



2023-2024

Stephens Middle School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

Written Analysis - ELA Findings

Written Analysis

The ELA goal was met and we hit our goal of at least 35% met/exceed. We are at 37%.

The ELA goal for AA students was to go from 17% to 30%. We missed the mark and hit 27%. We grew by 10 points which is great success.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Students meeting or exceeding the grade level standards on the SBAC in ELA will go from 37% to 45% M/E, and our black students will increase from 27%-35%. Our action plan is back to back department meetings, collaboration among teachers. Teachers also fill out a collaboration calendar. Teachers are also participating in literacy strategies that are aligned with the entire school. We are checking in with teachers for progress monitoring through 1:1 conferences and during conference periods. We also have a coaching support model at our site. Given the block schedule, many of our students are receiving ELA development, if needed.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

The math goal was not met. Our goal was to grow 10 points and we grew 7 points. Still with this growth, we missed our mark.
Also with our subgroup of AA, we did not meet our goal.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

For SBAC, we will go from 22.5%-30% M/E.

Continuously administer Provelts of current content and previously learned content to monitor student learning throughout each quarter. Prove-its are a school wide formative assessment strategy that teachers use to show students understanding of that day's learning. Our action plan is to have back to back department meetings. During our meetings, teachers are co-planning lessons and also go over common lessons. Teachers look at data and reflect for next steps. If students do well on the prove-its teachers discuss strategies that worked. Teachers are also collaborating weekly during their conference period. 6th grade teachers are also meeting prior to the start of the school day. We are also implementing the coaching model at our site. Given the block schedule, many of our students are receiving math development, if needed.

Teachers are also focusing on our AA students. Action plan: shared google document of how teachers are intentionally reaching out to our AA students. Teachers are recording data from unit assessments, IABs, prove-its, and quizzes.

Administer 4 common Provelts per quarter.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

EL students in 22-23 in ELA were 5% met/exceeded.

EL students in 22-23 in Math were 5% met/exceeded.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

With our block schedule, our students are all given 3 extra classes (electives). The electives that especially support our ELs is CCR and ELD. All of our classes are literacy classes. Many teachers have been trained extensively by one of our TOSAs, Tiffany Wile. 53 EL students have CCR and 48 RFEPd students have CCR. We will be monitoring this progress by looking at data from district unit assessments, ELPAC data, and collaboration with the ELA teachers.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

19.8% down to 7.3%
(LOWER THAN THE DISTRICT AVERAGE FOR MIDDLE SCHOOLS)

31% down to 11%
(SIX PERCENTAGE POINTS LOWER THAN THE DISTRICT AVERAGE IN MIDDLE SCHOOLS)

Only six middle schools in the district went up in ANY area of the CORE survey.

We are the Only ONE middle school went up in ALL FIVE AREAS.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

As a Stephens community, we are putting together a Culture, Climate, and Community Team. The purpose of this team is to modify or create a behavior system to keep our numbers low.

We are practicing restorative justice resources.

This year, we are also part of a grant that from CSULB to look at data, implement new programs, and see areas of need in terms of culture, climate, and safety.

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Students meeting or exceeding the grade level standards on the SBAC in ELA will go from 27% to 35%, and our black students will increase from 17% to 30%. Our action plan is back to back department meetings, collaboration among teachers. Teachers also fill out a collaboration calendar. Teachers are also participating in literacy strategies that are aligned with the entire school. We are checking in with teachers for progress monitoring through 1:1 conferences and during conference periods. We also have a coaching support model at our site. Given the block schedule, many of our students are receiving ELA development, if needed.	Goal Partially or Not Met	<p>The ELA goal was met and we hit our goal of at least 35% met/exced. We are at 37%.</p> <p>The ELA goal for AA students was to go from 17% to 30%. We missed the mark and hit 27%. We grew by 10 points which is great success.</p> <p>What led to our success as an ELA department: -back to back department meetings -collaboration among teachers. -literacy strategies that are aligned with the entire school -admin and coaches are checking in with teachers for progress monitoring through 1:1 conferences and during conference periods. We also have a coaching support model at our site. Given the block schedule, many of our students are receiving ELA development, if needed.</p>	<p>We are using our literacy strategies and sharing them school wide. We share these strategies with history, science, PE, and math.</p> <p>The expectation at our school site is that teachers are using these same strategies throughout the school day.</p>
Math	1) For SBAC, we will go from 15% met/exceeded to 25% met/exceeded.	Goal Partially or Not Met	The math goal was not met. Our goal was to grow 10 points and we grew 7 points. Still with this growth,	Modifications this year include every teacher in the math department will be using the strategies from Building Thinking Classrooms. Part of this

Students will score an average of 70% or higher on district assessments.

