



2023-2024

Nelson 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

Grade 7 students showed an increase of 5% in their cohort score.
Grade 7 students also showed an increase of 60% change in scaled score from the previous year on SBAC.
Grades 6 and 8 showed significant decreases in cohort score.
Grade 6 students showed an increase of 36% change in scaled score from the previous year on SBAC.
Grade 8 students also showed an increase of 43% change in scaled score from the previous year on SBAC.
African American students had a decrease of 12% on their cohort score but showed an increase of 41% change in scaled score from the previous year on SBAC.

Our GATE students perform below the district average in ELA SBAC (met/exceeded).

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

100% of Nelson students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady.
 50% of Nelson students who began the 23-24 school year scoring below grade level will achieve their stretch growth on the March 2023 iReady.
 100% of Nelson AA students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady.
 Additionally, 50% of Nelson AA students who began the 23-24 school year scoring below grade level will achieve their stretch growth on the March 2024 iReady.

Action Steps: Teachers will collaboratively plan for differentiated instruction during common conference periods, on department release days, and during department meetings. Whole staff professional development on implementation of differentiate planning will occur once a month during staff meetings.

Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Grades 6 through 8 showed significant decreases in cohort score.
 37% of Grade 6 students had above target or accelerated growth.
 40% of Grade 7 students had above target or accelerated growth.
 37% of Grade 8 students had above target or accelerated growth.
 African American students had an increase of 1%% on their cohort score but 38% had above target or accelerated growth.
 Our GATE students perform below the district average in ELA SBAC (met/exceeded).

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

100% of Nelson students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady.
50% of Nelson students who began the 23-24 school year scoring below grade level will achieve their stretch growth on the March 2023 iReady.
100% of Nelson AA students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady.
Additionally, 50% of Nelson AA students who began the 23-24 school year scoring below grade level will achieve their stretch growth on the March 2024 iReady.

Action Steps: Teachers will collaboratively plan for differentiated instruction during common conference periods, on department release days, and during department meetings. Whole staff professional development on implementation of differentiated planning will occur once a month during staff meetings.

Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.

Action Steps: Teachers will collaboratively plan for differentiated instruction during common conference periods, on department release days, and during department meetings. Whole staff professional development on implementation of differentiated instruction will occur once a month during staff meetings. Teachers will also begin to explore "Building Thinking Classrooms" as a method of engaging students and pushing students to think deeply about mathematical concepts.

Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Specific levels of concern:

ELA (met/exceeded) for ELL's = 13%

ELA (met/exceeded) for RFEP's and EL's= 34%

ELA D/F rate (Semester 2) for ELL's = 32% (decrease from last year)

ELA D/F rate (Semester 2) for RFEP's and EL's= 24% (decrease from last year)

Math(met/exceeded) for ELL's = 4%

Math (met/exceeded) for RFEP's and EL's= 17%

Math D/F rate (Semester 2) for ELL's = 56%

Math D/F rate (Semester 2) for RFEP's and EL's= 47%

Significant need for focus on data in the area of Mathematics.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

The met/exceeded rate for ELA on SBAC 2024 will increase by 20% for both ELL and RFEP students.
The met/exceeded rate for Math on SBAC 2024 will increase by 20% for both ELL and RFEP students.

Actions: Increase teacher's skill at differentiation for English Learners through professional development and focused planning support (Multilingual office coaching.) Teachers will become familiar with the resources and data available in the ELLevations platform. They will utilize the "activities" from the ELLevations platform and will increase the use of Tier 1 differentiated instruction each day.

Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Self Efficacy score (22-23 CORE survey-39% of students responded favorably)
Cultural Awareness score (22-23 Core survey-43% responded favorably)
Both of these areas dropped compared to the prior year.
We had less student activities and celebrations during the 22-23 school year. Students felt disconnected.
Safety was a focus as several off campus aggression was brought to campus.

CORE Survey:
Self Efficacy = Goal was to increase Self Efficacy scores from the January 2022 administration of 46% to 75%. On the January 2023 CORE survey, Self Efficacy score was 39%. We did not meet our goal.
Cultural Awareness = Goal was to increase Cultural Awareness scores from the January 2022 administration of 48% to 78%. On the January 2023 CORE survey, Cultural Awareness score was 43%. We did not meet our goal. Nelson Academy had multiple student conflicts during the 2022-23 school year.

Pulse survey data (Fall 2022):
Agency = 78%
Belonging = 66%
Identity = 80%

Pulse survey data (Spring 2023):
Agency = 74%
Belonging = 65%
Identity = 77%

Pulse survey data (Fall 2023):
Agency = 76%
Belonging = 68%
Identity = 78%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

We will increase students' Self Efficacy score 80% on the CORE survey by teaching students skills related to growth mindset and goal setting.
Actions: Increase student supports through mentoring of students with multiple D/F from the prior year and students who self rated low on the CORE and Pulse surveys.

We will increase students' Climate of Academic Support on the CORE survey to 80% by creating student support teams and conducting parent workshops related to academic progress and available supports for students.

All students will be taught the 5 levels of personal and social responsibility and receive feedback on their progress through PE classes.

Reduced chronic absenteeism rate (Student who miss 10% of school or more) to 8% through Tier 2 Interventions such as monthly SART meetings with families and individual check-ins.

CORE Survey Data:
Culture of Academic Support = 73%
Sense of Belonging = 46%
Our goal for the 2023-24 school year is to increase these two domains to 80%.

Pulse survey data (Fall 2023):
Agency = 76%
Belonging = 68%
Identity = 78%

By June 2024 CORE Survey data for "Culture of Academic Support, Safety, and Sense of Belonging" will be greater than 80%. Pulse survey data for "Belonging" will also be greater than 80%.

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) 90% of Nelson students who began the 22-23 school year scoring on or above grade level will achieve at least one year of growth on the May 2023 iReady. 50% of Nelson students who began the 22-23 school year scoring below grade level will achieve greater than one year of growth on the May 2023 iReady. 100% of Nelson AA students who began the 22-23 school year scoring on or above grade level will achieve at least one year of growth on the May 2023 iReady. (n=19 in Reading)</p> <p>Additionally, 50% of Nelson AA students who began the 22-23 school year scoring below grade level will achieve greater than one year of growth on the May 2023 iReady. (n= 41 Reading)</p> <p>Action Steps: Teachers will collaboratively plan for differentiated instruction during common conference periods, on</p>	Goal Partially or Not Met	<p>36% of Nelson students scored Met/Exceeded on the 2023 SBAC ELA assessment. This is a 2% increase from the 2022 SBAC ELA rate of Met/Exceeded.</p> <p>28% of Nelson students scored "Early On Grade Level" or "Mid Above Grade Level" on the June 2023 iReady ELA assessment. This was a 10% increase from the September 2022 iReady.</p>	<p>Focus on Tier 1 classroom supports for all students.</p> <p>Increase teacher collaborative planning and data monitoring of formative assessments.</p> <p>ELA and History departments will participate in 2 PDSA cycles around the change idea of annotation for a purpose.</p>

	<p>department release days, and during department meetings. Whole staff professional development on implementation of differentiated instruction will occur once a month during staff meetings.</p> <p>Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.</p>			
Math	<p>1) 90% of Nelson students who began the 22-23 school year scoring on or above grade level will achieve at least one year of growth on the May 2023 iReady. 50% of Nelson students who began the 22-23 school year scoring below grade level will achieve greater than one year of growth on the May 2023 iReady. 100% of Nelson AA students who began the 22-23 school year scoring on or above grade level will achieve at least one year of growth on the May 2023 iReady. (n= 34 in Math) Additionally, 50% of Nelson AA students who began the 22-23</p>	Goal Partially or Not Met	<p>20% of Nelson students scored Met/Exceeded on the 2023 SBAC Math assessment. This is a 2?% decrease from the 2022 SBAC Math rate of Met/Exceeded.</p> <p>25% of Nelson students scored "Early On Grade Level" or "Mid Above Grade Level" on the June 2023 iReady Math assessment. This was a 12% increase from the September 2022 iReady.</p>	<p>Focus on "thinking" tasks in each math classroom through the Building Thinking Classrooms (BTC) process. All teachers will be trained in BTC.</p> <p>All teachers will participate in LBUSD QCI training and will attend content PD via the LBUSD Math office.</p> <p>Increase collaborative planning time each week. Increase focus on strategic lesson planning including Tier 1 supports for all students. Utilize one department meeting each month to focus on student performance on formative assessments.</p>

school year scoring below grade level will achieve greater than one year of growth on the May 2023 iReady. (n= 34 in Math)

Action Steps: Teachers will collaboratively plan for differentiated instruction during common conference periods, on department release days, and during department meetings. Whole staff professional development on implementation of differentiated instruction will occur once a month during staff meetings. Teachers will also begin to explore "Building Thinking Classrooms" as a method of engaging students and pushing students to think deeply about mathematical concepts.

Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.

English Learner	<p>1) The met/exceeded rate for ELA on SBAC 2023 will increase by 20% for both ELL and RFEP students. The met/exceeded rate for Math on SBAC 2023 will increase by 20% for both ELL and RFEP students.</p> <p>Actions: Increase teacher's skill at differentiation for English Learners through professional development and focused planning support (Multilingual office coaching.) Teachers will become familiar with the resources and data available in the ELLevations platform. They will utilize the "activities" from the ELLevations platform and will increase the use of Tier 1 differentiated instruction each day.</p> <p>Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.</p>	Goal Partially or Not Met	<p>Nelson SBAC Math Data for RFEP/ELL students on the 2023SBAC was 17% M/E. This is a decrease of 3 % from the previous year.</p> <p>Nelson SBAC ELA Data for RFEP/ELL students on the 2023SBAC was 35% M/E. There was no change from the previous year.</p> <p>However, when looking at just our ELL subgroup: Nelson SBAC Math Data for ELL students on the 2023 SBAC was 3% M/E. This is an increase of 1 % from the previous year.</p> <p>Nelson SBAC ELA Data for ELL students on the 2023 SBAC was 13% M/E. This is an increase of 9% from the previous year.</p>	<p>Continue to support our ELL's with an EL elective class.</p> <p>Increase the supports for EL's in math by hiring an EL college student aide.</p> <p>Increase performance monitoring and goal setting for our EL students by the Nelson IIC.</p> <p>Offer parent workshops for EL families related to online resources for students in math.</p> <p>Increase opportunities for families of EL students to learn along-side their students via book club.</p>
Culture/Climate	1) We will increase students' Self Efficacy score (21-22 CORE survey)-46% of students	Goal Partially or Not Met	Schoolwide efforts were not enough to increase the scores in this area. The actions were not specific	We will move toward a n individual approach of supporting students who have multiple D/F and students who self rated low on the CORE and

responded favorably) by 29% on the CORE survey by teaching students skills related to growth mindset and goal setting.
Actions: Monday Morning Message, Weekly SEL Questions/Discussions, Culture and Climate Survey, Wellness Center, Honorable Knight incentives, push-in Math support, Knight of the Month themes, opportunities for student determined support (Math Matrix, WEB, library, Young Black Scholars and Writing Clubs)

We will increase students' Cultural Awareness score (21-22 Core survey-48% responded favorably) by 30% on the CORE survey by teaching about culture and engaging in discussions related to race, ethnicity, and culture in school.

All students will be taught the 5 levels of personal and social responsibility and receive feedback on their progress through PE classes.

Reduced chronic absenteeism rate (Student who miss 10% of school or more) by 15% through

enough.

Pulse surveys for Sense of Belonging and Culture of Academic Success.

Tier 2 Interventions such as monthly SART meetings with families and individual check-ins.			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Replacement TV's for classrooms. TV's are part of the teacher learning station system. Multiple TV's are no longer working and need to be replaced. This would also include any cost to install the TV's and/or mounts. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Educational field trips. Busses and subsitiutes. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
38 iBook Air 13 inch Laptop Computers and 38 Thumber bolt (USB-C) to HDMI Multiport Adapters. (SM 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
4 Portable LCD Projectors (SM 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Professional development on the appropriate use of technology in content classes. How to best develop lessons that are accessible to all students with visual supports, language supports, and supports for students with varying learning styles. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since there is only one lunch and all 840 students are out together and the locker rooms have over 100 students at one time. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Curricular materials and supplies for each department. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Teacher and staff support for parent events, parent meetings, and recruitment events. (PI 2)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Professional Development Release Days. 3 release days for each teacher through the year to work together and plan for imbedding Depth and Complexity and differentiation into lessons. Department may choose to use the funding to meet after school for planning in lieu of release days due to substitute shortages. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Purchase 160 Chromebooks with the corresponding adapters, headsets, and mice. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
2 staff members attend WEB Coordinator training and substitutes for each for the 3 day training. (PD 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Provide Student Support Services in the area of Social Emotional Learning for all students. This intervention will consist of individual and small group restorative conferencing, professional development for the staff on restorative practices and mindfulness as well as equity centered work. The TOSA will also administer SEL surveys to students and staff twice a year, track suspension/discipline data, D/F grades data, and attendance data. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
WEB mentoring program materials and supplies. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Hourly compensation to bring recreation aides to a 3.75 work day. Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since there is only one lunch and all 840 students are out together and the locker rooms have over 100 students at one time. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Materials and supplies for parent events and meetings. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Increase the FTE provided for a 60% nurse by 40% so the school can have a full time nurse. Nelson Academy has multiple medically fragile students who require daily support. Nurse will also work with our SEL coordinatoe and Health teacher to create and present lessons on health related topics, enhancing our current program. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
WEB coordination and events for incoming 6th graders and their mentors (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase 40 Chromebooks for family training and workshops. (PI 3)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

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
Several Nelson families choose to not participate in the Enlace program. They now need primary language support for content classes and ELD elective classes. D/F Rate 50, EL Reclassification 50	Support for ELL students and newcomers.	English Learners	LCFF \$9,443 Title 1 \$9,443 College Student Aide (1) for 500 hours annually - Title 1 100% College Student Aide (1) for 500 hours annually - LCFF 100%	08/31/2023 - 06/30/2024 Daily	Principal IIC	IIC will monitor ELPAC, reclassification, grades of ELL's D/F Rate 50, EL Reclassification 50
Replacement and purchase of curricular supplies D/F Rate 40, Core Curriculum 60	Curricular materials and supplies for each department.	All Students	Title 1 \$15,000 Materials - Title 1 100%	08/30/2023 - 06/30/2024 Quarterly	Department chairs Principal	Lesson plans D/F Rate 40, Core Curriculum 60
Repolacement of teacher station displays Basic Services 100	Replacement TV's for classrooms. TV's are part of the teacher learning station system. Multiple TV's are no longer working and need to be replaced. This would also include any cost to install the TV's and/or mounts.	All Students	LCFF \$5,000 Materials - LCFF 100%	08/30/2023 - 06/30/2024 Daily	Principal	Classroom supervision of instruction Basic Services 100

Need for transition events and mentoring of our incoming 6th graders. Culture-Climate Survey (Student-Staff) 70, SEL Survey 30	WEB coordination and events for incoming 6th graders and their mentors	Other Targeted Students	Title 1 \$10,300 Teacher Hourly Extra Comp (4) for 24 hours annually - Title 1 100% Materials - Title 1 100%	07/01/2023 - 06/30/2024 Weekly	WEB coordinators Principal	CORE survey data Culture-Climate Survey (Student-Staff) 70, SEL Survey 30
The student SEL and academic needs are significant after returning from distance learning. Students require much more time to navigate social interactions. Parents also require assistance with how to assist their students, obtain resources, and support daily student attendance. High School Readiness 40, Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20	The 50% work of this Assistant Principal will focus on: Attendance/Tardy Plans - Grade 6 Diversity, Equity, and Inclusion Work Multiple F&E™s Intervention - Grade 6 Academic Interventions Attendance Support - Grade 6 Anger Management Intervention Restorative Practices Implementation, Modeling and PD Student Mediation - Grade 6	All Students, All Parents	Title 1 \$94,832 Asst. Principal Middle .5 FTE - Title 1 100%	08/07/2023 - 06/30/2024 Daily	AP #1 and Principal	Principal will monitor the data and student contact logs for this position, monthly. High School Readiness 40, Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20

<p>The student SEL and academic needs are significant after returning from distance learning. Students require much more time to navigate social interactions. Parents also require assistance with how to assist their students, obtain resources, and support daily student attendance. High School Readiness 40, Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20</p>	<p>The 50% work of this Assistant Principal will focus on: Attendance/Tardy Plans - Grades 7 & 8 Diversity, Equity, and Inclusion Work Multiple F&E™s Intervention - Grades 7 & 8 Academic Interventions Attendance Support - Grades 7 & 8 Restorative Practices Implementation, Modeling and PD Anger Management Intervention Grades 7 & 8 Restorative Practices Implementation, Modeling and PD Student Mediation - Grades 7 & 8 WEB Liaison SEAL planning and recruitment</p>	<p>All Parents, All Students</p>	<p>Title 1 \$94,832 Asst. Principal Middle .5 FTE - Title 1 100%</p>	<p>08/07/2023 - 06/30/2024 Daily</p>	<p>Principal AP #2</p>	<p>Principal will monitor data and student contact logs, monthly High School Readiness 40, Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20</p>
<p>Data show that parent involvement and parent communication at Nelson Academy is impacting the ability of families to interact with their students' education. The data also</p>	<p>The 50% Parent and Compliance Coordinator will focus on: Establish and maintain home-school communication for</p>	<p>All Parents, English Learners</p>	<p>Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/07/2023 - 06/30/2024 Daily</p>	<p>Principal Parent and Compliance Coordinator</p>	<p>Principal will meet with the PCC weekly to monitor compliance and parent outreach. EL Reclassification 30, Attendance/Chronic Absenteeism Rate 60,</p>

<p>shows the need for increased services to our ELL's. EL Reclassification 30, Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Parent) 10</p>	<p>students Research available community resources for families as needed Provide additional supervision to address concerns revealed in the Parent CORE Survey Provide academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans Home visits related to attendance Organize school-wide campaigns Diversity, Equity, and Inclusion Campaigns School Site Council Agenda and minutes Maintaining the Compliance Cabinet Maintaining the School Website and Marque Liaison for MS Choice fair and Site Night Design, present, and manage Parent Workshops Design and Manage School Planners Title</p>					<p>Culture-Climate Survey (Parent) 10</p>
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	<p>1 Newsletters Community Newsletters (School News Roll Call) School Pictures and ID's Textbook check out Support William's Audit Support Technology Support ELL/ELD Re-designation Manage the Nelson Public Google Calendar</p>					
<p>Medically fragile students including a student with a severe seizure disorder. SEL Survey 40, Basic Services 60</p>	<p>Increase the FTE provided for a 60% nurse by 40% so the school can have a full time nurse. Nelson Academy has multiple medically fragile students who require daily support. Nurse will also work with our SEL coordinatoe and Health teacher to create and present lessons on health related topics, enhancing our current program.</p>	<p>All Students</p>	<p>Title 1 \$55,462 Nurse Inspector .4 FTE - Title 1 100%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Principal School Nurse</p>	<p>Monthly data check ins with nurse and prncipal SEL Survey 40, Basic Services 60</p>

<p>Supervision for students during lunch, PE, passing periods, before and after school. Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50</p>	<p>Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since there is only one lunch and all 890 students are out together and the locker rooms have over 100 students at one time.</p>	<p>All Students</p>	<p>LCFF Rec \$19,706 LCFF \$16,124 Hourly - Recreation Aide (4) for 495 hours annually - LCFF 45%; LCFF Rec 55%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Recreation Aides</p>	<p>Principal, Assistant Principal Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50</p>
<p>Safety and Supervision Culture-Climate Survey (Student-Staff) 100</p>	<p>Hourly compensation to bring recreation aides to a 3.75 work day. Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since there is only one lunch and all 840 students are out together and the locker rooms have over 100 students at one time.</p>	<p>All Students</p>	<p>LCFF Rec \$15,000 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%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Kathleen Reed</p>	<p>Principal and Assistant Principal will monitor the work of these employees. Culture-Climate Survey (Student-Staff) 100</p>

Increase family awareness of their students' current academic and SEL levels (PULSE/CORE). Increase family engagement in supporting specific interventions/enrichment for their child. D/F Rate 20, High School Readiness 60, SEL Survey 20	Additional hourly for teachers and staff to be trained and hold family conferences around student individual data for the purpose of goal setting and matching of interventions/enrichment opportunities.	All Parents	Title 1 \$10,375 Teacher Hourly Extra Comp (12) for 10 hours annually - Title 1 100%	08/20/2023 - 06/20/2024 Semester	IIC, Principal, AP's, School Counselor, teachers, staff	Intervention tracking of students whose families have participated in the conferences. D/F Rate 20, High School Readiness 60, SEL Survey 20
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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

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
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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
The Nelson Music teacher is a department of 1 and has very little access to collaboration with other music teachers. Core Curriculum 100	Music teacher to attend a local Muscic teacher conference. Costs: substitute, registration, and mileage.	Title 1 \$653 Substitute teacher full day (1) for 1 days - Title 1 100% Materials - Title 1 100%	12/07/2023 - 06/30/2024 Annually	Principal Music teacher	Principal will meet with teacher upon return to discuss enhancements to the music classes at Nelson.

