CORE Survey Results Culture-Climate Survey (Student- Staff) 50, Culture- Climate Survey (Parent) 50

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
Based on i-Ready diagnostic and FRSA data Elementary Reading - FRSA 100	Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data.	All Students	LCFF \$11,159 Teacher Hourly P Schedule (18) for 7 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Classroom teacher, other teachers, counselor, IIC, principal	IIC and Principal to monitor data provided by teachers and i-Ready diagnostic growth Elementary Reading - FRSA 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Students will be given a smooth transition from preschool programs to the regular elementary kindergarten program. Each preschool program will vary slightly but there will be an overarching theme of literacy and mathematics with parent training embedded. All children entering TK & kindergarten and their parents will be given a chance to attend one of the district Annual Kindergarten Festivals which focus on the expectations of kindergarten students, information on registration, and math and literacy training for parents. LBUSD also offers Transitional Kinder for students and families. The city of Long Beach will have multiple agencies there to inform parents about the services they provide to families. There is also a 6 week summer program or Saturday School offered to preschool children and their parent through First Five/Healthy Start. Students not attending Head Start are eligible to attend this transition program that has a comprehensive literacy strand for bridging students into kindergarten.</p>	<p>The counselor meets with each 5th grade class to instruct them in the middle school application process. The admin also reviews the process with parents of 5th graders. If parents need translation, it is provided by our bilingual Intermediate Office Assistant. Parents are also invited to attend the annual Education Celebration that is hosted by LBUSD.</p>	<p>N/A</p>

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
Consistency of instructional strategies across classrooms to meet the needs of all students SBAC ELA 40, SBAC Math 40, Elementary Reading - FRSA 20	Teachers will meet in grade-level teams to collaboratively plan upcoming curriculum units in ELA and/or math to develop collective teacher efficacy. Teachers will select common instructional practices, including differentiation for students requiring additional scaffolds and those ready for extension beyond the standards.	LCFF \$2,745 Substitute teacher half day (18) for 1 days - LCFF 100%	07/01/2025 - 06/30/2026 Semester	Principal, IIC, teachers	Submission of achieved outcomes following release time

Describe Teacher Involvement

Professional Development topics are designed based on district implementation of the Common Core State Standards, the LBUSD Understandings, input from teachers, and needs identified through the Elementary Office.

Teachers are involved in planning their professional development in several ways.

- The Safe and Civil Schools Committee identifies training needs through surveys and observation of students and the school environment.
- The Instructional Leadership Team uses assessment data and information from their grade level meetings to propose topics for professional development. The ILT meets to determine a plan based on district training, student work samples, and data analysis. Expert teachers act as trainers for their peers and teachers attend district training provided by the Office of Curriculum, Instruction, and Professional Development. General education and special education teachers create IEPs and 504 plans for identified students. At grade level meetings, teachers collaborate on curriculum after analyzing student achievement data.

Professional development will support the staff in several ways:

- The principal and teacher leaders will present ongoing staff development to the teachers in engagement strategies for ELA and math CCSS, including Small Group Instruction (SGI), differentiation, engagement, and digital learning pedagogy.
- Technology support is ongoing for teachers at Emerson through principal and teacher-led PD.

Staff Professional Development Plan includes:

- *Safe and Civil Schools
- * Small Group Instruction
- *Common Core Writing
- *ELA and MATH CCSS
- *WONDERS Curriculum
- *Write From the Beginning Writing
- *Foundation Reading Skills
- *Data meetings and looking at student work samples together
- *GATE and Differentiation
- *Inclusion Practices
- *Student Engagement Strategies and Methods

In addition to site training and PD, teachers have access to training through LBUSD's myPD courses and office hours and district PD offerings. Administrators encourage staff members to attend these trainings.