An area of need SBAC Math AA 7% met/exceeded 21-22, for 22-23 AA to be 20% met/exceeded.

Continuously administer Provelts of current content and previously learned content to monitor student learning throughout each quarter. Prove-its are a school wide formative assessment strategy that teachers use to show students understanding of that day's learning. Our action plan is to have back to back department meetings. During our meetings, teachers are co-planning lessons and also go over common lessons. Teachers look at data and reflect for next steps. If students do well on the prove-its teachers discuss strategies that worked. Teachers are also collaborating weekly during their conference period. 6th grade teachers are also meeting prior to the start of the school day. We are also implementing the coaching model at our site. Given the block

we missed our mark.

Also with our subgroup of AA, we did not meet our goal.

This was our first year with block scheduling. If a student was absent, it was as if they missed 2 days of instruction.

implementation is having students out of their seats using the whiteboards in small groups. This gives the opportunity for students to collaborate and expand their thinking on a surface many can see.

	<p>schedule, many of our students are receiving math development, if needed.</p> <p>Teachers are also focusing on our AA students. Action plan: shared google document of how teachers are intentionally reaching out to our AA students. Teachers are recording data from unit assessments, IABs, prove-its, and quizzes.</p> <p>Administer 4 common Provelts per quarter.</p>			
English Learner	<p>1) With our block schedule, our students are all given 3 extra classes (electives). The electives that especially support our ELs is CCR and ELD. All of our classes are literacy classes. Many teachers have been trained extensively by one of our TOSAs, Tiffany Wile. 53 EL students have CCR and 48 RFEPd students have CCR. We will be monitoring this progress by looking at data from district unit assessments, ELPAC data, and collaboration with the ELA teachers.</p> <p>Here is an example of our</p>	Goal Met	<p>Math: Our EL students had an increase of 10.4 percentage points in met/exceeded - the second highest gain in the district middle schools for this subgroup</p> <p>ELA: Our EL students had an increase of 15 percentage points in met/exceeded - the HIGHEST gain in the district middle schools for this subgroup</p>	<p>A new modification we have this year is having a Parent Facilitator on campus. This new person will invite families, sub groups, etc to be part of our school community. When families feel welcomed and part of the community, the students will do better.</p> <p>A few of our parent groups on campus have been chosen intentionally as well. Parents of EL parents have been invited. An interpreter is always present.</p>

support for our newcomers.

-Students was assigned a Spanish-speaking student ambassador from our awesome WEB class.

-Students met with our wellness coach at the Wellness center where he got an overview of Stephens (e.g. uniform policies, PE procedures, etc.) and learned about the resources available to him and his family.

-Student was enrolled by Ms. Slappy in our Spanish elective, so he can continue to grow in his first language, have extra support, and hopefully have a class that doesn't overwhelm him.

-Student was interviewed by Ms. Paula and Ms. Adriana. The goal for the interview is to give our teachers some background on him that will hopefully enable them to build a stronger relationship with him. Please feel free to add any information you think might benefit other teachers.

-The district is working on assigning him a Chromebook/headphones that has Rosetta Stone preloaded on

	it.			
Culture/Climate	<p>1) Suspensions rate to decrease.</p> <p>Suspension rates in 21-22 were 19% school wide and 32% for AA. In 22-23 so far, suspension rates are 5.1% school wide and 5.9% for AA.</p>	Goal Met	<p>19.8% down to 7.3% (LOWER THAN THE DISTRICT AVERAGE FOR MIDDLE SCHOOLS)</p> <p>31% down to 11% (SIX PERCENTAGE POINTS LOWER THAN THE DISTRICT AVERAGE IN MIDDLE SCHOOLS)</p> <p>Only six middle schools in the district went up in ANY area of the CORE survey.</p> <p>We are the Only ONE middle school went up in ALL FIVE AREAS.</p>	<p>As a Stephens community, we are putting together a Culture, Climate, and Community Team. The purpose of this team is to modify or create a behavior system to keep our numbers low.</p> <p>We are practicing restorative justice resources.</p> <p>This year, we are also part of a grant that from CSULB to look at data, implement new programs, and see areas of need in terms of culture, climate, and safety.</p>

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Curriculum planning for the 21-22 school year. Teachers will collaborate with a focus on math and literacy. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful

0.19 Health Assistant (20%) - Provide individual or group counseling sessions for targeted students and parents related to health problems that are interfering with academic, behavioral, or social/economic growth. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Release days for teachers to collaborate on instructional practices, common assessments, and strategic planning. (PD 2)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Two 0.8 FTE - Teacher on Special Assignment - Support provided to ELA and Math instruction. Collaborate with teachers, provide assistance with the academic and behavior monitoring of interventions and help plan and coordinate professional development opportunities. Will closely monitor ELL students and will coordinate interventions for low performing students at all grade levels. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase 37 standard Apple laptops for teachers (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Two 0.2 FTE teachers teaching one period of intervention for students who require additional support to meet the standards. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
1 Rec Leader and 3 Rec Aide to provide assistance with supervision and safety during student arrival, lunch and dismissal. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
2 Bilingual IOA positions -0.5 FTE (for position no longer centrally funded) and 1.5 FTE - to help with parent communication and attendance. Will focus on increasing attendance, coordinating parent conferences, and acting as a liaison to improve parent participation during the school day. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>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 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. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • 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. 	<p>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>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 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 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>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>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>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>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>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 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 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p>

Accountability Measure 1: Increase Achievement

Interventions

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
Need to increase SBAC ELA and math scores for underperforming at risk students. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30	One 0.8 FTE TOSA and one 0.5 FTE Facilitator - To provide support to ELA and Math instruction. Collaborate with teachers, provide assistance with the academic and behavior monitoring of interventions and help plan and coordinate professional development opportunities. Will closely monitor ELL students and will coordinate interventions for low performing students at all grade levels.	All Staff, All Parents, English Learners, Identified At-Risk Students, All Students	Title 1 \$216,304 Teacher on Special Assignment (TOSA) .8 FTE - Title 1 100% Program Facilitator .5 FTE - Title 1 100%	08/29/2023 - 06/14/2024 Daily	Principal	Weekly administrative meetings in which academic school goals will be progress monitored. Monthly meetings to monitor baseline attendance data. Release Day agendas will focus on Interim Assessment Data. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30

Focus on increasing attendance and increase two way communication Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	1 Bilingual IOA position to help with parent communication and attendance. Will focus on increasing attendance, translating, coordinating parent conferences, and acting as a liaison to improve parent participation during the school day.	All Staff, All Parents, All Students, English Learners, Identified At-Risk Students	Title 1 \$90,371 Intermediate Office Assistant 1 FTE - Title 1 100%	08/21/2023 - 06/21/2024 Daily	Principal / Administration	Daily student attendance, parent notifications via Schoolmessenger, Parent Contact Logs, Home Visit Log. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
Need to increase SBAC scores for underperforming at risk subgroups. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30	One 0.2 FTE teacher teaching a period of intervention for students who require additional support to meet the standards.	Identified At-Risk Students	LCFF \$32,731 Teacher on Special Assignment (TOSA) .2 FTE - LCFF 100%	08/29/2023 - 06/14/2024 Daily	Principal	Unit Assessments SBAC SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 10, Core Curriculum 30
Assist with health reports, health screenings, accidents on campus, and general student health concerns. Provide specific support to students in our SDC MS classes. Basic Services 100	0.19 Health Assistant (20%) - Provide individual or group counseling sessions for targeted students and parents related to health problems that are interfering with academic, behavioral, or social/economic growth.	All Students, Identified At-Risk Students, Low SES, Special Education	LCFF \$8,771 Health Assistant .19 FTE - LCFF 100%	08/30/2023 - 06/14/2024 Monthly	Principal	Complete Confidential health reports that needed to be distributed in a timely manner. Completion of all health screenings Communication with parents regarding shot records and exclusions. Basic Services 100

Increase the positive learning environment and climate at Stephens. Culture-Climate Survey (Student-Staff) 100	3 Rec Aide to provide assistance with supervision and safety during student arrival, lunch and dismissal.	All Students	LCFF \$27,144 Hourly - Recreation Aide (3) for 500 hours annually - LCFF 100%	08/30/2023 - 06/14/2024 Daily	Administrative Team	Administrative Team Culture-Climate Survey (Student-Staff) 100
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
No Data.	At Stephens Middle school several activities are planned and implemented to support the transition form Elementary to Middle school and Middle school to High School. At the end of August, incoming 6th grade student and their parent are invited to an orientation. During this orientation, students are taught the expectations and rules of our school. A school tour is also given to both parents and students. We have seen a huge turn-out for this event. Additionally, during the first few days of the school year, 6th grade students are given extensive tours of our facilities. Beyond these two activities to support our 6th grade students, we have a parent GATE night. We invite the parents of the students who attend our feeder schools to describe our Excel program. Furthermore, to support 5th to 6th grade matriculation, Stephens hosts a collaborative	Program description for Middle school to High School At Stephens Middle school several activities are planned and implemented to support the transition form Elementary to Middle school and Middle school to High School. To support our 8th grade to high school transition, we hold informational nights sponsored by high school counselors. During these meetings, students and parents are given information on the various programs at each high school. In the fall, high school students from the neighborhood schools present to our 8th grade class. These presentations provide our students opportunities to ask questions and hear comments from students who have successfully made the transition to high school. In addition, counselors visit all 8th