<p>Nelson Sense of belonging and safety data has decreased significantly over the last two years. Our SBAC scores have been flat for three years. SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 30, SEL Survey 30</p>	<p>Nelson Academy will continue our work on establishing a safe and restorative community. We will require supplies and resources to support this work. In addition we are participating in learning around BTC (Building Thinking Classrooms, and LBNSI. Both of these areas of professional development will also require resources and supplies to enhance our professional development sessions.</p>	<p>Title 1 \$700 Materials - Title 1 100%</p>	<p>09/01/2023 - 06/30/2024 Monthly</p>	<p>Principal IIC RJ Coach</p>	<p>RJ coach data PULSE survey data CORE Survey Data</p>
<p>Teacher need assistance learning about these researched based processes, time to plan with them in mind, and evaluate the impact of the implementation. SBAC Math 40, D/F Rate 20, High School Readiness 40</p>	<p>Professional Development Release Days. 3 release days for each teacher through the year to work together and plan for implementation of NSI and BTC. Department may choose to use the funding to meet after school for planning in lieu of release days due to substitute shortages.</p>	<p>Title 1 \$42,613 Substitute teacher full day (37) for 3 days - Title 1 100% Teacher Hourly P Schedule (37) for 5 hours annually - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Quarterly</p>	<p>IIC Department Chairs Principal</p>	<p>Agendas and lesson plans</p>

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

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
We have little to no regular parent involvement on campus. We need to build community voice at Nelson Academy. High School Readiness 40, EL Reclassification 20, Culture-Climate Survey (Parent) 40	Training materials and supplies for parent events and meetings. This would include markers, flip charts, easels, paper, etc. No promotional items will be purchased with this funding.	Par Inv \$500 Title 1 \$2,500 Materials - Par Inv 100% Services - Title 1 100%	07/01/2023 - 06/30/2024 Monthly	Counselor, SEL TOSA, Administrator	ELAC meeting agenda, event agendas/sign in sheets

<p>Nelson Academy needs to provide parents and families multiple ways to communicate with the school. Several parent have expressed they prefer paper communications as they are not technology savy. D/F Rate 30, High School Readiness 30, Culture-Climate Survey (Parent) 40</p>	<p>School Planners - Increase the opportunities for parents to communicate with the school related to classroom assignments, assesments, school events, and goal setting.</p>	<p>Par Inv \$2,000 Materials - Par Inv 100%</p>	<p>07/01/2023 - 06/30/2024 Daily</p>	<p>Parent Compliance Coordinator Principal</p>	<p>PCC and Principal</p>
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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)	479145
Title I Parent and Family Involvement (3008)	6387

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	89180

* 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	Kathleen Reed	06-14-2024
Staff	Classroom Teacher	Ronda Piepmeyer	06-14-2024
Staff	Classroom Teacher	Marianna Miranda	06-15-2025
Staff	Classroom Teacher	Jordan Limon	06-14-2025
Staff	Classroom Teacher	Vanessa Lechuga	06-14-2025
Staff	Non Classroom Teacher	Marie Rivera	06-14-2025
Community	Parent	Karen [REDACTED]	06-14-2025
Community	Parent	Rome [REDACTED]	06-15-2025
Community	Parent	Karen [REDACTED]	06-15-2025
Community	Student	[REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024

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)	Berenice [REDACTED]
DELAC Representative	Parent of EL Student (required)	Cristina [REDACTED]
Principal or Designee	Staff Member (required)	Veronica Lucio
Secretary	Staff Member (required)	Veronica Lucio

Name	Representing
Cristina [REDACTED]	Parent of EL Student
Jonathan [REDACTED]	Parent of EL Student
Yurany [REDACTED]	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	12/07/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Khmer Transparent Keyboards for newcomers More support in the classroom for EL students Find textbooks for EL students in both English/Spanish/Khmer Having EL students read a book as a class then acting out the book in a small play so the activity is more interactive and enjoyable. Vocabulary words/flash cards/more support
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 RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data
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	12/05/2023

6. What was SSC's response to ELAC recommendations?	SSC Chairperson thanked the ELAC representative for sharing their recommendaions. The recommendations will be utilized by SSC . Yes, and all recommendations were approved.
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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): 12/05/2023
2. The SSC approved the **Home-School Compact** on 10/17/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
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:11/07/2023
6. The SPSA was approved at the following SSC Meeting: 12/05/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

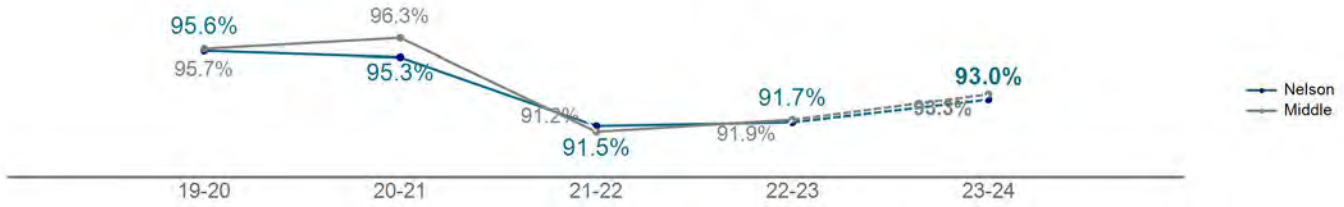
Printed Name: _____ Date: _____

ELAC Chair: _____

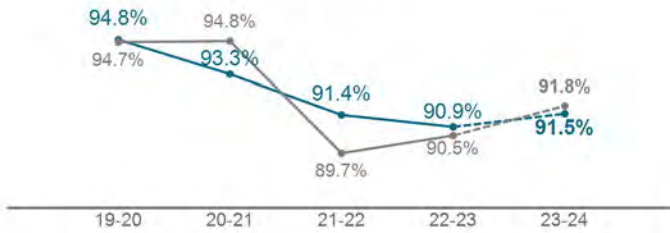
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Attendance Rate

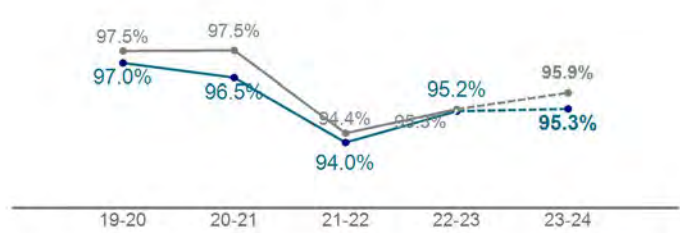
Nelson
All Students
N = 841



African American
N = 109



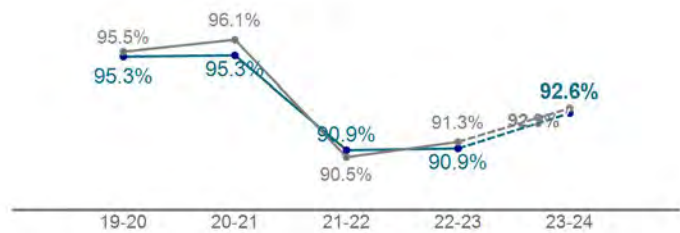
Asian
N = 158



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 502



Pacific Islander

Subgroup with fewer than 20 students.

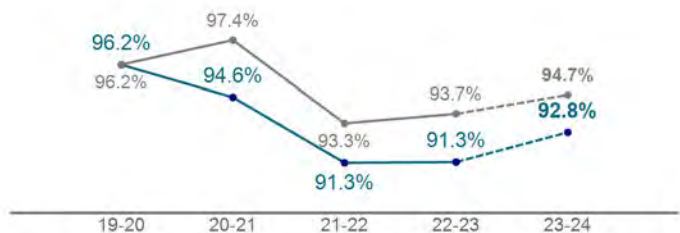
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

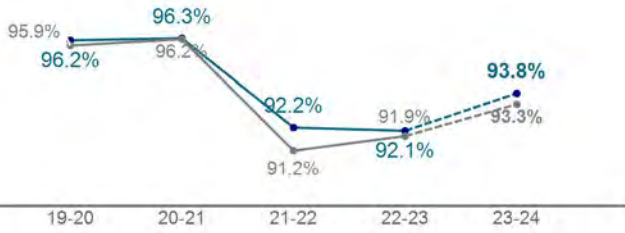
Other
N = 43



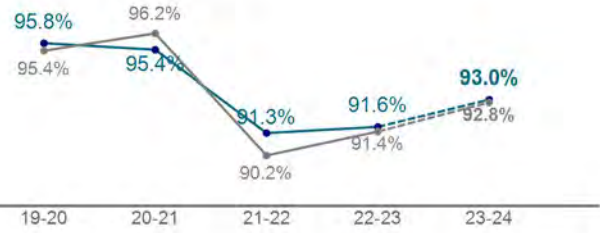
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Attendance Rate

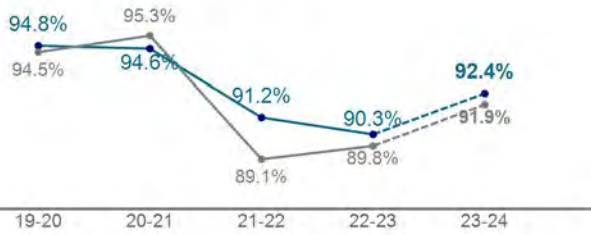
EL + RFEP
N = 367



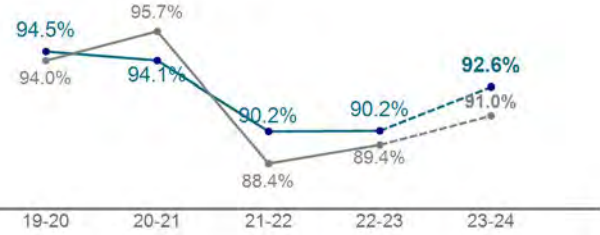
Low SES
N = 830



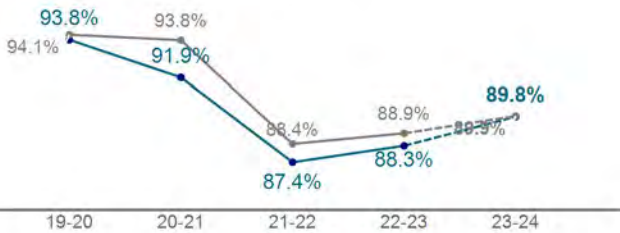
English Learner
N = 167



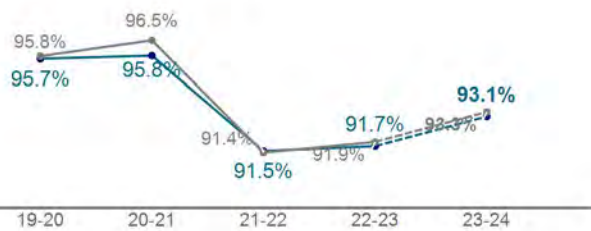
Special Education
N = 129



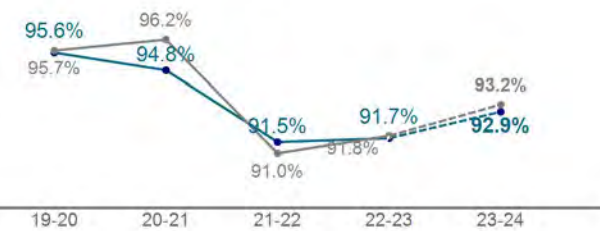
Homeless or Foster Youth
N = 82



Female
N = 420



Male
N = 420



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

Chronic Absence by Attendance Bands School Data by Subgroup Nelson 2022-2023

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	21-22 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate	
All Students	843	843	8	18	15	20	39	25.3%	21.0%	40.2%	26.3%
Grade	Gr. 06	268	6	18	15	21	40	24.3%	22.6%	38.8%	23.5%
	Gr. 07	282	7	18	16	21	38	25.5%	21.2%	41.5%	27.5%
	Gr. 08	293	10	16	14	19	40	25.9%	19.0%	40.3%	28.0%
Ethnicity	African American	103	12	17	17	19	34	29.1%	30.5%	46.6%	34.0%
	Asian	149	2	10	10	23	55	12.1%	9.7%	22.1%	12.1%
	Cambodian	158	4	9	13	23	51	13.3%	11.1%	25.9%	13.8%
	Filipino	10	10	60	30	10.0%	10.0%	10.0%	7.1%		
	Hispanic	520	8	20	16	20	37	28.3%	22.4%	43.8%	28.6%
	Pacific Islander	1	100	0.0%	0.0%	0.0%	39.5%				
	White	15	7	47	13	33	53.3%	23.1%	66.7%	20.3%	
	Other	45	11	9	22	22	36	20.0%	20.0%	42.2%	17.7%
Gender	Female	420	8	17	14	22	39	25.5%	21.1%	39.3%	26.6%
	Male	423	7	18	16	19	40	25.1%	20.9%	41.1%	26.0%
Special Populations	Low SES	819	8	18	15	20	39	25.8%	21.7%	41.0%	28.4%
	ELL	156	11	21	13	23	32	32.1%	22.8%	44.9%	35.3%
	RFEP	257	5	14	13	19	49	19.5%	17.5%	32.7%	20.8%
	EL + RFEP	413	8	17	13	20	42	24.2%	19.3%	37.3%	26.2%
	Special Ed.	127	11	20	13	20	35	31.5%	27.3%	44.9%	35.8%
	Spec Ed. Speech/RSP	71	8	20	13	18	41	28.2%	28.0%	40.8%	30.4%
	Homeless/Foster	76	18	28	12	21	21	46.1%	43.7%	57.9%	42.3%
	Foster	8	50	13	25	13	50.0%	57.1%	62.5%	45.9%	
	Homeless	68	21	25	12	21	22	45.6%	42.2%	57.4%	41.9%
	GATE/Excel	173	2	9	14	19	55	11.6%	8.9%	26.0%	14.3%

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,751	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,020	13	27	17	21	22	39.7%	33.4%	56.7%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	637	14	24	20	19	23	38.1%	28.8%	58.1%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	
All High	20,820	12	16	14	19	39	27.9%	26.2%	42.0%	
Browning	333	20	20	12	17	32	39.9%	29.4%	52.0%	
Cabrillo	1,845	16	18	14	17	35	34.3%	38.2%	48.0%	
CAMS	673			15	8	20	66	6.4%	4.6%	14.3%
Jordan	2,326	13	17	14	18	39	29.8%	35.7%	43.4%	
Lakewood	2,820	10	18	16	21	35	28.6%	32.3%	44.1%	
McBride	730	6	12	17	20	46	17.5%	13.8%	34.5%	
Millikan	3,346	5	12	14	21	47	17.8%	14.3%	32.0%	
PAAL	171	43	20	13	8	16	63.2%	72.1%	76.0%	
Polytechnic	3,872	16	17	15	20	32	32.9%	23.8%	48.4%	
Reid	195	68	17	7	5	3	84.6%	92.4%	91.8%	
Renaissance	443	14	17	14	19	36	30.5%	31.3%	44.5%	
Sato	483			15	10	16	69	5.8%	5.3%	15.3%
Wilson	3,583	14	15	14	18	39	29.6%	24.2%	43.3%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

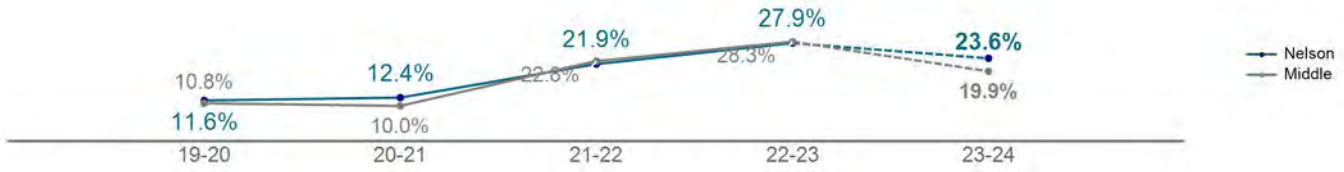
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,316	10	19	16	21	34	29.0%	25.3%	45.3%

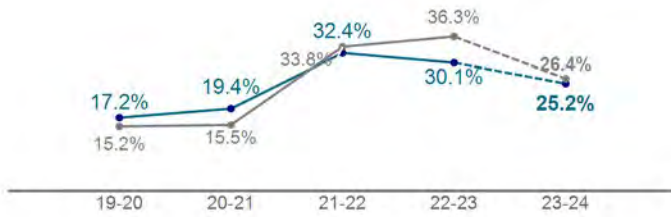
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

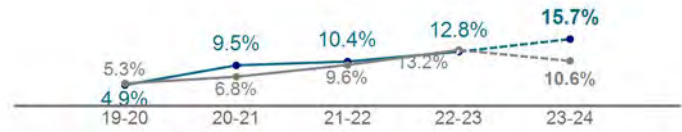
Nelson
All Students
N = 828



African American
N = 103



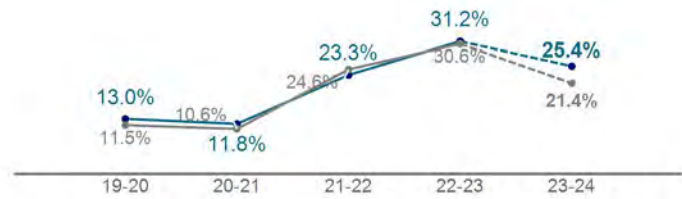
Asian
N = 159



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 493



Pacific Islander

Subgroup with fewer than 20 students.

White

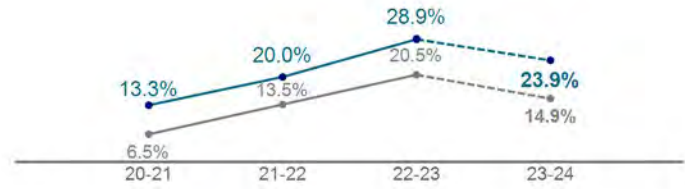
Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

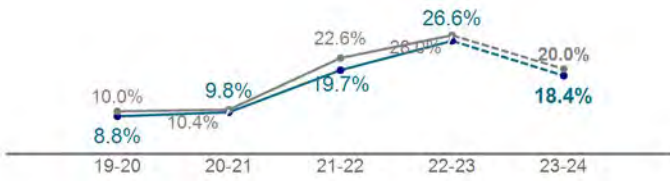
Other
N = 46



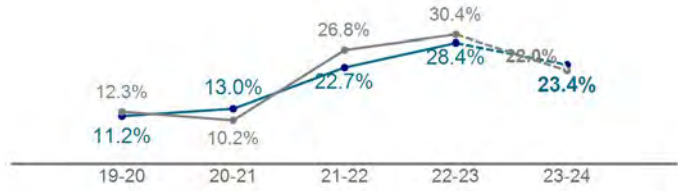
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Percent of Students in the Moderately or Severely Chronic Categories

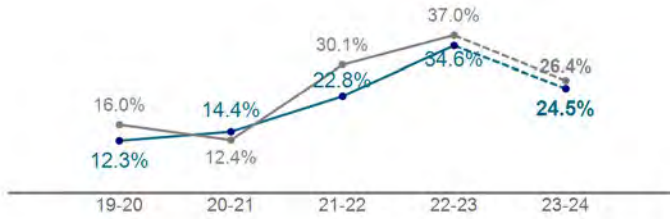
EL + RFEP
N = 364



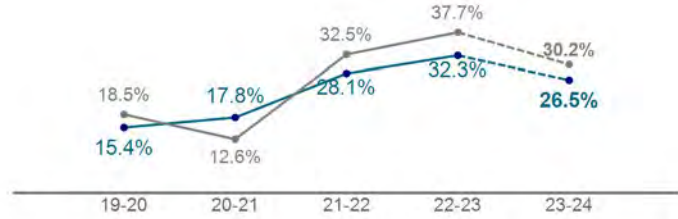
Low SES
N = 822



English Learner
N = 163



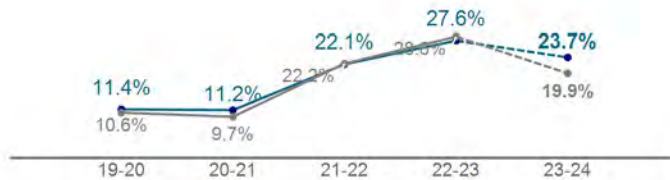
Special Education
N = 132



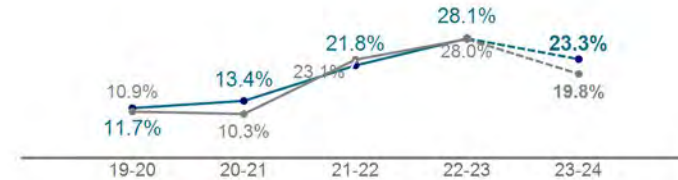
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 410



Male
N = 417



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

Nelson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	785	64%	35	28	25	11	36%	↑2		↓2	
	All Middle	54%	29	25	29	16	46%	↓1		↓2	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 06	245	64%	32	33	23	13	36%	↑3		↓9
	All Middle	57%	30	27	27	16	43%	↓2		↓8	
	District	56%	29	27	27	17	44%	↓2		↓8	
	Gr. 07	263	61%	33	28	27	13	39%	↑2		↑5
	All Middle	51%	28	24	32	17	49%	↓1		↑4	
	District	50%	27	23	32	18	50%	↓2		↑4	
Gr. 08	277	66%	41	25	26	8	34%	↑3		↓4	
	All Middle	55%	29	25	30	16	45%	↓-		↓4	
	District	53%	28	25	30	17	47%	↓1		↓4	
Ethnicity	Hispanic	488	67%	38	29	25	8	33%	↑2		↓2
	All Middle	60%	32	28	28	11	40%	↓1		↓3	
	District	58%	33	25	26	16	42%	↓-		↓1	
	Cambodian	152	44%	18	26	33	23	56%	↑6		↓1
	All Middle	39%	18	21	35	26	61%	↑-		↑1	
	District	39%	19	20	32	29	61%	↑1		↑3	
	Asian	143	46%	20	26	31	22	54%	↑2		↓1
	All Middle	36%	17	19	35	29	64%	↓2		↓-	
	District	34%	17	18	30	36	66%	↑-		↑1	
African American	91	87%	55	32	12	13%	↓5		↓10		
All Middle	70%	43	27	22	8	30%	↓3		↓3		
District	67%	42	25	21	12	33%	↓-		↓1		

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Nelson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	40	45%	20	25	40	15	55%	↑13		-
		All Middle	36%	16	20	34	30	64%	↑-		↓1
		District	33%	16	17	29	38	67%	↑1		↓-
	White	13*	54%	31	23	15	31	46%	↑6		-
		All Middle	27%	12	15	37	36	73%	↑-		↓2
		District	26%	11	15	30	44	74%	↑1		↓2
	Filipino	9*	22%	22	11	67	78%	-		-	
		All Middle	32%	10	21	34	35	68%	↑2		↑2
		District	28%	11	17	31	41	72%	↑2		↑1
Pacific Islander	1*	100%	100			0%	-		-		
	All Middle	60%	31	29	36	5	40%	↓-		↓3	
	District	63%	31	32	28	9	38%	↓2		↓2	
Gender	Female	391	60%	31	29	27	13	40%	↓-		↓3
		All Middle	49%	25	24	32	19	51%	↓2		↓2
		District	47%	25	22	28	24	53%	↓-		↓1
	Male	394	67%	39	28	24	9	33%	↑5		↓2
		All Middle	59%	33	26	27	14	41%	↑-		↓3
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	All Middle	43%	17	26	48	9	57%	↓4		↓7
District		40%	13	27	38	22	60%	↑6		↓6	
Special Populations	EL + RFEP	393	66%	37	29	24	10	34%	↓-		↓3
		All Middle	64%	35	29	26	10	36%	↓2		↓2
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	156	87%	60	27	11	2	13%	↑9		↑1