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	\$13,440

* *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	Sunday Dominguez	
Staff	Classroom Teacher	Thresa Hreschuk	06-09-2027
Staff	Classroom Teacher	Rebecca Peterson	06-12-2026
Staff	Classroom Teacher	Maria Davis	06-12-2026
Staff	Other School Personnel	Selena Ferrari	06-09-2027
Community	Parent/Community Member	██████ Harris	06-12-2026
Community	Parent/Community Member	██████ Talamantes	06-12-2026
Community	Parent/Community Member	██████ Finn	06-09-2027
Community	Parent/Community Member	██████ Miranda	06-09-2027
Community	Parent/Community Member	██████ Yayoshi	06-06-2027

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the school resources. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 10/07/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/07/2025
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 11/18/2025
6. The SPSA was approved at its meeting on 11/18/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

- AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.
- CAASPP California Assessment of Student Performance and Progress:** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.
- Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.
- CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”
- CDE California Department of Education:** state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].
- CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].
- DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.
- DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD’s Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

LCFF Local Control Funding Formula: “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association: a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office: oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement: “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village: community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

Title I is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment: can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil: sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual: un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Chronic Absence by Attendance Bands School Data by Subgroup Emerson 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students		Percent by Category				Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory					
All Students	358	358	18	12	24	55	9.5%	9.9%	21.2%	24.3%	
Grade	Gr. TK	24	8	17	29	46	8.3%	16.7%	25.0%	37.5%	
	Gr. K	55	18	15	24	44	18.2%	8.0%	32.7%	30.6%	
	Gr. 01	49	22	16	16	63	4.1%	9.1%	20.4%	25.7%	
	Gr. 02	56	25	13	29	52	7.1%	10.9%	19.6%	21.3%	
	Gr. 03	56	27	7	25	66	1.8%	5.6%	8.9%	22.2%	
	Gr. 04	58	10	14	17	59	10.3%	13.6%	24.1%	20.7%	
	Gr. 05	60	3	12	5	28	15.0%	8.3%	20.0%	20.5%	
Ethnicity	African American	18		11	33	56	0.0%	4.3%	11.1%	33.8%	
	Asian	26	15	4	19	62	15.4%	0.0%	19.2%	14.8%	
	Cambodian	18	17		33	50	16.7%	0.0%	16.7%	16.1%	
	Filipino	7	14	43	14	29	14.3%	0.0%	57.1%	13.2%	
	Hispanic	114	2	11	16	26	13.2%	18.3%	28.9%	26.7%	
	Pacific Islander	1	100					0.0%		100.0%	35.1%
	White	143	7	8	19	65	7.7%	5.2%	16.1%	11.4%	
	Other	49	24	10	33	51	6.1%	10.9%	16.3%	18.0%	
Gender	Female	156	18	12	23	56	9.0%	8.8%	21.2%	23.6%	
	Male	202	9	11	24	54	9.9%	10.8%	21.3%	24.9%	

The percentages may not equal 100% due to rounding.

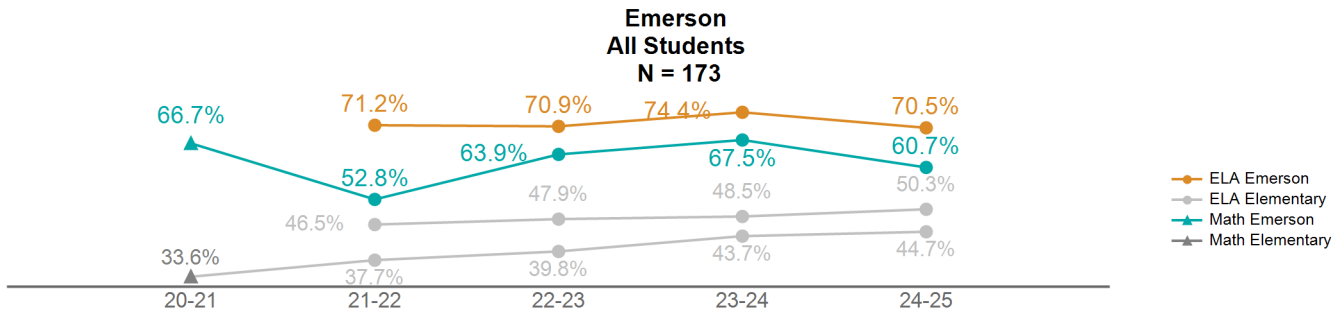
Chronic Absence by Attendance Bands School Data by Subgroup Emerson 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
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At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands				Attendance Rates				
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory
	Low SES	95	2	16	18	24	40	17.9%	18.4%	35.8%	29.5%
	ELL	12		17	8	42	33	16.7%	0.0%	25.0%	26.7%
	RFEP	1				100		0.0%	16.7%	0.0%	13.6%
	EL + RFEP	13		15	8	38	38	15.4%	7.7%	23.1%	23.6%
	Special Ed.	93	1	13	10	25	52	14.0%	16.1%	23.7%	32.9%
	Spec Ed. Speech/RSP	28	4	11	7	14	64	14.3%	20.0%	21.4%	26.4%
	Homeless/Foster	5	20	40	20	20		60.0%	33.3%	80.0%	42.6%
	Homeless	5	20	40	20	20		60.0%	50.0%	80.0%	43.6%
	GATE/Excel	55		13	4	25	58	12.7%	4.2%	16.4%	10.5%