	<p>meeting between 5th grade teachers and 6th grade Stephens' teachers. The purpose of meeting is to increase elementary school teachers' understanding of middle school programs and to share what constitutes best student work in a middle school classroom. During this meeting, Stephens invites all feeder school to have their 5th grade classes visit our school. Lastly, during the district annual Education Celebration, potential incoming 5th grade students and parents are encouraged to visit our school and take part in a school tour</p> <p>Incoming 6th grade students and families were invited to a 6th Grade Orientation towards the end of June to familiarize them with Stephens school wide expectations.</p>	<p>grade classrooms to discuss in detail the high school application process. The process and requirements of each program offered at high schools are detailed by the counselors. Furthermore, teachers, counselors, and administrators consistently discuss and prepare our students for successfully beginning the A – G requirements at the high school level. All presentations and materials are translated from English to Spanish for everyone to access.</p> <p>Approximately 65% of Stephens Middle School students attend Cabrillo High School. Cabrillo Student Ambassadors were invited to speak to 8th grade students during an assembly to discuss pathways available to them in September. It was done early in the year so 8th grade students can remain focused and motivated to meet the requirements.</p>
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Accountability Measure 2: Organizational Climate

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

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.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers are involved in decision making about curriculum and our school programs with such things as staff meetings and grade level/department meetings focusing on Common Core implementation. A portion of staff meeting will be utilized to analyze formative and summative test data to determine teaching strategies that will meet the needs of students. All staff is encourage to share either in staff or department meetings what is working in their classrooms in order to share best Common Core strategies practices across departments. They also participate in classroom walkthroughs, curriculum development, SSTs, IEPs, on a consistent basis. Staff members are also sometimes surveyed to provide feedback on programs and policies in place.

Accountability Measure 4: Parent & Community

Parent and 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)	326792
Title I Parent and Family Involvement (3008)	5646

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	77840

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

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

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research 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.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Eric Cabacungan	
Staff	Classroom Teacher	Justin Hogate	06-30-2025
Staff	Classroom Teacher	Amy Angel	06-30-2025
Staff	Classroom Teacher	Zulema Vasquez	06-14-2024
Staff	Classroom Teacher	Rosalind Miller	06-17-2024
Staff	Non Classroom Teacher	Laura Garcia	06-30-2025
Community	Parent	Kimberly [REDACTED]	06-17-2024
Community	Parent	Karina [REDACTED]	06-17-2024
Community	Parent	Adriana [REDACTED]	06-17-2024
Community	Student	[REDACTED]	06-17-2024
Community	Student	[REDACTED]	06-17-2024
Community	Student	[REDACTED]	06-17-2024

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)	Maria [REDACTED]
DELAC Representative	Parent of EL Student (required)	Raquel [REDACTED]
Principal or Designee	Staff Member (required)	Adrienne Wong
Secretary	Staff Member (required)	Laura Garcia

Name	Representing
Carmen [REDACTED]	Parent of EL Student
Eric Cabacungan	Principal (or Designee)

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/06/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Recommendations: Saturday School Wellness Center open in the AM Before school tutoring After school tutoring Parent workshops
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/11/2023
6. What was SSC's response to ELAC recommendations?	The SSC response was grateful for the recommendations. The SSC will continue to look at the data and how to support our EL student and families.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/11/2023
2. The SSC approved the **Home-School Compact** on 10/11/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/11/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/29/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/11/2023
6. The SPSA was approved at the following SSC Meeting: 10/11/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



STEPHENS MIDDLE SCHOOL
1830 West Columbia Street
Long Beach, CA 90810
(562) 595-0841
Home-School Compact 2023 - 2024
Student-Parent-Teacher

We are partners in education. Individually and together we have a responsibility in assuring the best education for the child. By entering into this compact we agree to carry out the listed responsibilities. This document has been approved by School Site Council, with input from parents, students and teachers.

We agree that parents/caregivers, teachers and students will work as a team to assure a successful school experience for all participants.

As a student I will carry out the following responsibilities to the best of my abilities:

1. I will attend school regularly, arrive on time and be prepared to actively participate in the business of school.
2. I will always complete and return homework assignments on time.
3. I will wear my Stephens uniform and ID.
4. I will always reflect the seriousness with which I attend to my education.
5. I will tell my teacher if my parent needs an interpreter for conferences or phone calls.
6. I will consistently check assignments and grades on my Canvas account.

As a parent/caregiver I will carry out the following responsibilities:

1. I will send my child to school wearing the correct Stephens uniform and ID, backpack, and supplies; prepared and ready to learn.
2. I will attend parent conferences when needed and keep in contact with teachers, as needed.
3. I will register and consistently use Canvas to check my child’s academic progress.