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Nelson

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Middle	92%	65	26	8	8%	↑3		↑1	
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	237	51%	21	30	33	16	49%	↓-		↓4
		All Middle	48%	18	30	36	16	52%	↓1		↓4
	Foster	District	44%	17	27	35	21	56%	↑-		↓4
		6*	100%	67	33			0%	↓17		-
	GATE/Excel	All Middle	76%	49	27	20	4	24%	↓3		↓6
		District	75%	50	25	16	9	25%	↓3		↓4
	Homeless	166	20%	8	12	46	34	80%	↑3		↓1
		All Middle	16%	4	12	40	44	84%	↓3		↓3
	Homeless/Foster	District	14%	3	11	32	54	86%	↓-		↓4
		72	72%	46	26	17	11	28%	↑14		-
	Low SES	All Middle	68%	40	28	25	7	32%	↓3		↓2
		District	64%	40	24	24	12	36%	↓1		-
	Special Ed.	78	74%	47	27	15	10	26%	↑12		-
		All Middle	69%	41	28	25	7	31%	↓3		↓3
Spec Ed. Speech/RSP	District	65%	41	24	23	12	35%	↓1		↓-	
	765	64%	35	28	25	11	36%	↑3		↓2	
Special Ed.	All Middle	59%	32	27	28	13	41%	↑1		↓2	
	District	59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	101	91%	67	24	7	2	9%	↑1		↑1	
	All Middle	87%	66	21	10	3	13%	↑1		↑-	
Spec Ed. Speech/RSP	District	84%	65	19	11	5	16%	↑1		↑1	
	72	87%	54	33	10	3	13%	↑3		↑1	

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Nelson

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Middle	82%	57	25	14	4	18%	↑1		↑-
	Speech/RSP	District	79%	56	23	14	7	21%	↑2		↑1

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 Students without scores are not included in the graphical comparison of these results.
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SBAC Math 2023 :: School Data by Subgroup

Nelson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	781	80%	55	25	12	8	20%	↓2		↓4	
	All Middle	70%	44	25	16	14	30%	↓-		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 06	243	79%	51	28	14	7	21%	↓2		↓8
	All Middle	68%	41	27	17	14	32%	↑-		↓2	
	District	67%	39	27	18	15	33%	↑1		↓1	
	Gr. 07	261	77%	51	26	12	11	23%	↑3		-
	All Middle	68%	42	26	18	14	32%	↑1		↑-	
	District	68%	42	26	18	15	32%	↑1		↑-	
Gr. 08	277	84%	63	22	10	5	16%	↓7		↓5	
	All Middle	73%	50	23	13	13	27%	↓2		↓4	
	District	72%	49	23	14	14	28%	↓2		↓3	
Ethnicity	Hispanic	484	85%	59	27	9	5	15%	↓4		↓5
	All Middle	77%	50	27	14	9	23%	↓-		↓2	
	District	72%	45	27	17	11	28%	↑2		↓5	
	Cambodian	151	62%	35	26	24	15	38%	↑4		↓5
	All Middle	57%	30	27	22	22	43%	↓3		↓4	
	District	55%	28	27	23	23	45%	↓2		↓5	
	Asian	143	64%	37	27	21	15	36%	↓2		↓5
	All Middle	52%	28	24	21	27	48%	↓4		↓2	
	District	49%	25	24	22	29	51%	↓1		↓6	
African American	91	89%	73	16	8	3	11%	↓3		↑1	
All Middle	84%	62	22	10	6	16%	↓-		↓-		
District	82%	57	25	12	6	18%	↑1		↓4		

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Nelson

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	39	69%	46	23	23	8	31%	↑10		↓5
		All Middle	50%	25	25	23	27	50%	↑-		↓3
		District	45%	23	22	24	31	55%	↑-		↓5
	White	13*	54%	38	15	38	8	46%	↑6		-
		All Middle	39%	20	20	28	33	61%	↑2		↑1
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	10*	40%	30	10	60		60%	↑4		-
		All Middle	51%	22	29	20	29	49%	↓2		↓4
		District	44%	19	25	24	33	56%	↓-		↓6
Pacific Islander	1*	100%	100				0%	-		-	
	All Middle	79%	45	33	15	7	21%	↓1		↓3	
	District	76%	46	30	17	8	24%	↓-		↓5	
Gender	Female	388	83%	57	26	10	8	17%	↓4		↓6
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	393	77%	53	24	15	8	23%	↓1		↓3
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Middle	61%	43	17	22	17	39%	↓1		↑3
District		62%	42	20	22	16	38%	↑4		↓2	
Special Populations	EL + RFEP	390	83%	58	25	11	7	17%	↓3		↓4
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	153	96%	78	18	3	1	4%	↑1		↓2

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SBAC Math 2023 :: School Data by Subgroup

Nelson

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Middle	97%	82	15	3	3%	↑1		↓1	
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	237	74%	44	30	16	10	26%	↓3		↓5
		All Middle	69%	36	33	19	12	31%	↑-		↓3
	Foster	District	66%	36	30	20	14	34%	↑1		↓9
		6*	83%	83	17			17%	-		-
	GATE/Excel	All Middle	87%	67	20	10	3	13%	↑1		↓2
		District	85%	62	23	13	2	15%	↑2		↓3
	Homeless	165	41%	12	30	29	30	59%	↓10		↓12
		All Middle	29%	9	20	29	42	71%	↓3		↓4
	Homeless/Foster	District	26%	8	18	28	47	74%	↑2		↓9
		70	91%	63	29	6	3	9%	↓2		↓7
	Low SES	All Middle	83%	57	26	11	6	17%	↓1		↓2
		District	78%	52	26	14	8	22%	↑-		↓4
	Special Ed.	76	91%	64	26	7	3	9%	↓2		↓6
		All Middle	84%	58	26	11	6	16%	↓1		↓2
Spec Ed. Speech/RSP	District	79%	53	25	14	7	21%	↑1		↓4	
	761	80%	55	25	12	7	20%	↓1		↓5	
Special Ed.	All Middle	75%	49	26	14	10	25%	↑2		↓2	
	District	73%	46	27	17	11	27%	↑2		↓5	
Special Ed.	99	95%	79	16	3	2	5%	↑1		↑2	
	All Middle	92%	79	13	5	3	8%	↑1		↑1	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	72	93%	71	22	4	3	7%	↑1		↑3	

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Nelson

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Middle	89%	72	17	7 A	11%	↑1		↑1
		District	84%	64	20	10 B	16%	↑2		↓1

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SBAC Science 2023 :: School Data by Subgroup

Nelson

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	276	93%	37	56	52	7%	↑1		-		
	District	74%	17	57	18	8	26%	↑1			
	All Middle	78%	22	57	16	6	22%	↓1			
Grade	Gr. 08	276	93%	37	56	52	7%	↑1		-	
	All Middle	78%	22	57	16	6	22%	↓1		-	
	District	77%	21	56	16	7	23%	↓1		-	
Ethnicity	Hispanic	173	95%	39	55	4	1	5%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
		All Middle	85%	24	61	12	3	15%	↓-		-
	Asian	49	86%	14	71	8	6	14%	↑3		-
		District	57%	6	50	28	15	43%	↑2		-
		All Middle	61%	10	51	28	11	39%	↓-		-
	Cambodian	49	84%	16	67	10	6	16%	↑14		-
		District	65%	9	56	25	10	35%	↑-		-
		All Middle	71%	14	58	21	8	29%	↓2		-
	African American	35	100%	60	40			0%	↓3		-
		District	86%	29	57	12	2	14%	↑1		-
		All Middle	88%	38	50	10	2	12%	↓1		-
	Other	13*	92%	38	54	8		8%	↑8		-
		District	56%	11	46	25	18	44%	↓-		-
		All Middle	62%	14	48	23	15	38%	↓-		-
White	3*	100%	33	67			0%	-		-	
	District	51%	6	45	29	20	49%	↑1		-	
	All Middle	53%	8	45	28	19	47%	↓1		-	

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SBAC Science 2023 :: School Data by Subgroup

Nelson

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Filipino	2*	50%	50	50	50%	↑50		-	
		District	54%	5	49	29	18	46%	↑2	
		All Middle	64%	5	59	23	13	36%	↓3	
	Pacific Islander	1*	100%	100			0%	-		-
		All Middle	91%	23	68	9	9%	↓1		-
		District	88%	20	69	10	2	12%	↓4	
Gender	Female	132	92%	37	55	7	8%	↑3		-
		District	75%	15	60	18	7	25%	↑1	
		All Middle	78%	19	59	16	6	22%	↑-	
	Male	144	94%	38	57	3	3	6%	↓1	
		District	74%	19	55	18	8	26%	↑1	
		All Middle	79%	24	54	15	6	21%	↓2	
	Nonbinary	All Middle*	82%	18	64	18		18%	↓11	
		District	68%	18	50	14	18	32%	↑11	
Special Populations	EL + RFEP	148	94%	34	59	4	2	6%	↑4	
		District	84%	21	63	13	3	16%	↑1	
		All Middle	87%	26	61	11	2	13%	↓1	
	ELL	52	100%	56	44			0%	-	
		District	98%	40	58	2		2%	↑-	
		All Middle	100%	52	48			0%	↓-	
	RFEP	96	91%	23	68	6	3	9%	↑6	
		District	75%	10	66	20	5	25%	↑3	
		All Middle	80%	12	68	17	4	20%	↑1	
	GATE/Excel	70	74%	11	63	19	7	26%	↑4	

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SBAC Science 2023 :: School Data by Subgroup

Nelson

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	District	43%	3	41	34	23	57%	↓2		-
		All Middle	47%	3	44	33	19	53%	↓11		-
	Foster	All Middle	96%	37	59	4	4%	0%	↓6		-
		District	88%	31	58	8	4	12%	↓3		-
	Homeless	26	100%	58	42		0%	0%	↓6		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	26	100%	58	42		0%	0%	↓6		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	271	93%	37	56	5	2	7%	↑1		-
		All Middle	83%	24	59	13	4	17%	↑1		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	39	100%	56	44		0%	0%	-		-
		All Middle	96%	50	46	4		4%	↓1		-
		District	93%	47	46	5	2	7%	↑1		-
Spec Ed. Speech/RSP	27	100%	44	56		0%	0%	-		-	
	All Middle	94%	41	53	5		6%	↓2		-	
	District	90%	37	53	7	3	10%	↑1		-	

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SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	All Students	768	17	42	11	12	35	
		All Middle	16	40	13	13	33	
		District	25	34	15	16	34	
	Grade	Gr. 06 (Minimum Growth Target: 27)	240	8	48	16	11	25
			All Middle	11	43	16	16	25
			District	11	43	16	16	25
		Gr. 07 (Minimum Growth Target: 25)	256	37	29	11	19	41
			All Middle	29	32	14	16	38
			District	29	32	14	16	38
	Gr. 08 (Minimum Growth Target: 14)	272	6	49	8	7	36	
		All Middle	7	46	8	8	38	
		District	7	45	8	8	38	
Ethnicity	Hispanic	475	16	43	10	12	35	
		All Middle	15	41	12	14	33	
		District	24	35	15	16	34	
	Cambodian	151	25	38	13	14	35	
		All Middle	24	35	13	14	38	
		District	33	30	16	17	37	
	Asian	142	22	37	16	13	34	
		All Middle	23	36	15	13	36	
		District	33	30	16	16	38	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	African American	90	11	48	11	9	32
		All Middle	16	41	13	12	33
		District	24	36	16	15	33
	Other	39	16	36	10	23	31
		All Middle	18	40	14	12	34
		District	29	32	16	17	35
	White	12 [^]	-	33	8		58
		All Middle	14	40	16	13	31
		District	26	33	16	16	35
	Filipino	9 [^]	-	33	11	11	44
		All Middle	20	37	14	12	36
		District	29	32	14	16	37
Pacific Islander	1 [^]	-	100	0			
	All Middle	21	35	16	15	34	
	District	26	32	17	18	33	
Gender	Female	385	15	42	12	13	34
		All Middle	15	41	13	13	33
		District	27	34	15	16	34
	Male	383	19	42	11	11	36
		All Middle	16	40	13	13	34
		District	24	35	15	16	34

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

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Nonbinary	All Middle	21	29	19	5	48	
		District	21	33	15	8	44	
Special Populations	EL + RFEP		384	15	42	11	13	34
		All Middle	16	40	11	14	35	
	District	24	36	13	15	36		
	ELL		149	20	37	13	13	37
		All Middle	21	36	11	14	39	
	District	31	31	16	18	35		
	RFEP		235	13	45	10	13	32
		All Middle	14	42	11	14	33	
	District	19	39	12	14	36		
	Foster		6^	-	33		50	17
		All Middle	18	44	13	14	29	
		District	21	40	12	20	29	
	GATE/Excel		165	12	47	9	13	31
		All Middle	14	41	13	15	31	
	District	25	34	15	18	33		
	Homeless		68	21	37	10	10	43
All Middle		16	40	14	14	32		
District	26	33	16	17	34			
Homeless/Foster		74	21	36	9	14	41	

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	All Middle	16	40	14	14	32
			District	25	34	16	17	33
	Low SES	750	17	42	12	12	35	
		All Middle	16	40	13	13	34	
	Special Ed.	District	25	35	15	16	34	
		100	28	35	14	10	41	
	Spec Ed. Speech/RSP	All Middle	18	39	12	12	36	
		District	25	35	15	15	35	
		71	29	37	8	8	46	
		All Middle	15	42	12	12	34	
		District	26	35	15	16	34	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	764	2	51	11	8	30	
		All Middle	10	43	13	13	32	
		District	16	38	19	18	24	
	Grade	Gr. 06 (Minimum Growth Target: 24)	237	6	51	12	10	27
			All Middle	15	39	16	15	30
			District	17	38	16	16	31
		Gr. 07 (Minimum Growth Target: 17)	256	4	50	11	9	31
			All Middle	11	43	11	11	36
			District	11	43	11	10	36
	Gr. 08 (Minimum Growth Target: 19)	271	-3	52	12	7	30	
		All Middle	4	46	11	12	31	
		District	5	46	11	12	31	
Ethnicity	Hispanic	473	-	53	11	8	29	
		All Middle	8	44	12	12	31	
		District	15	39	19	18	24	
	Cambodian	149	8	46	11	9	36	
		All Middle	10	41	13	13	33	
		District	19	36	19	20	25	
	Asian	141	5	47	11	11	30	
		All Middle	13	40	12	14	34	
		District	19	36	19	20	26	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	African American	90	4	48	14	7	31
		All Middle	9	44	13	12	32
		District	14	40	19	17	24
	Other	38	4	47	16	8	29
		All Middle	16	38	15	13	34
		District	22	34	22	19	26
	White	12 [^]	-	50	8	8	33
		All Middle	17	36	15	13	36
		District	18	34	22	19	24
	Filipino	9 [^]	-	22	22		56
		All Middle	21	38	11	14	37
		District	22	36	17	22	26
Pacific Islander	1 [^]	-	100			0	
	All Middle	10	48	6	15	31	
	District	13	42	17	18	24	
Gender	Female	382	1	53	10	8	29
		All Middle	9	43	12	13	31
		District	16	38	19	19	24
	Male	382	3	49	12	9	30
		All Middle	11	42	13	12	33
		District	16	38	20	18	25

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

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	All Middle	10	41	5	14	41
		District	5	38	20	18	25
Math Special Populations	EL + RFEP	383	4	52	10	9	29
		All Middle	8	44	12	13	31
	District	11	41	18	17	24	
	ELL	146	7	54	8	8	30
		All Middle	9	45	11	10	34
	District	22	35	19	19	26	
	RFEP	237	1	51	11	10	28
		All Middle	7	44	13	14	30
	District	6	46	17	15	23	
	Foster	6^	-	50	17		33
		All Middle	11	49	9	6	35
	District	19	39	16	19	25	
	GATE/Excel	164	1	49	12	10	29
		All Middle	16	37	15	15	33
	District	19	35	21	20	25	
	Homeless	68	10	43	21	9	28
All Middle		6	46	13	12	29	
District	13	40	19	17	24		
Homeless/Foster	74	10	43	20	8	28	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Nelson

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless/Foster	All Middle	6	46	13	12	29
		District	13	40	19	17	24
	Low SES	746	2	51	12	8	29
		All Middle	9	44	12	12	32
	Special Ed.	District	15	39	19	18	24
		98	42	32	9	8	51
		All Middle	14	41	12	9	38
	Spec Ed. Speech/RSP	District	20	36	19	16	29
		71	48	30	10	8	52
		All Middle	12	42	13	10	35
		District	21	36	19	17	28

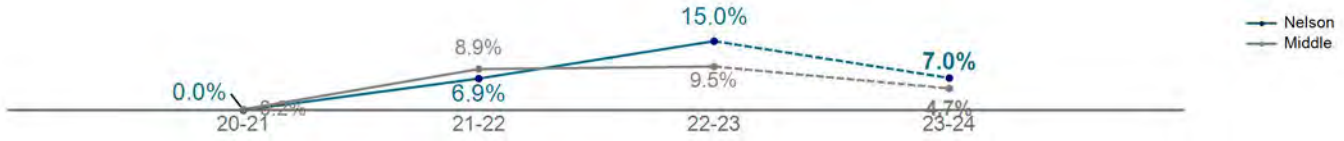
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

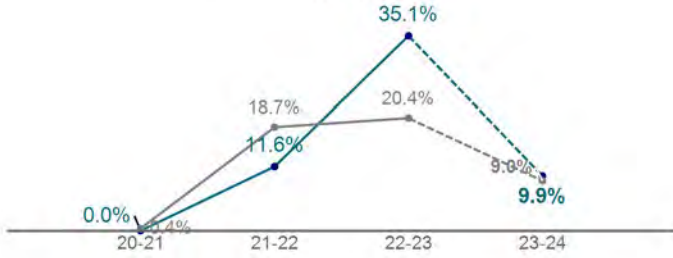
*Accelerated Growth = At least double the minimum growth target for the grade level.

Suspension Rate

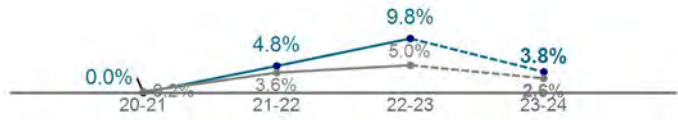
Nelson
All Students
N = 856



African American
N = 111



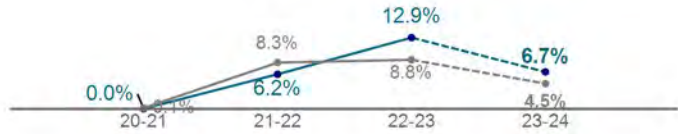
Asian
N = 159



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 511



Pacific Islander

Subgroup with fewer than 20 students.