The percentages may not equal 100% due to rounding.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



African American

Subgroup with fewer than 20 students.

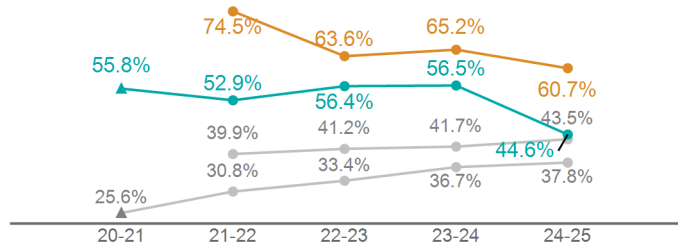
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

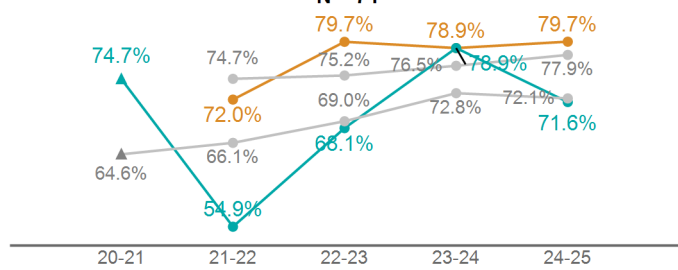
Hispanic N = 56



Pacific Islander

Subgroup with fewer than 20 students.

White N = 74

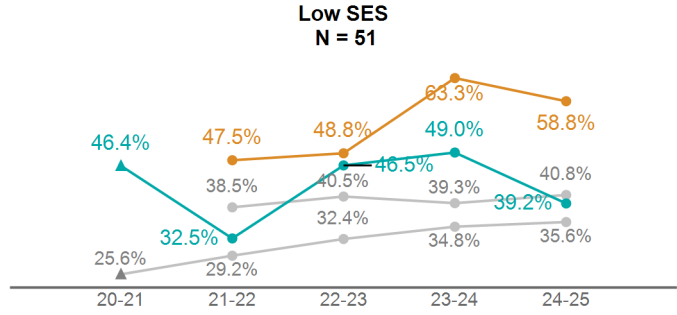


N's are from the current year.
Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

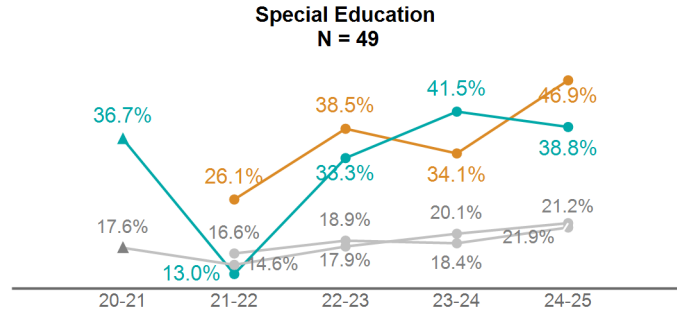
EL + RFEP

Subgroup with fewer than 20 students.



English Learner

Subgroup with fewer than 20 students.