As teachers we will carry out the following responsibilities:

1. We will focus its resources on improving the academic literacy for all students.
2. We will provide an academic program that is rigorous and challenging.
3. We will provide a safe, positive, pleasant atmosphere so that students will be encouraged to actively participate in the business of school.
4. We will inform parents of student progress through voicemail, newsletters, Canvas, School Messenger and/or parent conferences and meetings. We will respond to parent questions and concerns within 2 working days.
5. We will be positive role models for students.
6. We will post accurate student progress on Canvas at least every two weeks.

Please Tear-off and Return to your Advisory Teacher. Teachers submit the
 Complete Class Set of Tear-off Slips to Main Office

Education is important to all parties involved. Therefore, we provide our signatures to this document in a spirit of commitment to a positive school experience.

Student’s Signature _____ Date _____
 Parent’s/Guardian’s Signature _____ Date _____
 Principal’s Signature (as teacher’s representative) _____ Date _____

Revised 2023-2024 by SSC

Advisory Teacher’s Name: _____

STEPHENS MIDDLE SCHOOL

1830 W. Columbia Street

Long Beach, CA 90810

(562) 595-0841

Compacto entre Escuela y Casa 2023-2024

Estudiante - Padre - Maestro

Nosotros estamos asociados en la educación. Individualmente y juntos tenemos una responsabilidad en asegurar la mejor educación para su niño/a. Al entrar dentro de este compacto nosotros estamos de acuerdo en que cumpliremos las responsabilidades enumeradas como decididas por los padres, estudiante y maestro, los desarrolladores de este compacto. El Sitio del Concilio Escolar dieron su aprobación.

Nosotros estamos de acuerdo que los padres/tutores, maestros y estudiantes trabajarán como equipo para asegurar una experiencia escolar exitosa para todos los participantes.

Como estudiante llevaré a cabo las siguientes responsabilidades en lo mejor de mis habilidades:

1. Yo asistiré a la escuela regularmente, llegaré a tiempo y preparado/a para participar activamente en los negocios de la escuela.
2. Yo siempre terminaré todos los asignamientos de tarea y los regresaré a tiempo.
3. Yo usaré mi uniforme e identificación de Stephens.
4. Yo siempre reflejaré la seriedad con la que atiendo a mi educación.
5. Yo le avisaré a mi maestro/a si mis padres necesitan intérprete para las conferencias, o llamadas de teléfono.
6. Yo revisaré mis asignaturas y calificaciones en mi cuenta de Canvas.

Como padre de familia/tutor llevaré a cabo las siguientes responsabilidades:

1. Yo me aseguraré que mi hijo/a lleve el uniforme e identificación correcto de Stephens, mochila y útiles; que esté preparado/a e listo para aprender.
2. Yo asistiré a las conferencias de padres cuando sea necesario y mantener comunicación con los maestros.
3. Yo revisaré frecuentemente el progreso académico de mi hijo/a usando mi cuenta de Canvas.

Como maestros llevaremos a cabo las siguientes responsabilidades:

1. Nos enfocaremos en mejorar académicamente para todos nuestros estudiantes.
2. Nosotros proveeremos instrucción que es rigurosa y desafiante.
3. Nosotros proveeremos una atmósfera segura, positiva y placentera, para que así los estudiantes se animen a participar activamente en los negocios de la escuela.
4. Nosotros informaremos a los padres del progreso del estudiante a través del teléfono, Canvas, boletines, conferencias y reuniones con los padres de familia. Nosotros responderemos las preguntas y preocupaciones dentro de 2 días laborables.
5. Nosotros seremos modelos a seguir para nuestros estudiantes.
6. Nosotros publicaremos el progreso preciso de los estudiantes en Canvas por lo menos cada dos semanas.

-----Por Favor de Cortar y Regresar al Maestro/a del Primer Período.-----

La educación es importante para todas las partes involucradas. De esta manera, proveemos nuestras firmas en el espíritu de compromiso a una experiencia escolar positiva.