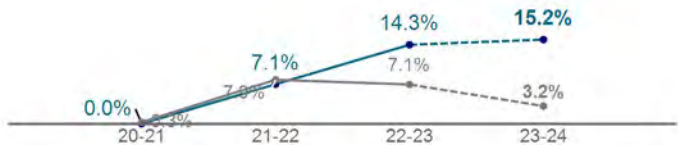
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

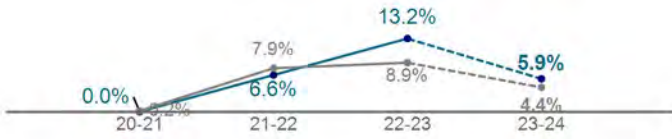
Other
N = 46



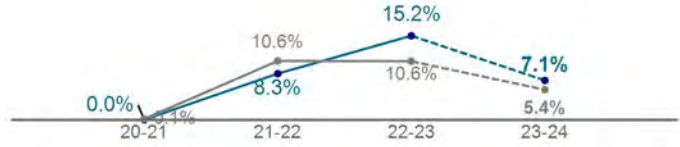
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

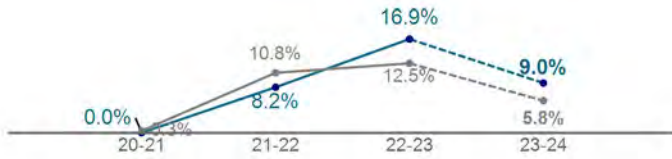
EL + RFEP
N = 370



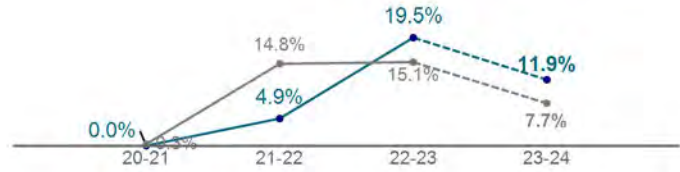
Low SES
N = 844



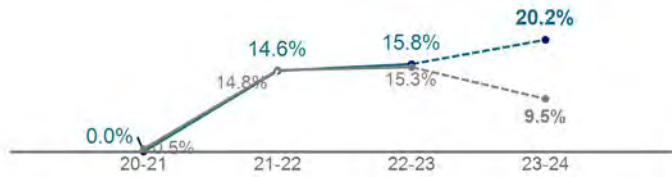
English Learner
N = 167



Special Education
N = 134



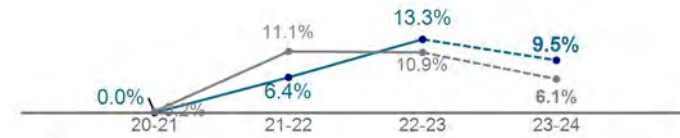
Homeless or Foster Youth
N = 84



Female
N = 423



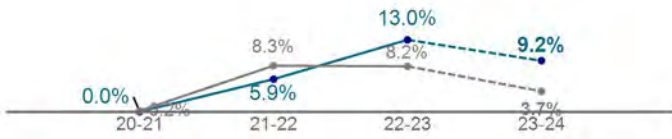
Male
N = 432



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

Suspension Rate

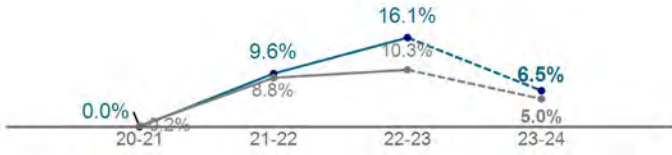
Gr. 06
N = 282



Gr. 07
N = 298



Gr. 08
N = 276

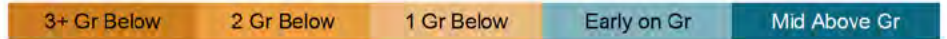


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement
School Data by Subgroup
Nelson 2022-2023 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
6	All Students	All	1	240	30	20	35	11	5		
			2	241	22	15	37	20	7		
			3	213	21	13	33	19	14		
	Teacher	Harris, G		1	70	23	19	34	20	4	
				2	67	21	18	30	19	12	
				3	61	21	16	28	21	13	
		Mastro, S		1	67	27	18	40	4	10	
				2	69	14	13	36	26	10	
				3	69	14	7	25	29	25	
		McMillian, C		1	2	100					
				2	1	100					
			Morrison, H		1	8	100				
					2	9	78		11	11	
					3	8	63	13	25		
			Wilder, K		1	86	29	23	36	10	1
		2			92	20	15	46	16	3	
		3			84	24	15	44	11	6	
		Zapatero, B		1	2	100					
				2	2	100					

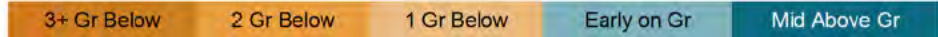


i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
6	Ethnicity	African American	1	30	43	20	30	7		
			2	27	26	22	44	4	4	
			3	21	33	10	48	5	5	
		Asian	1	49	14	16	39	22	8	
			2	49	10	10	37	33	10	
			3	46	7	13	30	24	26	
		Filipino	1	3	33		33	33		
			2	3			33	67		
			3	3			33	33	33	
		Hispanic	1	138	35	22	35	7	2	
			2	141	26	16	38	16	5	
			3	126	26	13	34	17	10	
		White	1	6	33		33	17	17	
			2	7	29		43	14	14	
			3	5		20	20	60		
		Other	1	14	21		43	21	14	
			2	14	14	21		50	14	
			3	12	8	8	25	33	25	
		Gender	Female	1	134	31	22	36	8	2
				2	130	19	18	35	21	7
				3	115	21	14	34	19	12
			Male	1	106	27	16	35	14	8
				2	111	24	11	39	18	8
				3	98	21	11	33	19	15
		Special Populations	Low SES	1	232	30	19	35	11	5
				2	235	21	15	37	19	8
				3	207	21	13	34	18	14
ELL	1		63	48	24	21	8			
	2		64	39	22	23	13	3		
	3		59	36	17	31	7	10		
RFEP	1		50	16	20	44	14	6		
	2		52	12	10	48	21	10		
	3		50	8	14	32	32	14		

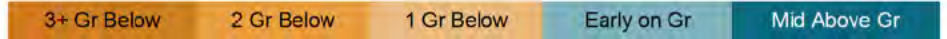


i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Special Populations	EL + RFEP	1	113	34	22	31	11	3
			2	116	27	16	34	16	6
			3	109	23	16	31	18	12
		Special Ed.	1	31	81	10	10		
			2	32	63	9	25	3	
			3	25	48	16	20	12	4
		Spec Ed. Speech/RSP	1	19	68	16	16		
			2	21	48	10	38	5	
			3	19	37	16	26	16	5
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	27	33	15	37	11	4
			2	28	36	7	32	14	11
			3	20	35	25	20	15	5
		GATE/Excel	1	44	2	50	25	23	
			2	44		20	52	27	
			3	40		15	40	45	



i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	240	40	15	31	8	5
			2	237	38	14	25	16	7
			3	228	34	15	24	13	14
	Teacher	Flores B, B	1	146	32	14	36	10	8
			2	137	22	17	28	22	11
			3	146	23	14	27	14	22
		Leverett, L	1	61	74		13	13	
			2	62	69		10	19	2
			3	58	71		16	10	3
		Morrison, H	1	7	100				
			2	8	88		13		
			3	6	100				
	Wilder, K	1	35	23	17	46	11	3	
		2	35	31	11	34	17	6	
		3	32	16	22	34	22	6	
	Zapatero, B	1	1	100					
		2	1	100					
		3	1	100					

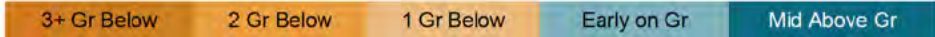


i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
7	Ethnicity	African American	1	28	57 14 14 7 7					
			2	26	38 4 38 8 12					
			3	23	57 13 17 4 9					
		Asian	1	42	12 17 40 17 14					
			2	41	17 7 34 20 22					
			3	44	14 14 20 23 30					
		Filipino	1	4	25 25 50					
			2	4	25 25 50					
			3	4	25 75					
		Hispanic	1	150	47 17 32 3					
			2	150	43 19 22 13 2					
			3	140	37 16 28 9 10					
		White	1	3	33 33 33					
			2	3	33 33 33					
			3	4	25 25 25 25					
		Other	1	13	31 8 38 23					
			2	13	38 23 38					
			3	13	31 8 23 38					
		Gender	Female	1	114	39 18 33 5 5				
				2	108	35 18 24 14 9				
				3	110	29 20 24 12 15				
			Male	1	126	42 13 29 10 6				
				2	129	40 12 26 17 5				
				3	118	38 10 25 14 14				
Special Populations	Low SES	1	230	41 16 30 7 6						
		2	228	38 14 25 15 7						
		3	221	34 15 24 13 14						
	ELL	1	35	60 17 23						
		2	37	62 19 16 3						
		3	29	62 17 14 33						
	RFEP	1	81	33 20 33 7 6						
		2	78	32 14 27 19 8						
		3	77	22 19 27 16 16						

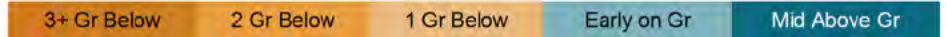


i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
7	Special Populations	EL + RFEP	1	116	41	19	30	5	4	
			2	115	42	16	23	14	5	
			3	106	33	19	24	12	12	
		Special Ed.	1	30	67	13	17	3		
			2	32	63	9	16	9	3	
			3	28	54	14	21	7	4	
		Spec Ed. Speech/RSP	1	23	57	17	22	4		
			2	23	52	9	22	13	4	
			3	21	38	19	29	10	5	
		Foster	1	4	50	50				
			2	4	75	25				
			3	4	75		25			
		Homeless	1	19	53	21	21	5		
			2	21	48	19	19	14		
			3	19	32	26	37	5		
		GATE/Excel	1	46		9	39	26	26	
			2	44		2	2	27	36	32
			3	46			24	30	46	

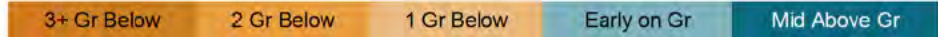


i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	264	44	14	29	9	4
			2	246	48	10	24	10	8
			3	203	53	11	18	9	8
	Teacher	Leverett, L	1	90	79		14	6	1
			2	92	79		13	8	
			3	85	80		8	7	2
		Morrison, H	1	14	100				
			2	14	93		7		
			3	13	92		8		
		Shim, J	1	163	21	15	43	15	6
			2	155	26	11	33	16	14
			3	142	36	13	27	13	11
	Ethnicity	African American	1	32	69	9	22		
			2	29	72	7	17	3	
			3	30	67	10	13	3	7
		Asian	1	49	31	14	35	14	6
			2	47	26	13	32	19	11
			3	42	43	12	19	17	10
		Filipino	1	2			50		50
			2	2			50		50
			3	2			50		50
		Hispanic	1	165	44	14	30	8	4
			2	155	50	10	22	10	8
			3	116	53	11	19	9	8
Pacific Islander		1	1	100					
		2	1	100					
		3	1	100					
White	1	3		67		33			
	2	1					100		
	3	3		33		33	33		
Other	1	12	33	33	17	17			
	2	11	55	9	27	9			
	3	9	67	22	11				

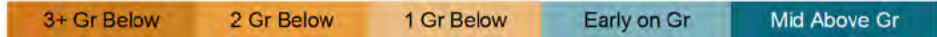


i-Ready Math Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Gender	Female	1	126	44	16	27	10	3
			2	113	49	12	20	10	9
			3	92	51	14	15	11	9
		Male	1	138	44	12	30	9	4
			2	133	47	8	26	11	8
			3	111	55	9	20	8	8
	Special Populations	Low SES	1	259	44	14	29	10	4
			2	242	48	10	24	10	8
			3	199	53	11	18	10	9
		ELL	1	47	77	6	17		
			2	47	74	6	19		
			3	38	76	16	8		
		RFEP	1	93	25	17	37	16	5
			2	89	27	15	28	19	11
			3	70	36	11	27	14	11
		EL + RFEP	1	140	42	14	30	11	4
			2	136	43	12	25	13	7
			3	108	50	13	20	9	7
		Special Ed.	1	37	92	5	3		
			2	37	89	3	8		
			3	34	82	9	3	6	
		Spec Ed. Speech/RSP	1	25	88	8	4		
			2	25	84	4	12		
			3	23	78	9	4	9	
		Homeless	1	25	60	4	32	4	
			2	24	63	8	25	4	
			3	18	72	11	11	6	
GATE/Excel	1	70	6	4	49	27	14		
	2	64	11	6	31	25	27		
	3	48	13	6	23	31	27		

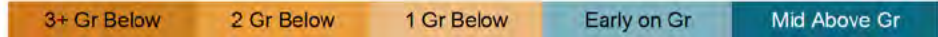
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 6



Legend

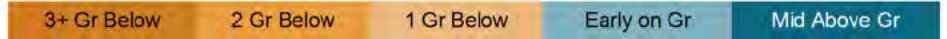


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
6	All Students	All	1	220	37	17	27	8	10		
			2	227	27	20	27	11	14		
			3	201	30	15	27	13	15		
	Teacher	Campos, A	1	9	89					11	
			2	9	89					11	
			3	9	89					11	
		Erickson, S	1	29	52	21	21	3	3		
			2	31	32	32	23	10	3		
			3	27	48	15	19	15	4		
		Hansen, W	1	67	25	19	33	3	19		
			2	66	21	15	29	11	24		
			3	69	28	14	23	14	20		
		McMillian, C	1	4	100						
			2	2	100						
		Noriega, T	1	58	41	17	28	10	3		
			2	59	37	22	19	14	8		
			3	56	39	18	25	14	4		
		Seecof, S	1	69	38	19	23	12	9		
			2	68	18	22	35	10	15		
			3	63	24	13	37	6	21		
		Zapatero, B	1	4	100						
			2	4	100						
		Ethnicity	African American	1	24	58	21	13	4	4	
				2	27	44	11	30	7	7	
				3	21	52	10	29	10		
			Asian	1	45	22	20	27	18	13	
				2	48	21	8	33	8	29	
	3			45	16	13	29	20	22		
	Filipino		1	3			33	33	33		
			2	3			33	33	33		
3			3			33		67			
Hispanic	1		128	41	18	28	5	8			
	2		128	28	28	27	9	8			
	3		118	33	19	26	11	10			

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Nelson 2022-2023 Grade 6**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	White	1	6	33	33	33		
			2	7	29	14	29	29	
			3	4	25	25	50		
		Other	1	14	14	7	50	7	21
			2	14	7	21	7	43	21
			3	10	10	30	60		
	Gender	Female	1	124	35	18	32	6	9
			2	125	25	22	28	12	13
			3	112	26	15	31	15	13
		Male	1	96	40	17	21	10	13
			2	102	30	18	25	11	16
			3	89	35	16	21	10	18

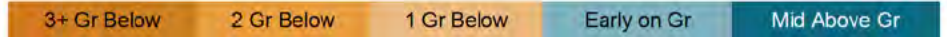
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 6



Legend

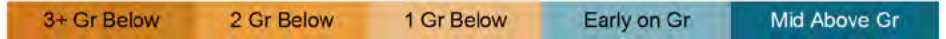


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Special Populations	Low SES	1	213	37	18	27	8	10
			2	221	27	20	27	11	14
			3	195	30	15	27	13	15
		ELL	1	59	51	24	25		
			2	59	36	37	20	5	2
			3	54	44	22	30	2	
		RFEP	1	47	23	15	30	15	17
			2	49	14	16	35	14	20
			3	46	17	13	28	22	20
		EL + RFEP	1	106	39	20	27	7	8
			2	108	26	28	27	9	10
			3	100	32	18	29	11	10
		Special Ed.	1	30	70	20	10		
			2	26	69	19	4	8	
			3	26	69	19	12		
		Spec Ed. Speech/RSP	1	19	53	32	16		
			2	18	56	28	6	11	
			3	18	56	28	17		
		Foster	1	1	100				
		Homeless	1	24	46	13	25	4	13
			2	27	30	19	26	19	7
3	17		59	18	12	12			
GATE/Excel	1	43		9	26	19	44		
	2	39			26	18	56		
	3	42		7	5	24	14	50	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Nelson 2022-2023 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	215	45	11	18	16	11	
			2	232	37	15	15	15	19	
			3	197	38	7	15	19	21	
	Teacher	Campos, A	1	6	100					
			2	7	100					
			3	6	83	17				
		Gomez, T	1	58	76	3	12	7	2	
			2	55	69	7	11	7	5	
			3	52	71	6	13	8	2	
		Gonzalez, B	1	23	100					
			2	24	92	8				
			3	23	96	4				
		Ojinna, C	1	53	36	19	19	17	9	
			2	55	25	18	22	20	15	
			3	55	29	7	20	24	20	
		Sheets, M	1	123	39	13	16	18	14	
			2	129	32	17	12	15	25	
			3	124	38	7	13	18	24	
	Zapatero, B	1	2	100						

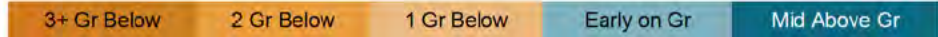
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 7



Legend

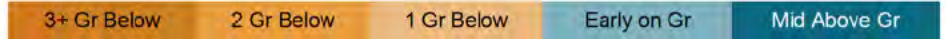


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
7	Ethnicity	African American	1	23	52	22	9	9	9	
			2	22	41	27	9	9	14	
			3	20	50	5	20	15	10	
		Asian	1	41	29	7	17	22	24	
			2	42	19	10	19	14	38	
			3	43	26	2	16	19	37	
		Filipino	1	4	25	25	50			
			2	4		25	50	25		
			3	4		25	25	50		
		Hispanic	1	131	50	11	19	13	7	
			2	148	41	16	16	14	13	
			3	118	41	9	16	20	14	
		White	1	4	50	25	25			
			2	4	50	25	25			
			3	3		33	67			
		Other	1	12	33	8	17	25	17	
			2	12	42	8	25	25		
			3	9		33	22	44		
		Gender	Female	1	108	43	12	19	15	12
				2	115	31	17	12	16	24
				3	97	31	7	14	24	24
			Male	1	107	47	10	17	17	9
				2	117	43	14	17	14	13
				3	100	44	6	16	15	19
Special Populations	Low SES	1	207	45	11	18	15	11		
		2	224	38	15	14	14	19		
		3	190	38	6	15	19	21		
	ELL	1	31	90	6	3				
		2	36	81	11	8				
		3	24	83	8	4	4			
	RFEP	1	70	31	13	26	14	16		
		2	79	33	15	9	18	25		
		3	64	25	9	13	22	31		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Nelson 2022-2023 Grade 7



Legend

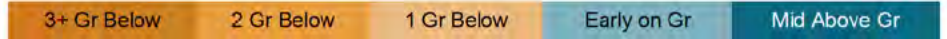


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
7	Special Populations	EL + RFEP	1	101	50	11	19	10	11		
			2	115	48	14	9	12	17		
			3	88	41	9	10	17	23		
		Special Ed.	1	26	73	4	19	4			
			2	26	65	8	15	8	4		
			3	25	68	8	16	8			
		Spec Ed. Speech/RSP	1	20	65	5	25	5			
			2	21	57	10	19	10	5		
			3	18	61	6	22	11			
		Foster	1	4	50	50					
			2	4	25	50	25				
			3	3	67	33					
		Homeless	1	17	53	6	29	12			
			2	17	47	12	18	24			
			3	16	50	6	13	13	19		
		GATE/Excel	1	45		4	11	18	38	29	
			2	48			4	8	10	23	54
			3	44				5	2	11	34

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Nelson 2022-2023 Grade 8**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	All Students	All	1	234	48	8	20	14	10	
			2	223	43	9	20	13	15	
			3	188	46	10	14	14	16	
	Teacher	Campos, A	1	13	100					
			2	13	92		8			
			3	12	100					
		Gomez, T	1	92	59	7	16	11	8	
			2	93	55	6	20	8	11	
			3	92	64	7	12	7	11	
		Gonzalez, B	1	18	94		6			
			2	18	100					
			3	20	100					
		Piepmeyer, R	1	138	39	9	23	17	12	
			2	141	38	11	19	16	16	
			3	147	46	12	12	16	15	

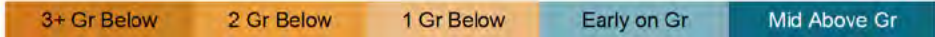
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	Ethnicity	African American	1	26	65	4	19	8	4	
			2	25	64	4	16	4	12	
			3	18	78	11	11			
		Asian	1	44	45	7	20	16	11	
			2	45	33	9	18	22	18	
			3	40	45	8	10	13	25	
		Filipino	1	2					100	
			2	2		50			50	
			3	2		50			50	
		Hispanic	1	147	46	8	20	13	12	
			2	140	41	10	21	12	15	
			3	117	44	8	16	15	17	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1					100	
		White	1	3	67			33		
			2	3	67			33		
			3	1					100	
		Other	1	11	36	18	27	18		
			2	7	57	14	14	14		
			3	9	33	44	22			
		Gender	Female	1	113	43	8	19	18	12
				2	111	38	8	22	16	16
				3	94	44	11	12	13	21
Male	1		121	52	7	21	11	8		
	2		112	48	10	18	11	13		
	3		94	49	9	16	15	12		
Special Populations	Low SES	1	229	47	8	21	14	10		
		2	219	42	9	20	14	15		
		3	184	46	9	14	14	17		
	ELL	1	44	82	5	11	2			
		2	47	83	9	6	2			
		3	38	87	5	3	4			

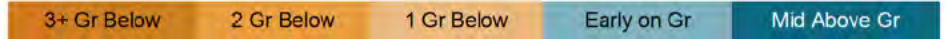
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Nelson 2022-2023 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	RFEP	1	85	26	11	27	21	15
			2	79	20	10	28	19	23
			3	68	21	12	21	21	26
		EL + RFEP	1	129	45	9	22	15	10
			2	126	44	10	20	12	15
			3	106	44	9	14	14	18
		Special Ed.	1	33	91	3	6		
			2	35	80	3	6	6	6
			3	30	83	7	7	3	
		Spec Ed. Speech/RSP	1	22	86	5	9		
			2	24	71	4	8	8	8
			3	19	74	11	11	5	
		Homeless	1	21	67	5	24	5	
			2	18	56	11	22	6	6
			3	13	62	15	15	8	
GATE/Excel	1	64	9	5	25	28	33		
	2	63	8	8	25	21	38		
	3	48	13	4	19	21	44		

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

i-Ready Math Overall Relative Placement School Data by Subgroup Nelson 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	704	3	704	38	13	25	13	12
Grade	Gr. 06	3	222	22	13	33	19	14
	Gr. 07	3	242	35	15	24	12	14
	Gr. 08	3	240	55	11	18	9	8
Ethnicity	African American	3	81	53	10	23	5	9
	Asian	3	137	21	14	23	21	21
	Hispanic	3	427	41	14	27	10	8
	Other	3	37	32	11	22	24	11
Gender	Female	3	341	34	16	25	13	12
	Male	3	363	40	10	25	13	12
Special Populations	Low SES	3	686	37	13	25	13	12
	ELL	3	137	55	16	20	4	5
	RFEP	3	215	27	16	27	18	13
	EL + RFEP	3	352	38	16	25	12	10
	Special Ed.	3	90	62	12	13	7	6
	Spec Ed. Speech/RSP	3	66	53	14	17	9	8
	Homeless	3	62	48	19	19	10	3
GATE/Excel	3	152	9	4	20	31	36	

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Nelson 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	719	3	719	46	10	17	13	14
Grade	Gr. 06	3	224	34	15	26	12	13
	Gr. 07	3	241	45	7	14	16	17
	Gr. 08	3	254	56	9	11	11	13
Ethnicity	African American	3	83	64	11	13	8	4
	Asian	3	141	33	8	17	16	26
	Hispanic	3	439	48	11	18	13	11
	Other	3	35	34	14	17	6	29
Gender	Female	3	351	41	11	18	15	16
	Male	3	368	50	10	16	11	13
Special Populations	Low SES	3	700	46	10	17	13	14
	ELL	3	147	71	11	14	2	
	RFEP	3	216	31	11	19	18	22
	EL + RFEP	3	363	47	11	17	12	13
	Special Ed.	3	92	76	10	8	3	3
	Spec Ed. Speech/RSP	3	67	69	12	10	4	4
	Homeless	3	63	65	5	11	10	10
	GATE/Excel	3	159		16	6	17	21

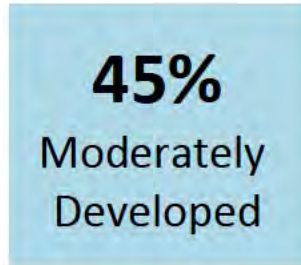
The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2022-2023