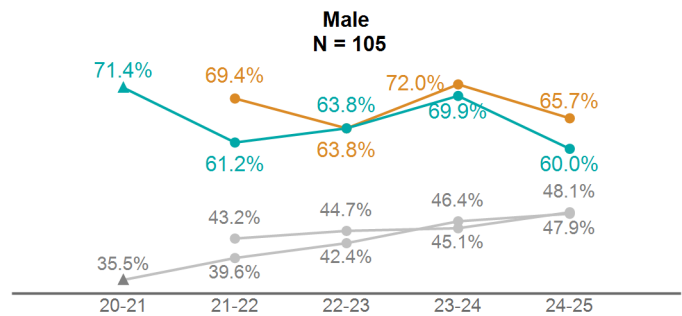
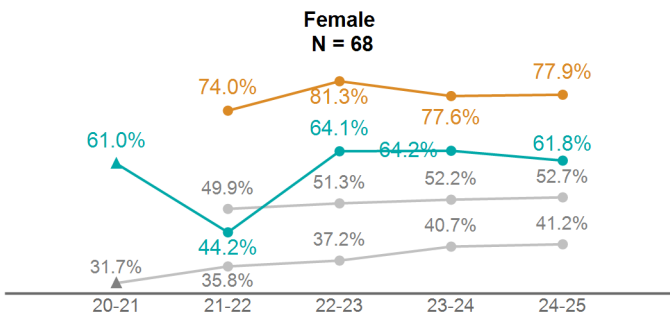


Homeless

Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.



N's are from the current year.
Subgroups under 20 students are not included.



Emerson Parkside Academy
A California Distinguished School
 2625 Josie Avenue, Long Beach, CA 90815
 Phone: 562-420-2631

School-Home-Student Compact

To support the personal and intellectual success of every student, the staff, parents/guardians and students at Emerson Parkside Academy pledge to do the following:

We, the staff at Emerson will:

- Provide a challenging and enjoyable academic program focused on Common Core State Standards.
- Focus on improving the literacy and mathematics skills of all students.
- Encourage our students to strive for their best in academics, behavior, and dress.
- Communicate with parents/guardians and students through the Teachers-Parents Communicator (blue folder) and/or Long Beach Scholar planner, Canvas, ParentVue, School Messenger, email, phone calls, progress reports, report cards, and/or newsletters.
- Encourage parents/guardians to participate in the activities of the school.
- Create a safe and civil environment by connecting with students, parents, and setting high expectations.

We, the parents/guardians/family will:

- Provide a place for my child to study and encourage daily reading.
- Ensure that my child attends school daily, having eaten a healthy breakfast, and is on time, with classroom homework and assignments complete.
- Support the school and district discipline and dress code.
- Be aware of my student’s progress by monitoring student work, checking on homework assignments, and communicating with teachers.
- Respond to communication from the school by signing and returning tear-offs and other memos.
- Participate in Back to School Night, Open House and other school activities.
- Attend parent conferences and/or other meetings as required.
- Encourage my child to become involved and invested in school programs.
- Demonstrate respect for the school, staff, students and families.
- Respect confidentiality amongst students, staff, parents, and the Emerson community.
- Encourage and support school volunteer activities.

As a student, I will:

- Accept responsibility for my education and for my behavior.
- Come to school on time with the proper materials and complete all assignments neatly and to the best of my ability.
- Complete my homework as assigned and read each day.
- Follow the school and district discipline and dress code.
- Inform my parent/guardian/family of my assignments and progress by taking home all written communications.
- Take part in school activities.
- Perform to the best of my ability and seek help if needed.
- Respect the rights of others to learn without distraction and disruption. Show respect for my school, classmates, staff and family.
- Respect school property.

Please sign and return to your child’s teacher (or submit the digital Google Form).

Parent/Guardian Signature _____ Date _____
 Student’s Signature _____ Grade _____
 Teacher’s Signature _____ Date _____



Emerson Parkside Academy Family Involvement Guidelines

Emerson Parkside Academy recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Emerson Parkside Academy will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

* * * * *

ADOPTION

Emerson Parkside Academy Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site’s School Site Council members on [10/07/2025](#) and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before [10/20/25](#). Emerson Parkside Academy when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

Date

Revised 6/2025