Firma del Estudiante _____ Fecha _____

Firma de Padres/Tutores _____ Fecha _____

Firma del Director (representante de maestros) _____ Fecha _____

Nombre de Maestro/a del primer periodo: _____



Stephens Middle School

Parent Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Stephens Middle School has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Stephens Middle 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

Stephens Middle School agrees to implement the following requirements:

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

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Stephens Middle School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise in Title 1 Newsletter, at Back-to-School night, through School Messenger, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts

iii. Oral and written translations be made available for Spanish and Khmer parents to allow for discussions

2. Stephens Middle School will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:

- At a SSC & ELAC meeting
- Section of Newsletter
- Annual Title I Meeting
- Main Office Counter
- Back to School Night
- School website
- Parent Chromebooks
- School Messenger
- School Marquee

3. Stephens Middle School will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:

- Public school choice notifications
- Supplemental services as provided by the District
- Interventions
- SSC and ELAC meetings
- Parent information meetings
- Canvas
- GATE Parent Night
- Parent Center Trainings
- School site council must vote to approve the guidelines
- ParentVUE
- Department nights
- Elective parent night

4. Stephens Middle School will convene an Annual Title 1 Public Meeting to inform parents of the following:

- The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
- Meetings offered hold a flexible number of meetings at varying times
- Notifications/fliers sent home in language parents understand
- Announcement made on school marquee, through Schoolloop and teleparent
- Incentives, refreshments, and child care provided

5. Stephens Middle School will provide updated information to parents about Title I programs throughout the school year:

- Section of Newsletter
- On Main Office Counter
- At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
- At Annual Title I Meeting

- At Parent Teacher Conferences
- At Back to School Night
- Canvas
- Post District Parent Resource Centers' monthly calendar of workshops
- On District Parent Education website
- School Messenger

6. Stephens Middle School will provide to parents 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. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Parent workshops; parent surveys
- Principal chats
- In school newsletters
- Back-to-School night
- At SSC & ELAC meetings

7. Stephens Middle School will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Stephens Middle School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (List actions, such as describing processes, identify who will be responsible for conducting the activities, and explaining what role parents will play.)

- District trainings offered for parents and staff
- Parent education workshops on site provided by Parent Center
- Parent-Teacher Conferences coordinated by teaching staff
- Monthly calendars of Parent Workshops posted on district website
- DCAC, DELAC and other district parent forums/meetings\

2. Stephens Middle School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

- Outlines shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at first SSC and ELAC meetings
- School site council must vote to approve compact
- Distributed to parents – Tear offs sent home with each student in appropriate language provided in school planners

3. Stephens Middle School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following

- the state’s academic content standards
- the state and local academic assessments including alternate assessments

4. Stephens Middle School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Workshops
 - SBAC Testing
 - Parent/Teacher Conferences
 - Common Core Standards
 - Monthly parent workshops

5. Stephens Middle School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services (guest presenters)
 - Positive communication with parents
 - Understanding & Teaching Students of Different Cultures
 - Reaching the “Hard to Reach” Parents

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The following staff will be doing the translations of written materials/notifications that are sent to parents:

- Laura Garcia, IOA Attendance
- Maricruz Vaca, IOA Enrollment

**PART IV.
DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES
COMPONENTS**

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V. ADOPTION

This Stephens Middle School’s Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on October 4, 2023 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before October 31, 2023 and, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.



Signature of Principal

October 4, 2023

Date



Escuela Intermedia Stephens

Pautas para la Participación de los Padres

Como una escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Intermedia Stephens ha desarrollado conjuntamente con los miembros del Concilio Escolar y ha distribuido a los padres de los niños participantes, unas Pautas Escolares para la Participación de los Padres, que contienen información requerida por la sección 1118(b) de la ley de Educación Primaria y Secundaria (ESEA por sus siglas en inglés) Estas pautas establecen las expectativas de la Escuela Intermedia Stephens para la participación de los padres y describen cómo la escuela implementará un número de actividades específicas de participación de los padres. El Convenio de Hogar-Escuela está incorporado en las Pautas Escolares para la Participación de los Padres.

PARTE I

La Escuela Intermedia Stephens acuerda implementar los siguientes requisitos:

- Conjuntamente desarrollar con los padres, distribuir a los padres de los niños participantes, unas Pautas Escolares para la Participación de los Padres con la que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Pautas Escolares para la Participación de los Padres en un formato comprensible y uniforme, y en la medida de lo posible, distribuirá estas Pautas a los padres en un lenguaje que los padres puedan entender.
- Hacer disponibles las Pautas Escolares para la Participación de los Padres a la comunidad local.
- Periódicamente actualizar las Pautas Escolares para la Participación de los Padres para satisfacer las necesidades cambiantes de los padres y de la escuela.
- Adoptar el convenio de escuela-padre de la escuela como un componente de sus Pautas Escolares para la Participación de los Padres
- Acuerda a ser gobernada por la siguiente definición legal de participación de los padres, y llevar a cabo programas, actividades y procedimientos de acuerdo a esta definición:

PARTE II.