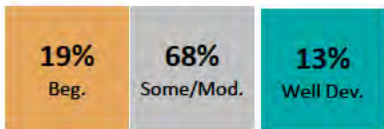
Site :: Nelson

Site Level Overall Performance Level Summary

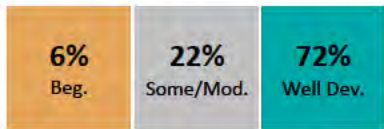


Site Level Domain Performance Level Summary

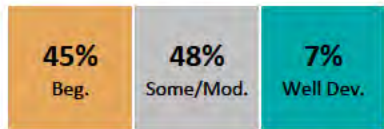
Listening



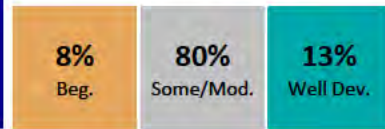
Speaking



Reading



Writing



Grade Level Performance Summary (Overall and by Domain)

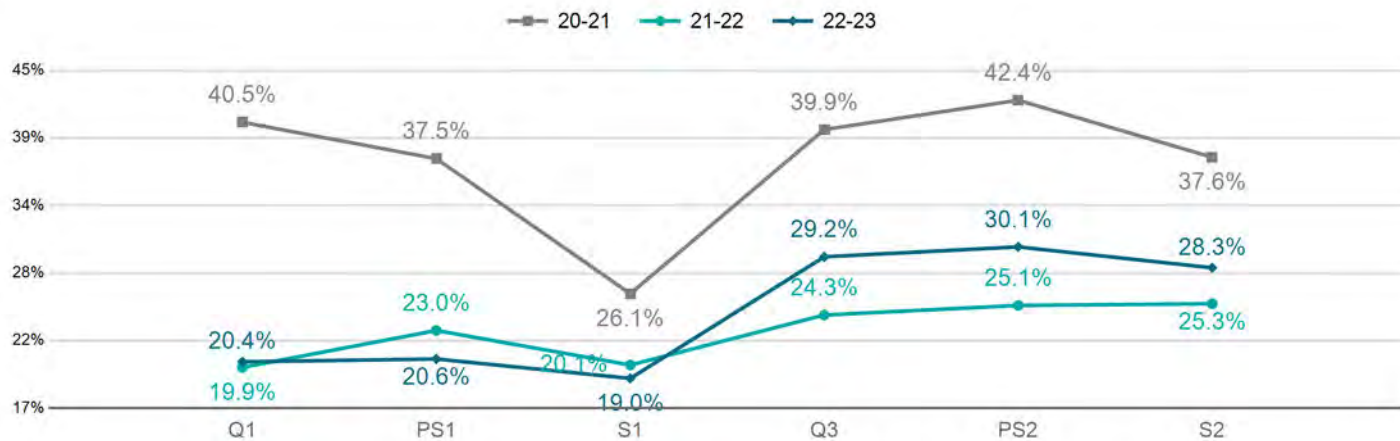
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	6%	28%	50%	17%	8%	67%	17%	6%	21%	65%	24%	60%	8%	7%	63%	22%
07	22%	37%	37%	5%	17%	63%	17%	10%	20%	63%	68%	27%	2%	10%	83%	5%
08	15%	27%	44%	15%	31%	64%	4%	4%	20%	75%	49%	42%	7%	5%	89%	4%

Nelson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



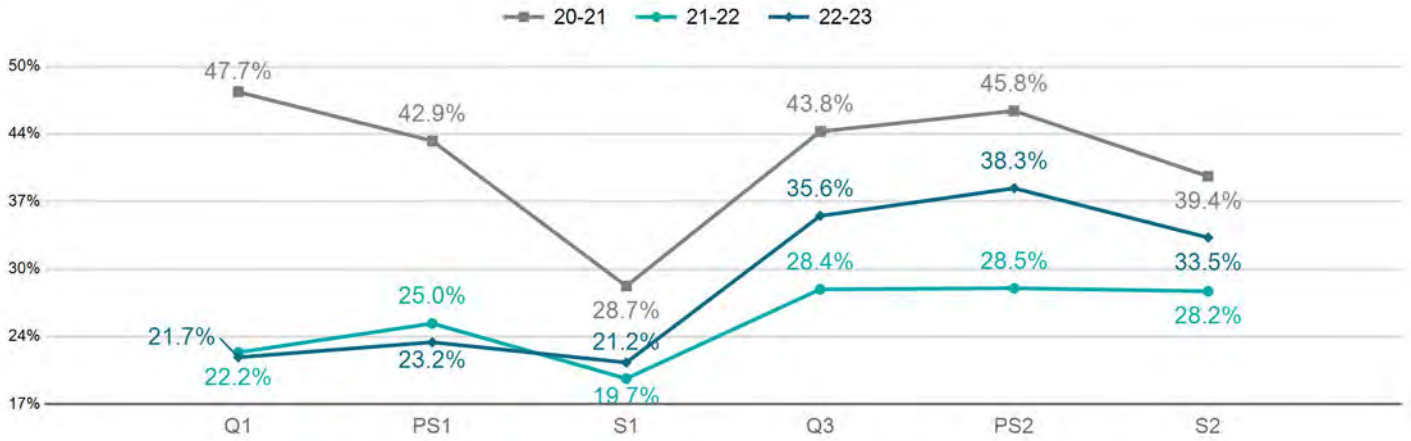
Graphs for subgroups on following pages.

Nelson D/F Rate - 3 year Comparison

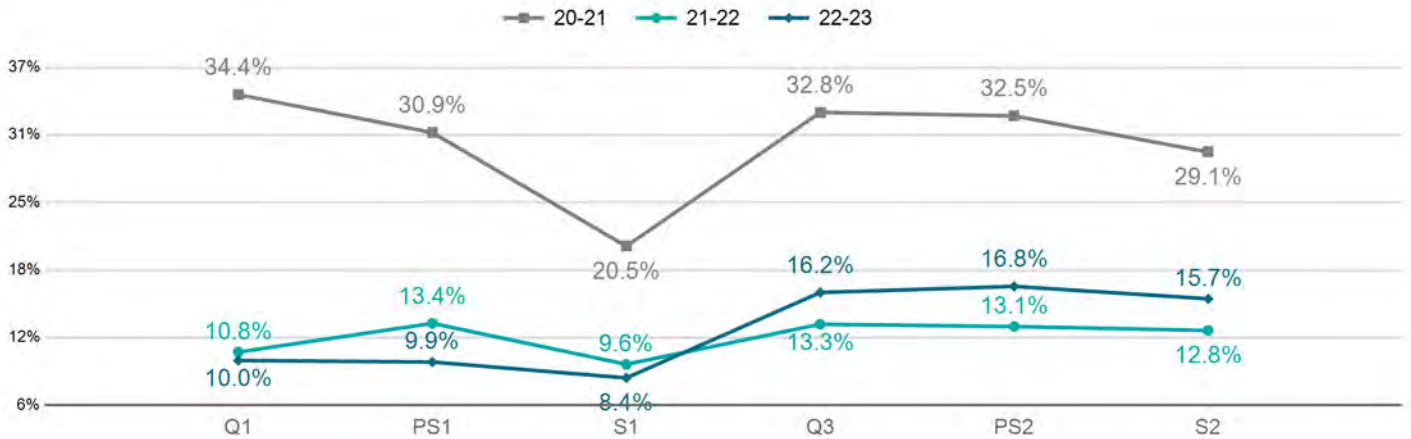
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

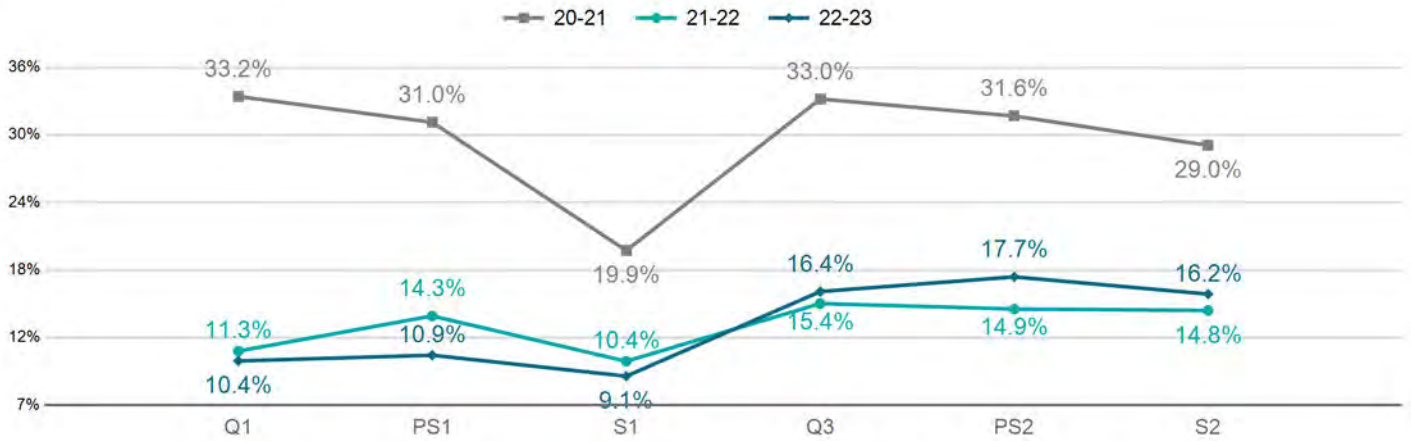
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

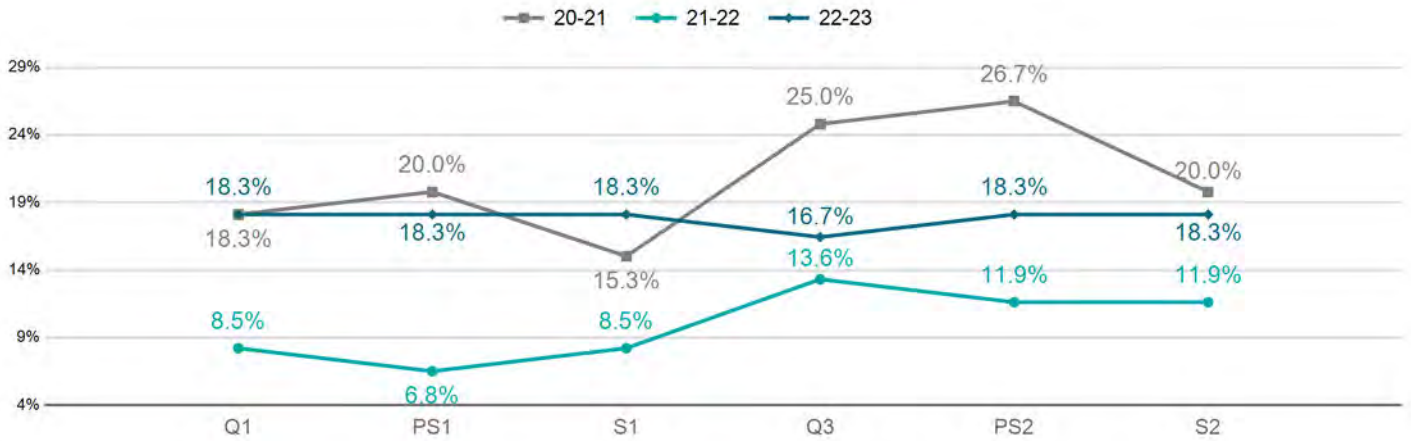


Nelson D/F Rate - 3 year Comparison

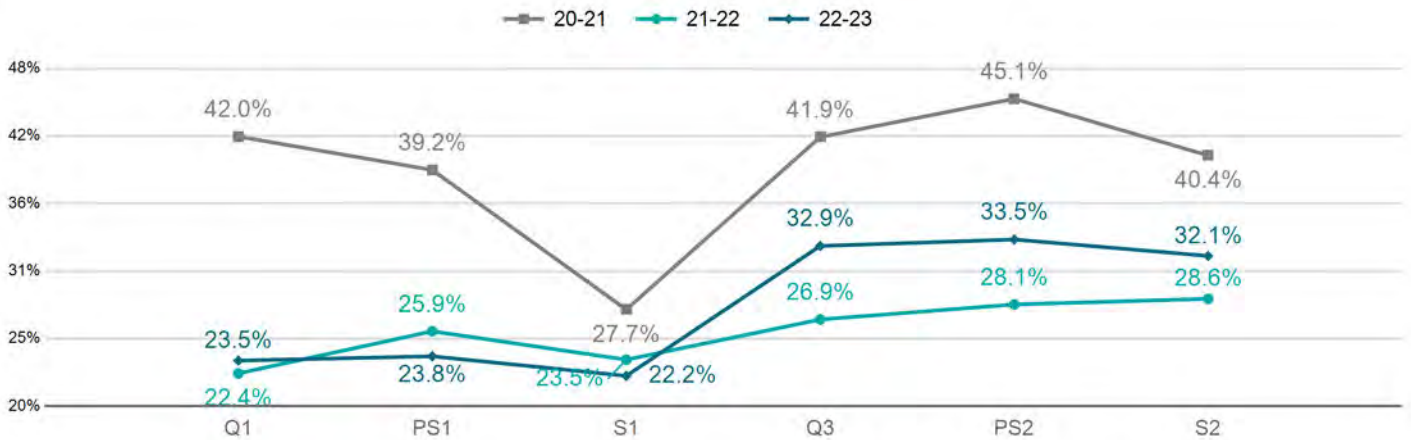
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

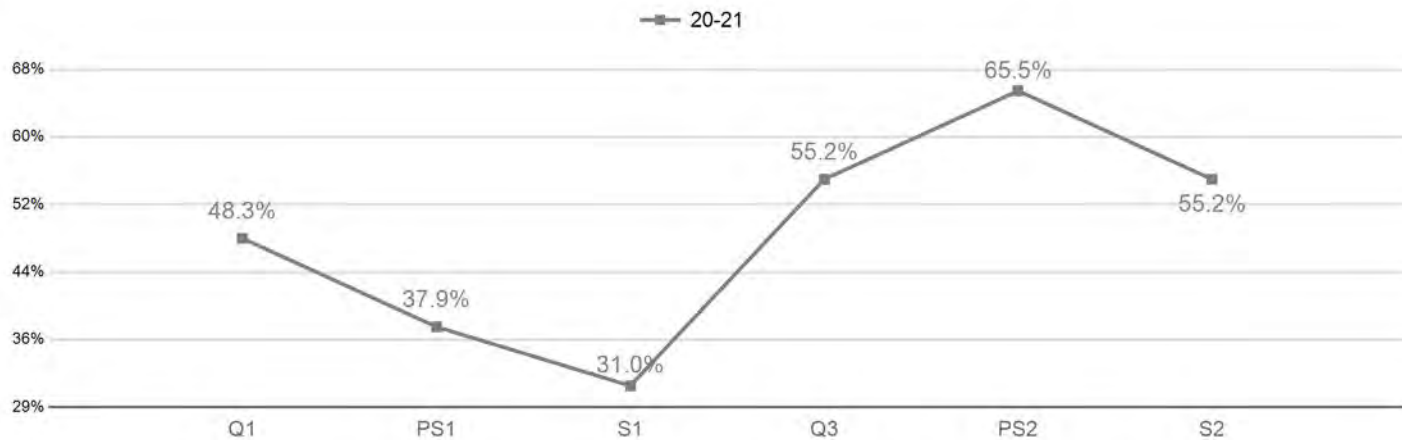


Category: Ethnicity - Subgroup: Pacific Islander

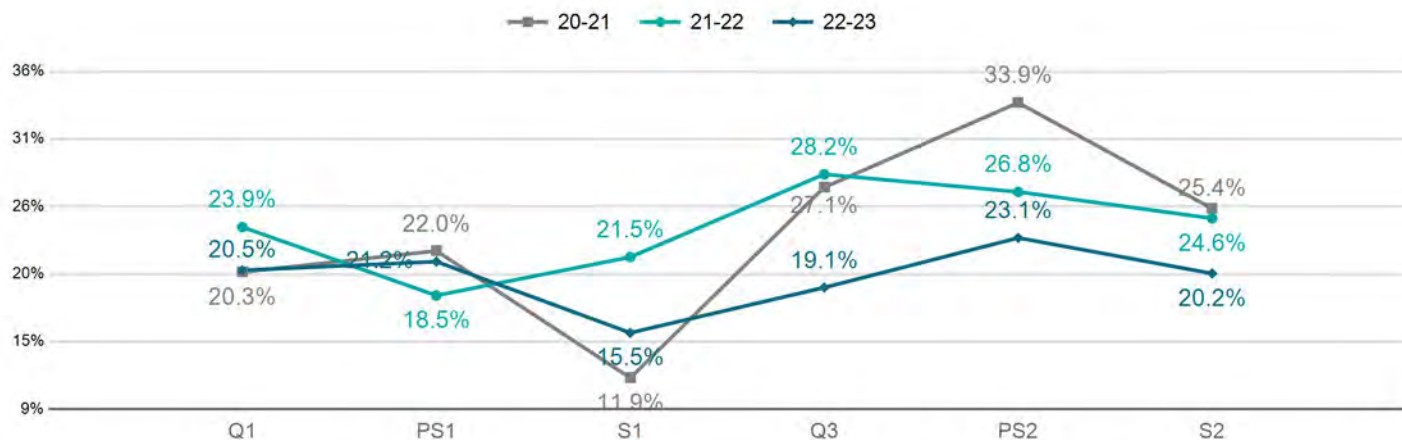
Nelson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

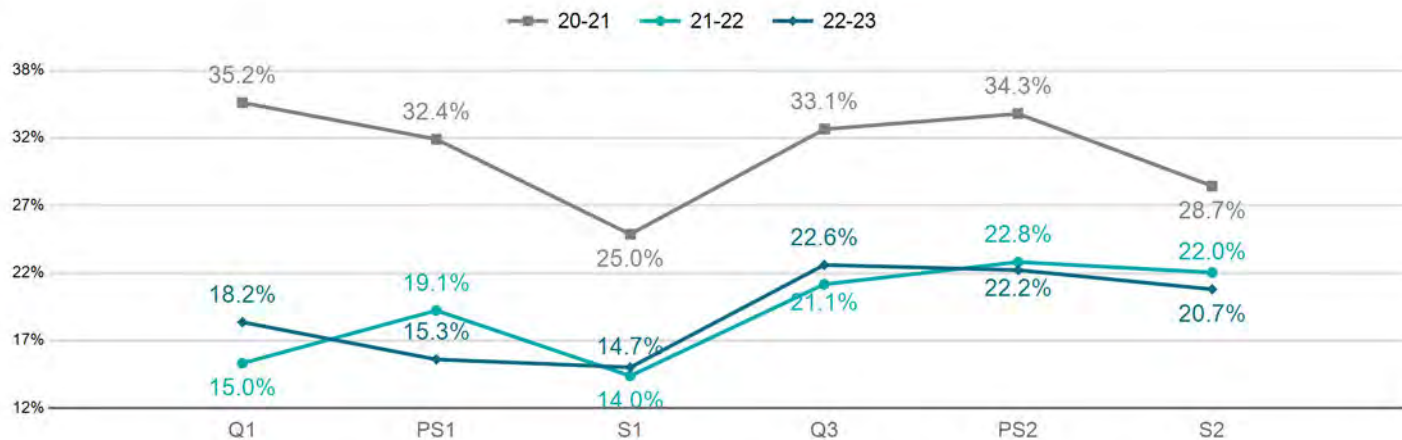
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other

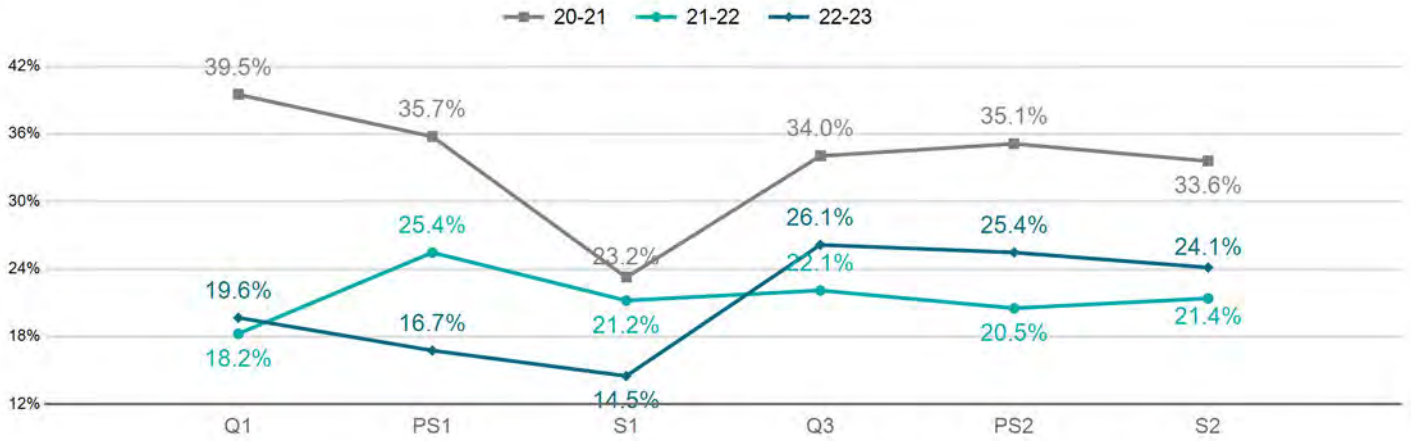


Nelson D/F Rate - 3 year Comparison

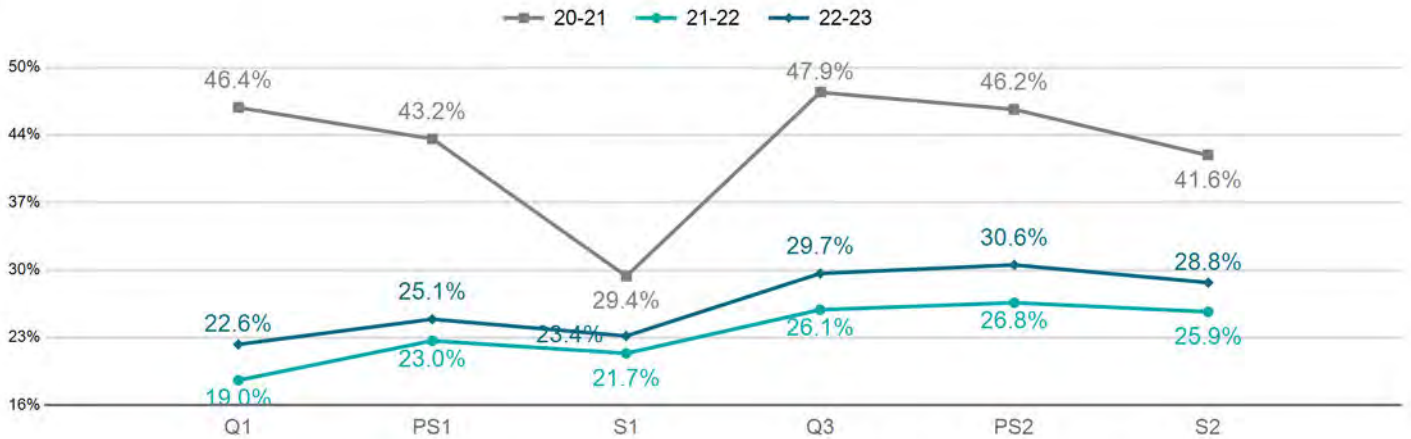
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

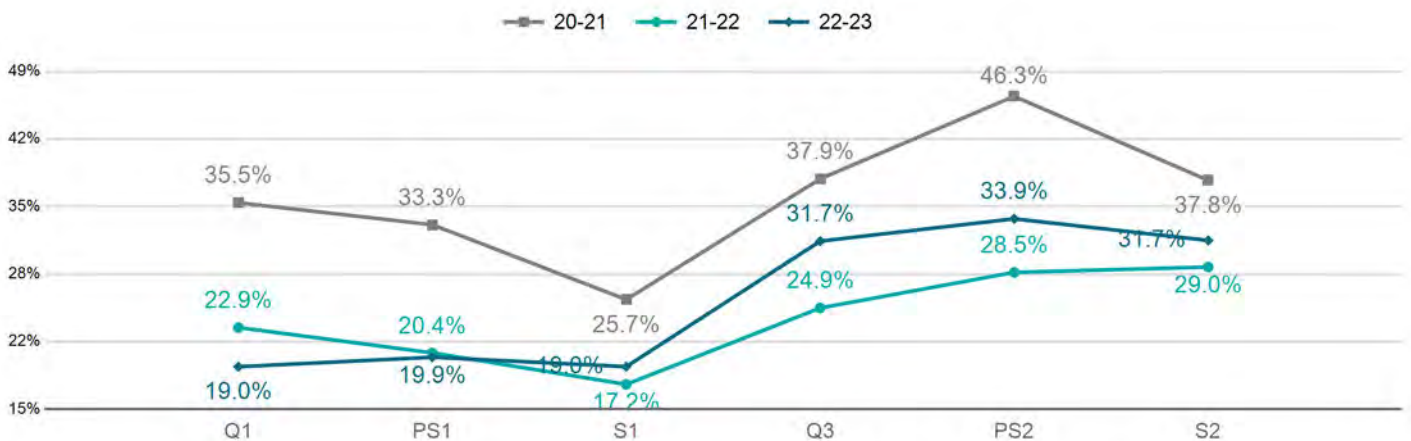
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08



[Submit Feedback](#)

Nelson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

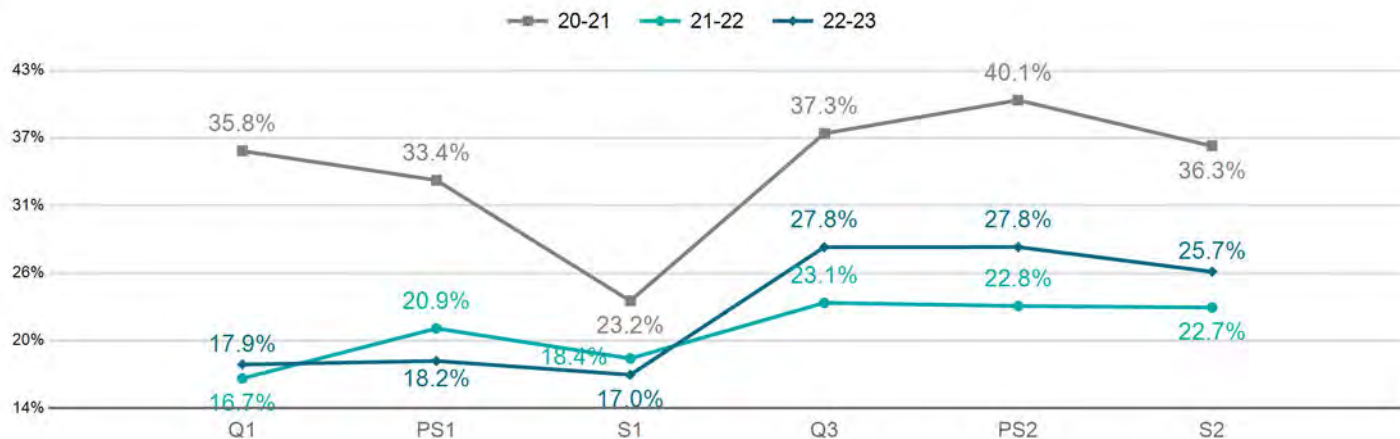
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Nelson D/F Rate - 3 year Comparison

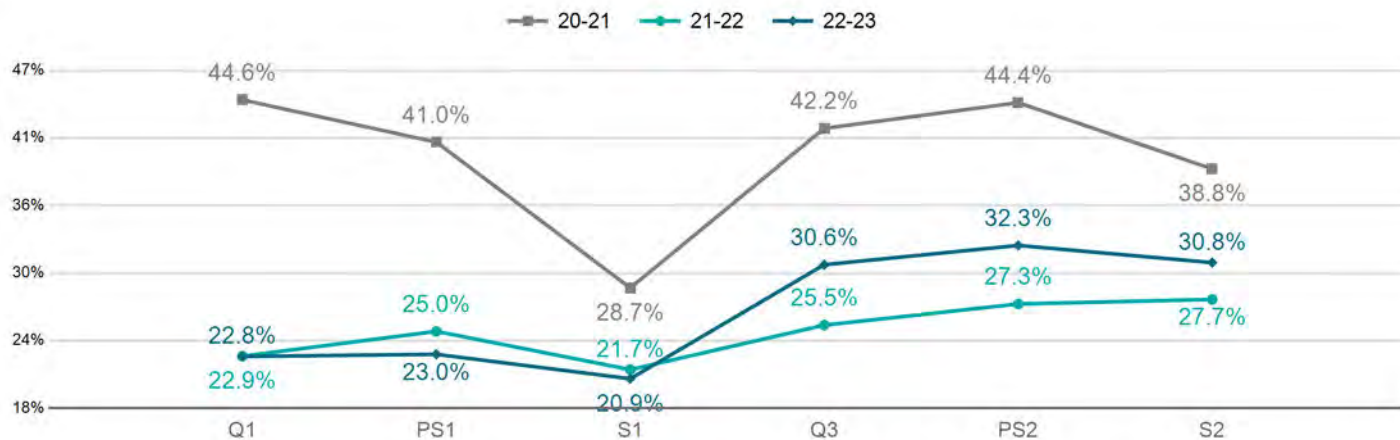
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

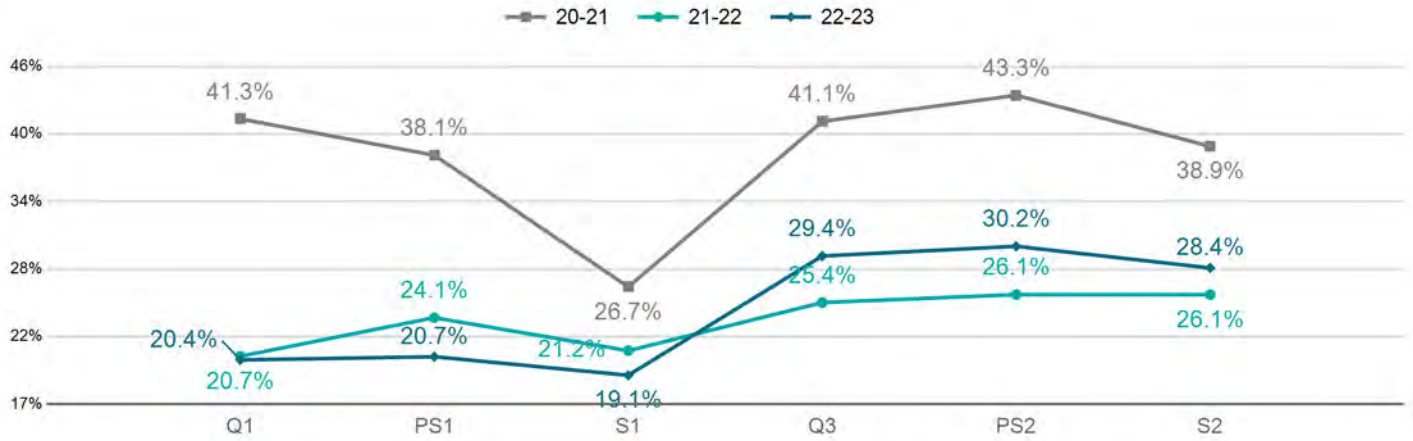


Nelson D/F Rate - 3 year Comparison

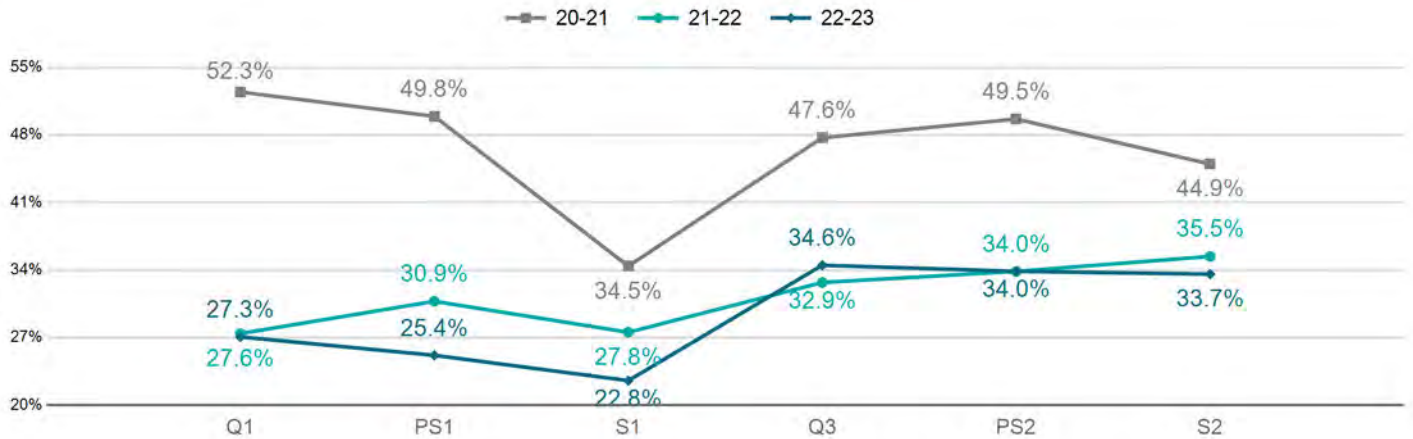
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

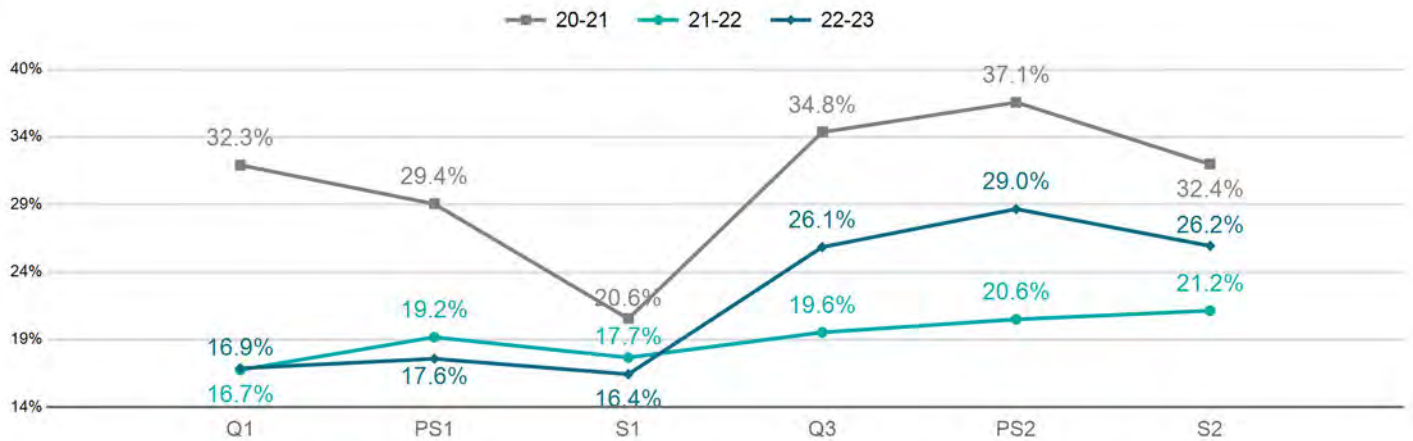
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

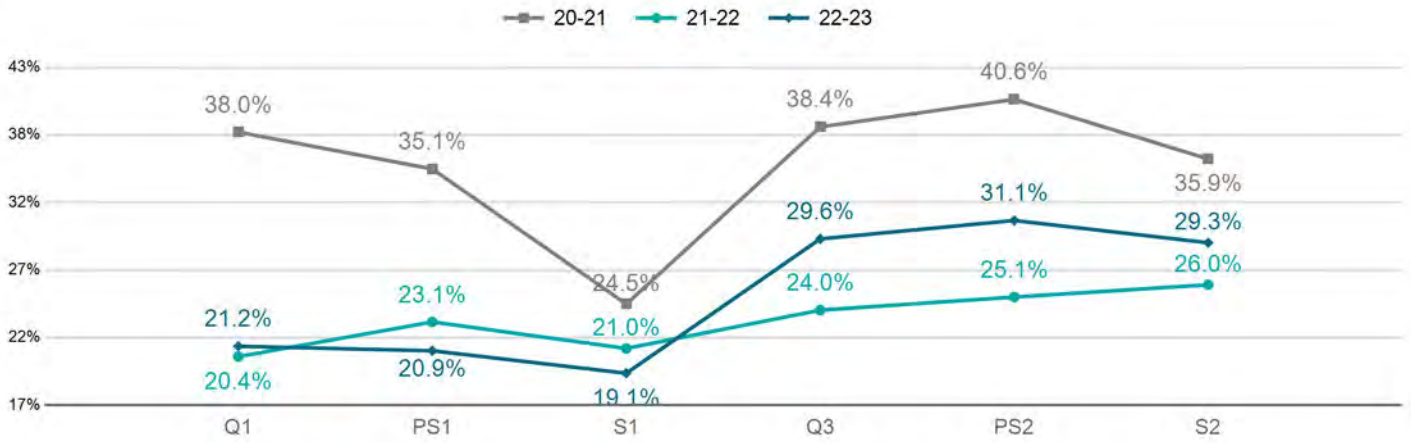


Nelson D/F Rate - 3 year Comparison

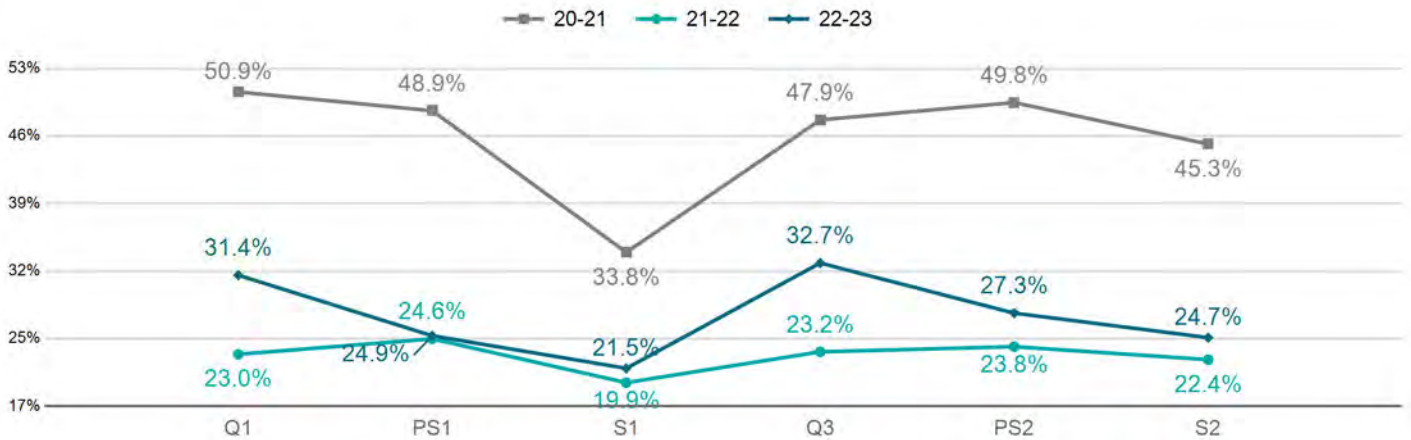
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

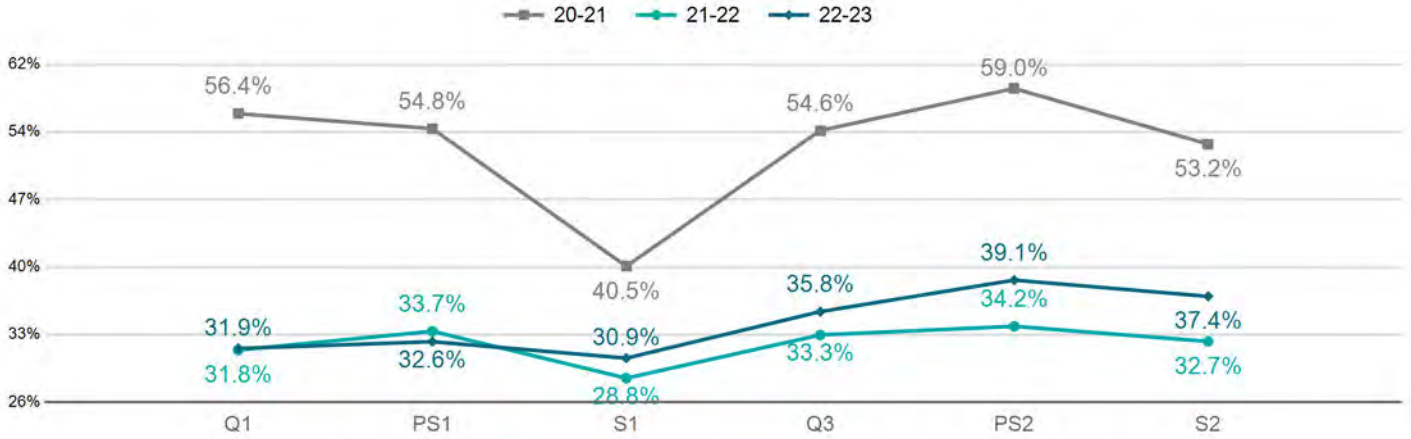


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

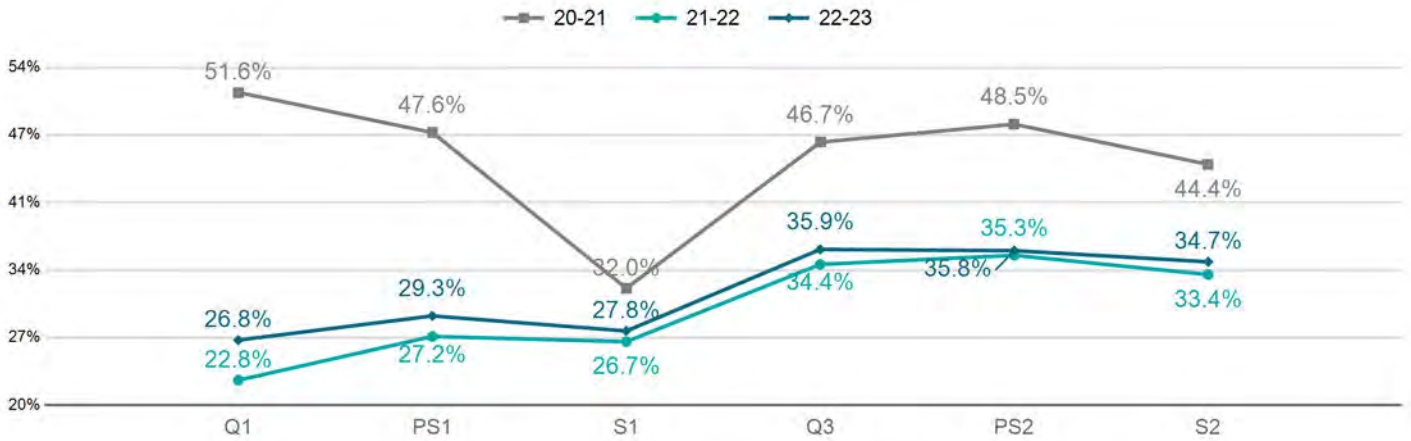
Nelson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

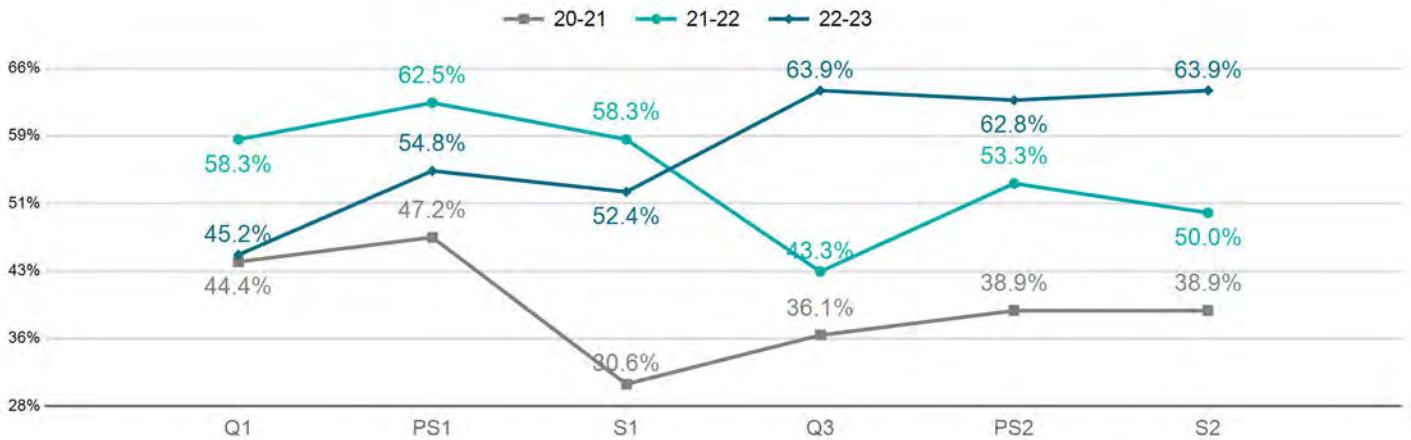
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