DESCRIPCION DE COMO LA ESCUELA IMPLEMENTARA LOS COMPONENTES REQUERIDOS DE LAS PAUTAS ESCOLARES PARA LA PARTICIPACION DE LOS PADRES

1. La Escuela Intermedia Stephens tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y acuerdo conjunto de sus Pautas Escolares para la Participación de los Padres y su plan de toda la escuela, si es aplicable, en una manera organizada, continua, y oportuna bajo la sección 1118 (b) de el ESEA:
 - La asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar: Los temas incluyen
 - i. Responsabilidades & funciones del SSC y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Unico para el Rendimiento Estudiantil
 - v. Función de ELAC y otros comités asesores

- Planear reunirse con padres del SSC & ELAC para revisar las pautas y actividades de participación de los padres del año anterior delineados en el Plan Unico para el Rendimiento Estudiantil
 - i. Invitar a otros padres y partes interesadas para asistir a la reunión
 - ii. Anunciar en el Boletín del Título 1, en la Noche de Regreso a la Escuela, por medio de School Messenger, etc.

 - En la Reunión
 - i. Revisar el Plan Unico para el Rendimiento Estudiantil, y como un grupo, observar cambios y hacer ajustes (eliminaciones o adiciones) como sea necesario
 - ii. Escribir o actualizar las Pautas para la Participación de los Padres & los Convenios de Hogar-Escuela
 - iii. traducciones orales y escritas se harán disponibles para padres que hablan español y camboyano para permitir las discusiones
2. La Escuela Intermedia Stephens tomará las siguientes acciones para distribuir a los padres y a la comunidad local, las Pautas escolares para la Participación de los Padres:
- En una reunión del SSC & ELAC
 - Sección del Boletín
 - Reunión Anual del Título
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 - Página web de la escuela
 - Computador para padres
3. La Escuela Intermedia Stephens actualizará periódicamente sus pautas escolares para la Participación de los Padres para satisfacer las necesidades cambiantes de los padres y la escuela:
- Notificaciones de selección de escuela pública
 - Servicios suplementales como son proveídos por el Distrito
 - Intervenciones
 - Reuniones del SSC y ELAC
 - Reuniones informativas para los padres
 - Canvas
 - Noche para Padres de GATE
 - Capacitaciones del Centro de Padres
 - El concilio escolar debe votar para aprobar las pautas
 - ParentVUE
 - Noches de department para padres
 - Noches de electivos para padres
4. La Escuela Intermedia Stephens convocará una Reunión Pública Anual del Título 1 para informar a los padres de lo siguiente:
- Los requisitos del Título I, cómo son usados los fondos del Título 1 en esta escuela , y el derecho de los padres de participar
 - Las reuniones ofrecidas tienen un número flexible a diferentes horas
 - Las notificaciones/volantes enviados a casa en un lenguaje que los padres entiendan

- Lo avisos hechos en la marquesina escolar, por medio de Schoolloop y teleparent
- Incentivos, refrescos, y cuidado de niños proveído

5. La Escuela Intermedia Stephens proveerá a los padres información actualizada acerca de programas del Título I durante todo el año lectivo:

- Sección del Boletín
- En el Mostrador de la Oficina Principal
- En reuniones del SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
- En la Reunión Anual del Título I
- En Conferencias de Padres y Maestros
- En la Noche de Regreso a la Escuela
- Canvas
- Anunciar calendarios mensuales de talleres en los Centros de Recursos para Padres del Distrito
- En la página web del Distrito para la Educación de los Padres
- School Messenger

6. La Escuela Intermedia Stephens proveerá a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluaciones académicas usadas para medir el progreso estudiantil y los niveles de competencia que se espera que los estudiantes alcancen. La escuela también proveerá oportunidades para reuniones regulares para formular sugerencias y participar, como sea adecuado, en decisiones relacionadas a la educación de sus hijos:

- Talleres para padres; encuestas para padres
- Pláticas con el Director
- En boletines escolares
- Noche de Regreso a la Escuela
- En reuniones del SSC & ELAC

7. La Escuela Intermedia Stephens someterá al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactoria para los padres de los niños participantes:

- En las reuniones del concilio escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA ALTO RENDIMIENTO ACADEMICO ESTUDIANTIL

1. La Escuela Intermedia Stephens fortalecerá la capacidad de la escuela y de los padres para una fuerte participación de los padres, a fin de asegurar una participación efectiva de los padres y para apoyar una sociedad entre la escuela involucrada, los padres, y la comunidad para mejorar el rendimiento académico estudiantil, a través de las siguientes actividades específicamente descritas abajo: (Listar acciones, tales como describir procesos, identificar quién será responsable por conducir las actividades, y explicar qué papel jugarán los padres.)