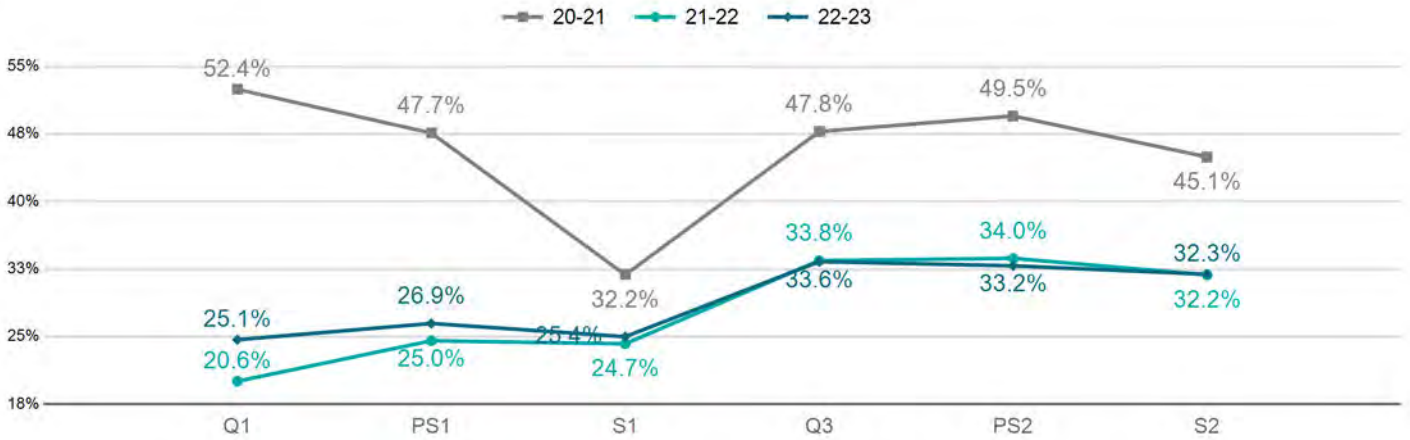


Category: Special Populations - Subgroup: Homeless

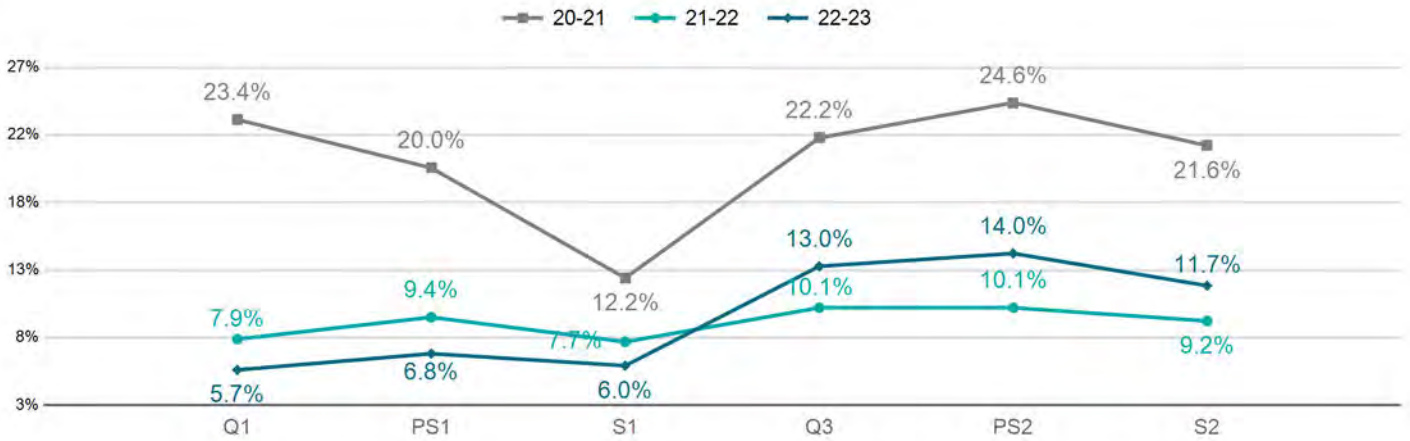
Nelson D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

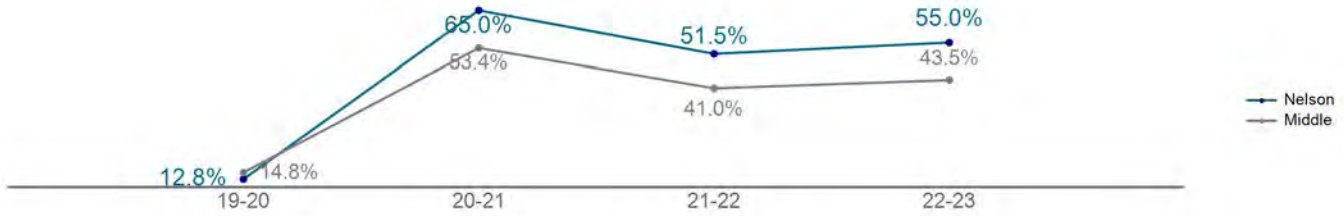


Category: Special Populations - Subgroup: GATE/Excel

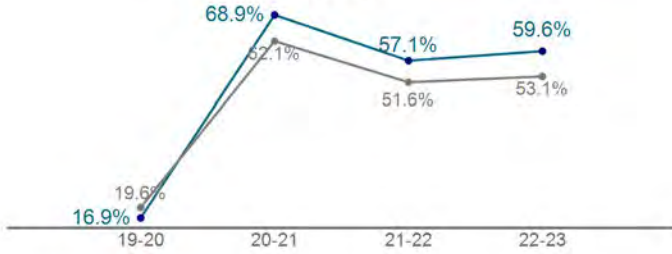


Semester 2 Students with One or More D/F

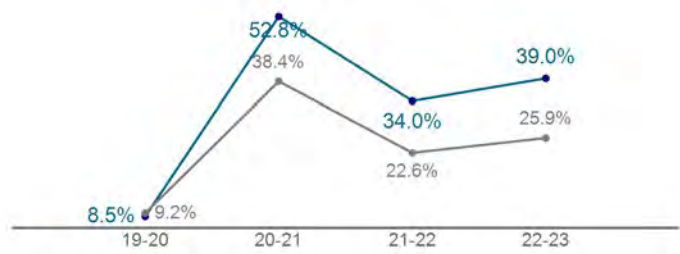
**Nelson
All Students
N = 814**



**African American
N = 94**



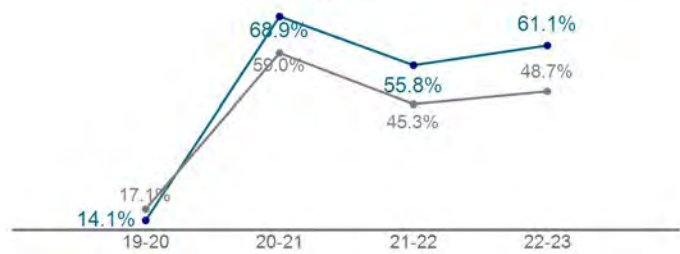
**Asian
N = 146**



Filipino

Subgroup with fewer than 20 total grades.

**Hispanic
N = 506**



Pacific Islander

Subgroup with fewer than 20 total grades.

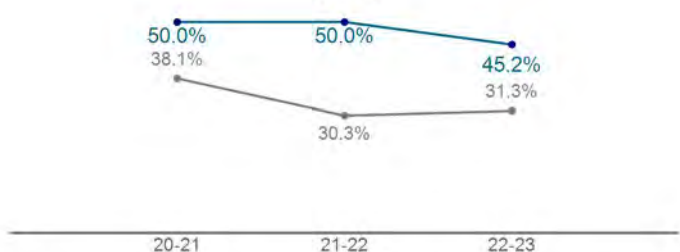
White

Subgroup with fewer than 20 total grades.

Native American

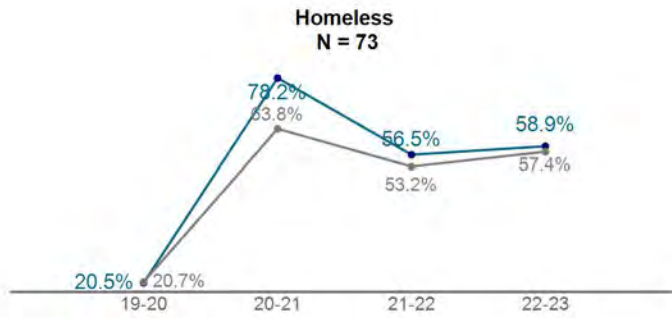
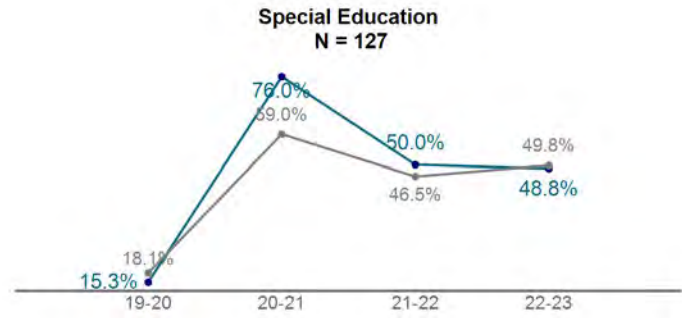
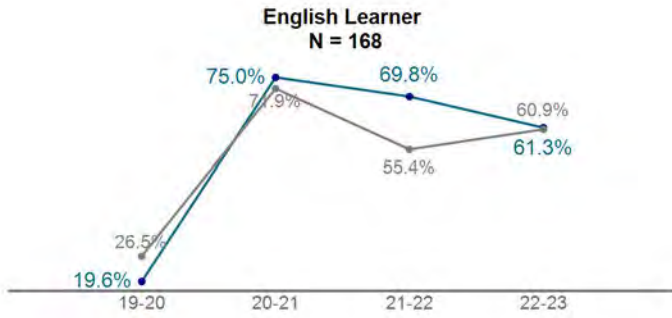
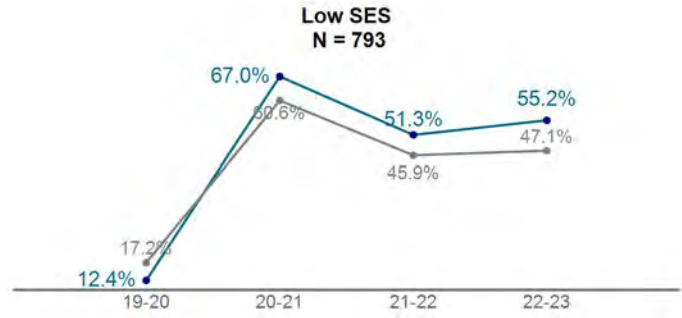
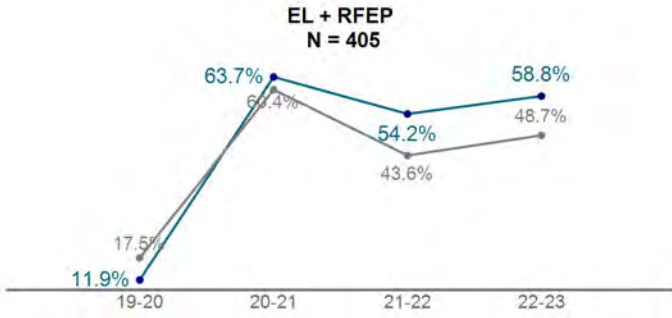
Subgroup with fewer than 20 total grades.

**Other
N = 42**

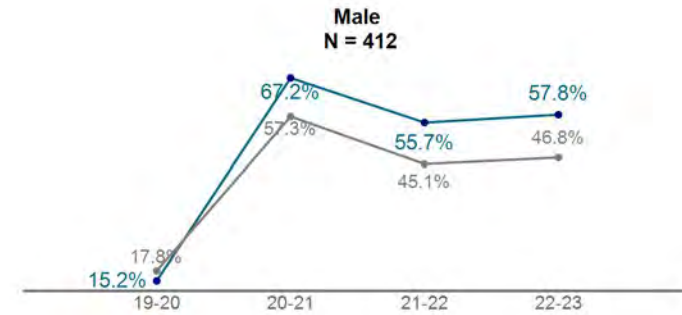
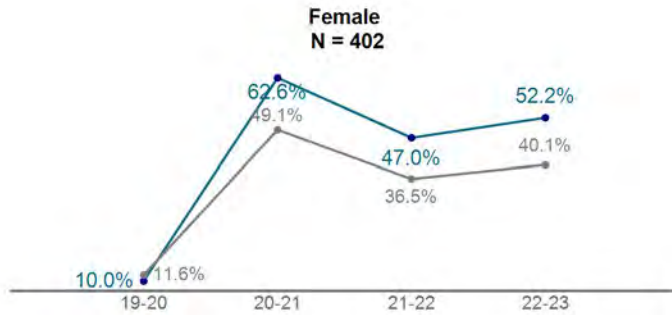


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included

Semester 2 Students with One or More D/F



Foster Youth
Subgroup with fewer than 20 total grades.

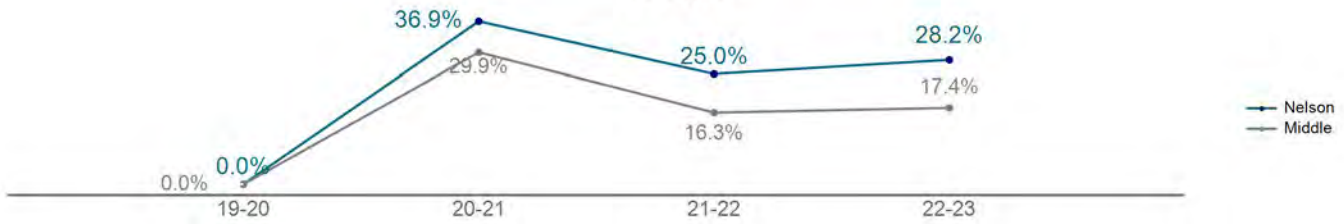


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included

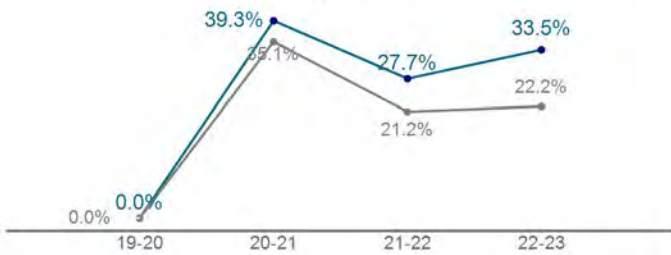
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

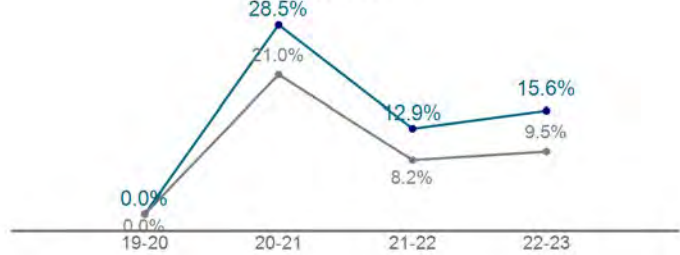
**Nelson
All Students
N = 4,803**



**African American
N = 520**



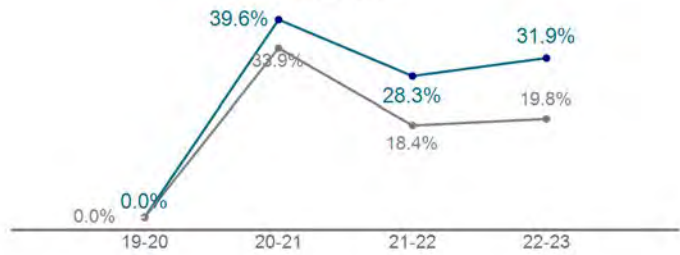
**Asian
N = 846**



Filipino

Subgroup with fewer than 20 total grades.

**Hispanic
N = 2,988**



Pacific Islander

Subgroup with fewer than 20 total grades.

White

Subgroup with fewer than 20 total grades.

Native American

Subgroup with fewer than 20 total grades.

**Other
N = 210**

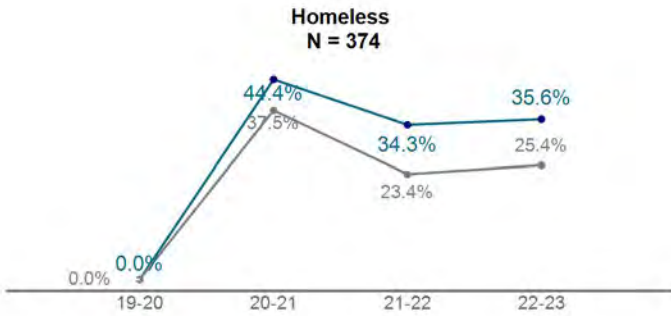
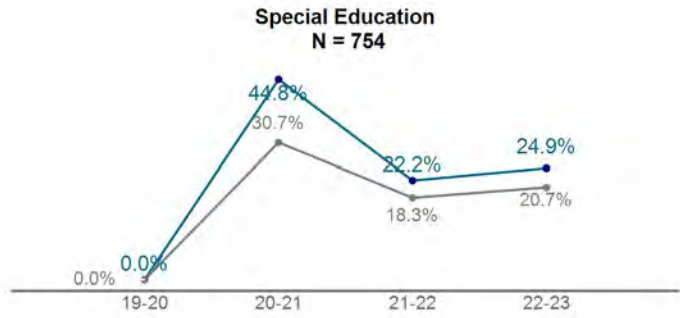
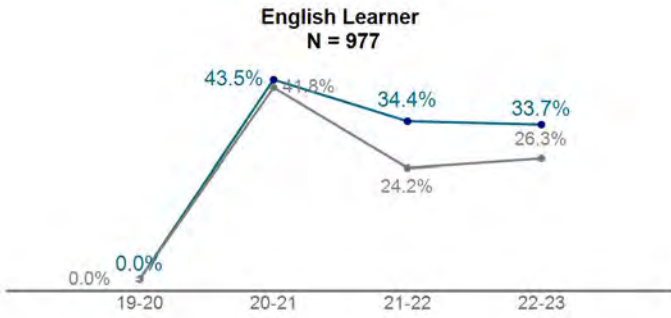
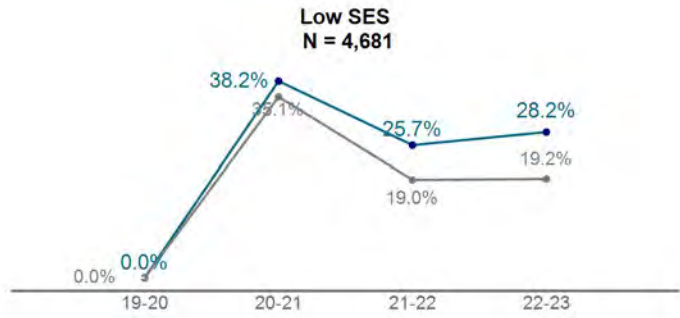
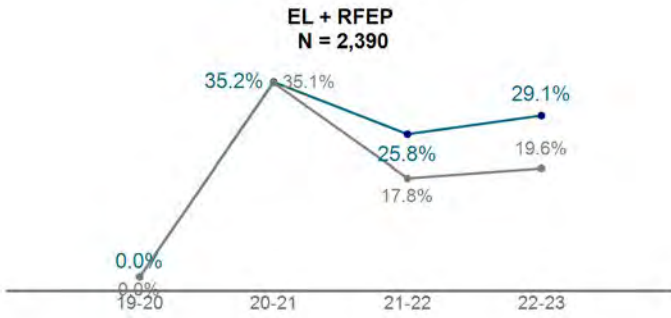


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

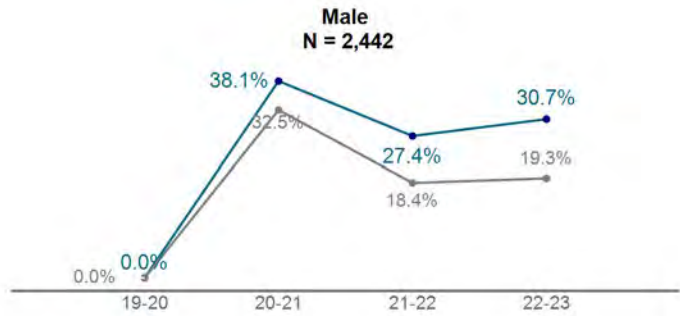
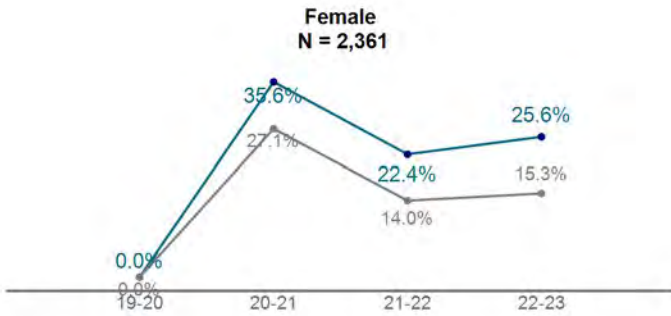
Dashed line represents data for current year still in progress.

Subgroups with fewer than 20 total grades are not included

Semester 2 - D/F Rate



Foster Youth
Subgroup with fewer than 20 total grades.