- Capacitaciones del Distrito ofrecidas para los padres y personal
- Talleres educativos para los padres en la escuela proveídos por el Centro de Padres
- Conferencias de Padre-Maestro coordinadas por personal docente

- Calendarios mensuales de Talleres para padres anunciados en la página web del distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito

2. La Escuela Intermedia Stephens incorporará el Convenio de Hogar-Escuela como un componente de sus Pautas Escolares para la Participación de los Padres:

- Delinea la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico
- Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC
- El concilio escolar debe votar para aprobar el convenio
- Distribuido a los padres – en hojas con sección para arrancar enviados a casa con cada estudiante en lenguaje adecuado proveído en las agendas escolares

3. La Escuela Intermedia Stephens, con la asistencia de su distrito, proveerá asistencia a los padres de los niños servidos por la escuela para entender temas tales como los siguientes

- Los estándares de contenido académico estatales
- Las evaluaciones académicas estatales y locales incluyendo las evaluaciones alternativas

4. La Escuela Intermedia Stephens, con la asistencia de su distrito, proveerá materiales y capacitaciones para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, tales como la capacitación de alfabetismo, y usando tecnología, como sea adecuado, a fomentar la participación de los padres, por:

- Talleres para Padres
 - Exámenes SBAC
 - Conferencias de Padre/Maestro
 - Estándares Básicos Comunes
 - Talleres mensuales para padres

5. La Escuela Intermedia Stephens, con la asistencia de su distrito y padres, educará a sus maestros y otros empleados, a cómo llegar a, comunicarse con, y trabajar con padres como socios iguales, en el valor y utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y en crear lazos entre los padres y las escuelas, por:

- Servicios a los Maestros/Personal (presentadores invitados)
 - Comunicación positiva con los padres
 - Comprender & Enseñar a Estudiantes de Diferentes Culturas
 - Llegar a los Padres “Difíciles de Alcanzar”

6. La Escuela, en la medida de lo posible y adecuada, tomará las siguientes acciones para asegurar que la información relacionada a la escuela y los programas, reuniones, y otras actividades para los padres, sean enviadas a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos bajo pedido, y en la medida de lo posible, en un lenguaje que los padres puedan entender:

El siguiente personal hará las traducciones de material/notificaciones escritas que son enviadas a los padres:

- Laura Garcia, IOA
- Maricruz Vaca, IOA

PARTE IV.

COMPONENTES DE LAS PAUTAS ESCOLARES DISCRECIONARIAS PARA LA PARTICIPACIÓN DE LOS PADRES

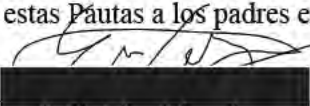
NOTA: Las Pautas Escolares para la Participación de los Padres pueden incluir listados de párrafos adicionales y describir otras actividades discrecionales que la escuela, en consulta con sus padres, escoge encargarse de fortalecer la capacidad de los padres para la participación en la escuela para apoyar el rendimiento académico de sus hijos, tales como las siguientes actividades discrecionales listadas bajo la sección 1118(e) del ESEA:

- Involucrar a los padres en el desarrollo de capacitación para maestros, directores, y otros educadores para mejorar la efectividad de ese entrenamiento;
- Proveer la capacitación de alfabetismo necesaria para los padres del Título I, Parte A fondos, si el distrito escolar ha agotado todas las demás fuentes de fondos disponibles para esa capacitación
- Pagar gastos razonables y necesarios asociados con las actividades de participación de los padres, incluyendo transportación y costo de cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas a la escuela
- Capacitar a los padres para realzar la participación de otros padres;
- Organizar reuniones escolares en diferentes horas, o conducir conferencias en-casa entre los maestros u otros educadores, que trabajan directamente con los niños participantes, con los padres que no pueden asistir a esas conferencias en la escuela, a fin de maximizar la involucración y participación de los padres en la educación de sus hijos;
- Adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- Establecer un concilio asesor de padres en todo el distrito (DCAC) para proveer asesoramiento en todas las materias relacionadas a la participación de padres en el Título I, Parte A programas;
- Desarrollar funciones adecuadas para organizaciones y negocios basados-en la comunidad, incluyendo organizaciones basadas-en la fe, en actividades de participación para los padres; y
- Proveer otro apoyo razonable para actividades de participación para los padres bajo la sección 1118 como los padres puedan solicitarlo.

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PARTE V. ADOPCION

Estas Pautas para la Participación de los Padres de la Escuela Intermedia Stephens han sido desarrolladas conjuntamente con, y acordada por, padres de los niños participantes en el Título I, Parte A programas. Las Pautas fueron adoptadas por los miembros del Concilio Escolar el 4 de octubre de 2023 y estará en efecto por el período de 1 año. La escuela distribuirá las Pautas a todos los padres en o antes del 31 de Octubre de 2023, y cuando sea posible, proveerá una copia de estas Pautas a los padres en un lenguaje que los padres puedan entender.


Firma del Director

4 de Octubre de 2023

Fecha