School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Nelson Academy ▾

If ATSI, identify subgroups:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

11/7/23

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Nelson Academy ▾

Si es ATSI, identifique los subgrupos::

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Afroamericanos | <input checked="" type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input checked="" type="checkbox"/> Sin hogar | <input checked="" type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC

11/7/23

Firma del director

Firma del presidente del SSC

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (opcional)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

School-Home Compact

As a Nelson student I agree to:

- Come to school ready to learn, on time, with assignments completed.
- Read for at least 30 minutes every day, complete homework, review class work and update planner.
- Know and follow class, school and district rules, including the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school and deliver to parents all school communications in a timely manner and check CANVAS regularly.
- Respect my school, classmates, staff, family, community and self.
- Respect the property of others, and treat all students at this school with kindness and respect.
- Report bullying to school staff because bullying is not acceptable.

As Nelson parent/guardian or family member I agree to be a positive role model and to:

- Provide conditions at home conducive to study; needed space, time, supplies and encouragement.
- Talk to my child regularly about the value of education.
- Make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code, and contact the school when I have concerns.
- Monitor my child's progress in school by reviewing weekly, and by checking CANVAS on a regular basis when available.
- Ensure that my child gets adequate sleep, regular medical attention and proper nutrition.
- Participate in school, home, and community sponsored activities, such as parent-teacher conferences, Open House, Back to School Night, and cultural arts performances.
- Respect the school, staff, students, families, and the surrounding community.
- Volunteer at school.
- Return phone calls and/or school communications to teachers, counselors and administrators in a timely manner.

As a Nelson teacher/staff member I agree to:

- Model professionalism in dress and behavior
- Provide a safe and bully-free classroom environment.
- Set high expectations for every student.
- Motivate my students to learn.
- Teach and involve students in classes that are engaging and challenging.
- Participate in professional development opportunities that improve teaching and learning best practices.
- Support the formation of partnerships with families and the community.
- Enforce expectations equitably among all students.
- Advise families on what they can do to support their child's learning.
- Participate in decision making with staff and families for the benefit of students.
- Communicate regularly with Parents/Guardians about their child's progress in school and upcoming events by utilizing CANVAS and School Messenger.
- Communicate the academic content, course expectation and assessment, for each course.
- Model and teach management and interpersonal skills, goal setting, and problem solving.

Compacto de la Escuela y el Hogar

Como estudiante de la escuela Nelson estoy de acuerdo a:

- Venir a la escuela preparado para aprender, estar a tiempo, con mi tarea completa.
- Leer por lo menos 30 minutos cada día, hacer mi tarea, revisar el trabajo de clase y actualizar la agenda.
- Saber y seguir las reglas de la clase, escuela y del distrito, incluyendo la política del uniforme escolar.
- Hablar regularmente con mis padres y maestros sobre mi progreso en la escuela y entregar a mis padres toda la comunicación de la escuela a tiempo y chequear regularmente CANVAS.
- Respetar mi escuela, compañeros, personal, familia, comunidad y a mí mismo.
- Respetar la propiedad de otros, y tratar todos los estudiantes en la escuela con amabilidad y respeto.
- Reportar bullying al personal de la escuela porque el bullying no es aceptable.

Como padre/tutor de Nelson o miembro de la familia estoy de acuerdo a ser un ejemplo positivo y:

- Proveer condiciones en el hogar que conducen al estudio; espacio necesario, tiempo, útiles y ánimo.
- Hablar con mi hija/hijo regularmente sobre el valor de la educación.
- Asegurar que mi niña/niño leen todos los días.
- Asegurar que mi niña/niño asiste a la escuela todos los días, a tiempo, y con su tarea completa.
- Apoyar la disciplina de la escuela y código de vestir de uniforme, y contactar la escuela cuando tenga una preocupación.
- Monitorear el progreso de mi niña/niño en la escuela revisándolo cada semana, y chequeando CANVAS regularmente cuando sea disponible.
- Asegurar que mi niña/o duerme suficiente, darle atención medica regular y nutrición apropiada.
- Participar en actividades de la escuela, hogar, y de la comunidad, tal como conferencia de padre-maestro "Open house", Noche de regreso a la escuela, y actividades de arte cultural.
- Respetar la escuela, el personal, estudiantes, familiares, la comunidad.
- Ayudar en la escuela.
- Regresar llamadas telefónicas/o comunicaciones de la escuela con los maestros, consejeros y administradores a tiempo.

Como maestro/miembro del personal de la escuela estoy de acuerdo a:

- Demostrar profesionalismo en el vestuario y comportamiento y proveer un lugar seguro y libre de "bully" en el ambiente del salón.
- Poner altas expectativas para cada estudiante.
- Motivar a los estudiantes a aprender.
- Enseñar a los estudiantes y permitirles participar en clases que son interesantes y complejas.
- Participar en oportunidades del desarrollo profesional que mejoran la enseñanza y las mejores prácticas de aprendizaje.
- Apoyar la información de asociación con las familias y la comunidad.
- Ejecutar las reglas equitativamente entre todos los estudiantes
- Asesorar a las familias en como apoyar el aprendizaje de sus niñas/os.
- Participar en hacer decisiones con otras escuelas, personal escolar y familias para el beneficio de los estudiantes.
- Comunicarse regularmente con padres/tutores sobre el progreso de los estudiantes en la escuela y eventos próximos utilizando CANVAS y School Messenger.
- Comunicar el contenido académico, expectativas del curso y evaluación por cada curso.
- Demostrar y enseñar manejo y habilidades interpersonales, poner metas, y resolver problemas.

Jessie Elwin Nelson Academy

Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Jessie Elwin Nelson Academy has developed jointly with, agreed upon with, and distributed to the 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 establish Nelson's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The Home-School-Compact is incorporated into the School Parental Guidelines.

PART I

Jessie Elwin Nelson Academy agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, the School Parental Involvement Guidelines that the school and parents of participating children agree upon.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format, and to the extent practicable, will distribute these Guidelines to the parents in a language that 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 Home-School-Compact as a component of its School Parental Involvement Guidelines
- Agree 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. Jessie Elwin Nelson Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Attendance at one of the 4 District Trainings for School Site Council parents and Teams.

Topics included:

- Responsibilities and Roles of SSC and its members
 - Composition of SSC
 - Budgetary Considerations
 - Single Plan for Student Achievement
 - Title I, Compliance
- Plan meeting with SSC and ELAC parents to review the Single Plan for Student Achievement and the previous year's Parental Involvement Guidelines
 - Provide directions for the program and assist the Leadership Team with the planning, implementation, monitoring, and evaluation of the Single Plan for Student Achievement
 - Invite other parents and stakeholders to attend meetings via:
 - CANVAS
 - Nelson School Website
 - School Messenger
 - Elections of SSC members
 - Public Notices

At Meeting:

- Review Single Plan for Student Achievement and previous year's Guidelines and Home-School-Compact as a group, make changes/adjustments as necessary
- Re-write or update the Parent Involvement Guidelines and Home-School-Compact
- Oral and written translations available for Spanish and Khmer parents to allow for discussions
- Collaborate with the school's Leadership Team in the development of the Single Plan for Student Achievement and recommending it for approval
- Monitor the implementation of the Single Plan for Student Achievement activities
- Periodically assess the effectiveness of the Single Plan for Student Achievement in meeting the educational, career, and personal needs of all students
- Annually review the Single Plan for Student Achievement, establish a new school improvement budget, and if necessary approve modifications in the plan and budget, to reflect the changing student needs and priorities
- The School Site Council will meet at least 7 times during the school year according to the guidelines established in the School Site Council Bylaws.

2. Jessie Elwin Nelson Academy will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:

- SSC and ELAC
- Annual Title I Meeting
- Main Office Counter
- Back To School Night
- School Website

3. Jessie Elwin Nelson Academy will periodically update its School Parental Guidelines to meet the changing needs of parents and the school:

4. Jessie Elwin Nelson Academy will convene an Annual Meeting to inform parents of the following:

- That their child's school participates in Title I, about the requirements of Title I, of their rights to be involved.
- How the school plans to use the Title 1 funds
- School Site Council
- ELAC (English Language Advisory Council)

Two meetings will be held, 1 in the morning, and 1 in the evening, to accommodate all parents;

- Parents will be invited to the Annual Public Meeting through a flyer sent home with students
- Notices posted throughout the campus in English, Spanish, and Khmer
- School Messenger Communications

5. Jessie Elwin Nelson Academy will hold a flexible number of meetings at varying times, and provide childcare paid for with Title I funding as long as these services relate to parental involvement:

- Notifications via fliers/marquee – newsletters, lunchtime, and in the evening
- Workshops/meetings
- School Messenger
- Electronic memos
- District Parent Resource Center Family Nights

6. Jessie Elwin Nelson Academy will provide timely information about Title I Programs to parents of participating children in a timely manner:

- At Annual Title I Meeting
- On Main Office Counter
- At SSC, ELAC Meetings and other Parent meetings
- Communication will be sent home to parents in English, Spanish and Khmer.
- The Nelson Parent-School Compact will be issued annually to all students.
- Back To School Night
- School Website
- District Parent University monthly Calendars of Workshops

7. Jessie Elwin Nelson Academy will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at various meetings, such as

- Parent University Workshops
- Nelson Knight's Herald News

8. Jessie Elwin Nelson Academy will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions, and to participate as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parents' suggestions/topics

- Principal has open door policy
- Parent Surveys
- Parent Meetings

9. Jessie Elwin Nelson Academy will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Jessie Elwin Nelson Academy will build the school's 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:

- District "Trainer of Trainer" Trainings offered for parents and staff to facilitate Parent Education Workshops on site.
- Volunteering in classrooms (VIPS)~pending district's COVID-19 Protocols
- Attending District and School Parent Meetings
- Communicating on a regular basis with the school/teacher
- GATE/ Long Beach Scholars Parent Workshops
- School Site Council
- English Language Advisory Committee

2. Jessie Elwin Nelson Academy will incorporate the School-Parent-Compact as a component of its School Parental Involvement Guidelines:

- It will be developed, discussed, and reviewed at the first SSC and ELAC Meetings.
- It will be distributed to parents, electronically and will be printed in the student planner

3. Jessie Elwin Nelson Academy will, with the assistance of its District, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described:

- Common Core State Standards
- State and Local Academic Assessments including alternate assessments
- Requirements of Title I
- How to monitor their child's progress
- Calendars – Parent University Workshops
- Superintendent's Parent Forum
- DCAC and DELAC Meetings
- District Website: Parent Involvement

4. Jessie Elwin Nelson Academy 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, using technology, as appropriate, to foster parental involvement by:

- Parent University Parent Workshop

5. Jessie Elwin Nelson Academy will, with the assistance of its District and parents, educate its teachers, pupil services personnel, principal, and administrative staff, in how to reach, to communicate with, and

work with parents as equal partners, in the value and utility of contributions of parents, 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
- MyPD Learning Opportunities

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:

- Parent/Community Representative, will be doing the Spanish translations of written materials/notifications that are sent to the parents
- District staff will be doing the Khmer translations of written materials/notifications that are sent to parents

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PART IV ADOPTION

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by School Site Council Meeting Minutes

These Guidelines were adopted by Jessie Elwin Nelson Academy on October 17, 2023 and will be in effect for the period of the 2023-2024 academic school-year. The school will make the Guidelines available in the office and through the Nelson Academy Website to all parents and the local community on or before November 7, 2023. Jessie Elwin Nelson Academy's notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of these Guidelines to parents in a language the parents can understand.



(Signature of Authorized Official)

11-7-23

(Date)

Academia Jessie Elwin Nelson

Directrices para la Participación de los Padres de Familia

En su calidad de escuela que recibe fondos del Título I, Parte A (Título I), la Academia Jessie Elwin Nelson ha desarrollado conjuntamente, acordado y distribuido a los padres de los niños participantes, las Directrices para la Participación de los Padres de Familia en la Escuela, que contienen la información requerida conforme a la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés). Las Directrices establecen las expectativas de Nelson respecto a la participación de los padres y describen cómo la escuela llevará a cabo una serie de actividades específicas de participación de los padres. El Pacto Hogar-Escuela se incorpora a las Directrices Escolares para Padres.

PARTE I

La Academia Jessie Elwin Nelson se compromete a implementar los siguientes requisitos:

- Desarrollar en colaboración con los padres de familia, distribuir a los padres de familia de los niños participantes, las Directrices de Participación de los Padres de Familia de la Escuela que la escuela y los padres de los niños participantes hayan acordado
- Informar a los padres de familia sobre las Directrices de Participación de los Padres de Familia en la Escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuir estas Directrices a los padres de familia en un idioma que los padres puedan entender
- Poner a disposición de la comunidad local las Directrices para la Participación de los Padres de Familia en la Escuela
- Actualizar periódicamente las Directrices para la Participación de los Padres de Familia en la Escuela para satisfacer las necesidades cambiantes de los padres y de la escuela
- Adoptar el Pacto Hogar-Escuela como componente de sus Directrices para la Participación de los Padres en la Escuela
- Acepta regirse por la siguiente definición legal de participación de los padres, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DEL MODO EN QUE LA ESCUELA APLICARÁ LAS DIRECTRICES REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES

COMPONENTES

1. La Academia Jessie Elwin Nelson tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Directrices para la Participación de los Padres en la Escuela y su plan para toda la escuela, si corresponde, de una manera organizada, continua y oportuna conforme a la sección 1118(b) de la ESEA:

- Asistencia a uno de los 4 Cursos de Capacitación del Distrito para Padres y Equipos del Concilio del Plantel Escolar. Los temas incluyeron:
 - Responsabilidades y funciones del Concilio del Plantel Escolar (SSC) y sus miembros
 - Composición del SCC
 - Consideraciones presupuestarias
 - Plan Único para el Logro Estudiantil
 - Cumplimiento del Título I
- Planificar una reunión con los padres del SSC y ELAC para revisar el Plan Único para el Logro Estudiantil y las Directrices para la Participación de los Padres del año anterior
- Proporcionar orientaciones para el programa y ayudar al Equipo Directivo en la planificación, aplicación, seguimiento y evaluación del Plan Único para el Logro Estudiantil
- Invite other parents and stakeholders to attend meetings via:
 - CANVAS
 - Página web de la Escuela Nelson
 - School Messenger*
 - Elecciones de los miembros del SSC
 - Avisos públicos

En la reunión:

- Revisar en grupo el Plan Único para el Logro Estudiantil y las Directrices y el Acuerdo entre el Hogar y la Escuela del año anterior, realizar los cambios/ajustes que sean necesarios.
- Reescribir o actualizar las Directrices para la Participación de los Padres y el Acuerdo entre el Hogar y la Escuela
- Traducciones orales y escritas disponibles para los padres que solo hablan español y camboyano para permitir que haya conversaciones
- Colaborar con el Equipo Directivo del centro en la elaboración del Plan Único para el Logro Estudiantil y recomendar su aprobación
- Supervisar la aplicación de las actividades del Plan Único para el Logro Estudiantil
- Evaluar periódicamente la eficacia del Plan Único para el Logro Estudiantil a la hora de satisfacer las necesidades educativas, profesionales y personales de todos los estudiantes
- Revisar anualmente el Plan Único para el Logro Estudiantil, establecer un nuevo presupuesto de mejora escolar y, si es necesario, aprobar modificaciones en el plan y el presupuesto, para reflejar los cambios en las necesidades y prioridades de los estudiantes
- El Concilio del Plantel Escolar se reunirá al menos 7 veces durante el curso escolar de acuerdo con las directrices establecidas en los Estatutos del Concilio del Plantel Escolar

2. La Academia Jessie Elwin Nelson tomará las siguientes acciones para distribuir a los padres de los niños participantes y a la comunidad local, las Directrices para la Participación de los Padres en la Escuela:

- SSC y ELAC
- Reunión anual del Título I
- Mostrador de la Oficina Principal
- Noche de Regreso a la Escuela
- Sitio web de la escuela

3. La Academia Jessie Elwin Nelson actualizará periódicamente sus Directrices Escolares para Padres para satisfacer las necesidades cambiantes de los padres y de la escuela:

4. La Academia Jessie Elwin Nelson convocará una Reunión Anual para informar a los padres de lo siguiente:

- Que la escuela de su hijo/a participa en el Título I, sobre los requisitos del Título I, de sus derechos a participar.
- Cómo piensa utilizar la escuela los fondos del Título I
- School Site Council
- ELAC (Comité Asesor del Estudiantado Que Está Aprendiendo Inglés)

Se celebrarán dos reuniones, una por la mañana y otra por la tarde, para dar cabida a todos los padres;

- Se invitarán a los padres a la reunión pública anual mediante un folleto que se enviará a casa con los estudiantes
- Avisos en todo el plantel escolar en inglés, español y camboyano
- Comunicaciones a través de *School Messenger*

5. La Academia Jessie Elwin Nelson llevará a cabo un número flexible de reuniones en diferentes horarios, y proporcionará cuidado de niños pagado con fondos del Título I, siempre y cuando estos servicios se relacionen con la participación de los padres:

- Notificaciones a través de folletos/marquesinas - boletines, a la hora del almuerzo y por la noche
- Talleres/reuniones
- *School Messenger*
- Memorandos electrónicos
- Noches de familia en el Centro de Recursos para Padres del Distrito

6. La Academia Jessie Elwin Nelson proveerá información oportuna acerca de los Programas Título I a los padres de los niños participantes de manera oportuna:

- En la reunión anual del Título I
- En el mostrador de la oficina principal
- En el SSC, reuniones del ELAC y otras reuniones de padres
- La comunicación se enviará a los padres en inglés, español y camboyano
- El Convenio Nelson entre los padres y la escuela se entregará anualmente a todos los estudiantes..
- Noche de ~~vuelta~~ Regreso a la Escuela
- Sitio web de la escuela

- Calendarios mensuales de talleres de la Universidad de Padres del Distrito

7. La Academia Jessie Elwin Nelson proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes, y los niveles de competencia que se espera que los estudiantes alcancen en diversas reuniones, tales como

- Talleres de la Universidad de Padres
- Noticias de *Nelson Knight*

8. La Academia Jessie Elwin Nelson proporcionará a los padres de los niños participantes, si los padres lo solicitan, oportunidades para reuniones regulares para formular sugerencias, y para participar como corresponda, en las decisiones relacionadas con la educación de sus hijos, y responderá a cualquiera de tales sugerencias tan pronto como sea posible:

- Sugerencias/temas de los padres
- El director tiene una política de puertas abiertas
- Encuestas a los padres
- Reuniones de padres

9. La Academia Jessie Elwin Nelson presentará al distrito cualquier comentario de los padres si el plan a escala escolar bajo la sección (1114)(b)(2) no les es satisfactorio a los padres de los niños participantes:

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA CONSEGUIR UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Academia Jessie Elwin Nelson desarrollará la capacidad de la escuela y de los padres para la participación sólida de los padres, con el fin de garantizar la participación eficaz de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicas que se describen a continuación:

- Se ofrecen cursos de capacitación de instructores para que los padres y el personal puedan impartir talleres de educación de padres en el plantel escolar .
- Voluntariado en las aulas (VIPS, por sus siglas en inglés) ~Protocolos COVID-19 del distrito siguen pendientes
- Asistencia a las reuniones de padres del distrito y de la escuela
- Comunicarse regularmente con la escuela/ el/la maestro/a
- Talleres para padres *GATE/ Long Beach Scholars*
- Concilio del Plantel Escolar (SSC)
- Comité Asesor del Estudiantado Que Está Aprendiendo Inglés (ELAC, por sus siglas en inglés)

2. La Academia Jessie Elwin Nelson incorporará el Pacto Escuela-Padres como un componente de sus Directrices para la Participación de los Padres en la Escuela:

- Se elaborará, debatirá y revisará en las primeras reuniones del CDC y del ELAC
- Se distribuirá a los padres por vía electrónica y se imprimirá en la agenda del estudiante

3. La Academia Jessie Elwin Nelson, con la ayuda de su Distrito, proporcionará asistencia a los padres de los niños atendidos por la escuela en la comprensión de temas como los siguientes, llevando a cabo las acciones descritas:

- Estándares Estatales Básicos Comunes (CCSS)
- Evaluaciones académicas estatales y locales, incluyendo evaluaciones alternativas
- Requisitos del Título I
- Cómo seguir el progreso de su hijo/a
- Calendarios - Talleres de la Universidad de Padres
- Foro dirigido a los padres por la Superintendente
- Reuniones del DCAC y DELAC
- Página web del distrito: Participación de los padres

4. Jessie Elwin Nelson Academia, con la asistencia de su Distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de los mismos, tales como capacitación de lectoescritura, el uso de la tecnología, según corresponda, para fomentar la participación de los padres por:

- Taller de Universidad de Padres

5. La Academia Jessie Elwin Nelson, con la asistencia de su Distrito y padres, educará a sus maestros, personal de servicios estudiantiles, director, y personal administrativo, en cómo alcanzar, comunicarse con, y trabajar con padres como socios iguales, en el valor y utilidad de contribuciones de padres, en cómo implementar y coordinar programas para padres, y construir lazos entre padres y escuelas a través de:

- Servicios para profesores/personal (presentadores invitados)
- Comunicación positiva con los padres
- Oportunidades de aprendizaje en *MyPD*

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender:

- El Representante de Padres/Comunidad, hará las traducciones al español de los materiales escritos/notificaciones que se envíen a los padres.
- El personal del distrito traducirá al camboyano el material escrito y las notificaciones que se envíen a los padres.

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PARTE IV ADOPCIÓN

Estas Directrices para la Participación de los Padres en la Escuela han sido desarrolladas y acordadas conjuntamente con los padres de los niños que participan en los Programas del Título I, Parte A, como lo demuestran las Actas de las Reuniones del Consejo Escolar.

Estas Directrices fueron adoptadas por la Academia Jessie Elwin Nelson el 17 de octubre de 2023 y estarán vigentes durante el período del año escolar académico 2023-2024. La escuela hará las Directrices disponibles en la oficina y a través del Sitio Web de la Academia Nelson a todos los padres y a la comunidad local en o antes del 7 de noviembre de 2023. La notificación de la Academia Jessie Elwin Nelson a los padres respecto a las Directrices se hará en un formato comprensible y uniforme y, en la

medida de lo posible, proporcionará una copia de estas Directrices a los padres en un idioma que los padres puedan entender.



(Firma del funcionario autorizado)

12-8-23

(Fecha)