LONG BEACH
UNIFIED · SCHOOL · DISTRICT

Stanford Middle School

School Plan for Student Achievement

2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at **lbschools.net/departments/strategic-planning**, are rooted in the following core values:
- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration
The percentage of students in Grades 4-8 scoring at the "Not Met" achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

Recommendation 1: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Our 2024 ELA Stanford SBAC scores were 68% Met or Exceeded.
Our 2024 iReady Diagnostic 1 scores were 53% At or Above Grade Level.

ELA Goals

By Spring 2025, Stanford SBAC ELA will increase by 5% to 73% Met or Exceeded.
By Spring 2025, Stanford iReady ELA scores will increase by 15% to 68% of the students scoring At or Above Grade Level.
According to the CDE Dashboard, students with disabilities have lower test scores. To support appropriate IEP goals we have an additional 50% Asst. Principal. We will monitor the progress through the iReady diagnostic assessments.

Comprehensive Needs Assessment: Mathematics

Math Findings

Our 2024 Math Stanford SBAC scores were 53% Met or Exceeded.
Our 2024 iReady Diagnostic 1 scores were 38% At or Above Grade Level

Math Goals

By Spring 2025, Stanford SBAC Math will increase by 5% to 58% Met or Exceeded.
By Spring 2025, Stanford iReady Math scores will increase by 15% to 53% of the students scoring At or Above Grade Level.
According to the CDE Dashboard, students with disabilities have lower test scores. To support appropriate IEP goals we have an additional 50% Asst. Principal. We will monitor the progress through the iReady diagnostic assessments.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Our 2024 Stanfords ELL Students were 4% Met or Exceeded on SBAC ELA and by 3% Met or Exceeded on SBAC Math. According to the CDE dashboard, EL's Math Achievement was down 15.5%

English Learner Goals

By Spring 2025 Stanford's ELL Students will increase by 4% to 10% (Met or Exceeded) on SBAC ELA and by 3% to 10% (Met or Exceeded) in SBAC Math.
In support of iReady, ELPAC, and SBAC scores, we will be instituting an after school tutoring program. This will be funded out of Title I to support our English Learners in Math and ELA. We will progress monitor by checking their various assessment a sit applies to Math and ELA.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

In the 2024 Pulse Data, Stanford students scored the following percentages in the three areas surveyed:Student Identity (87%)Student Agency (80%)Student Belonging (76%)
Our attendance rates are lowest among our homeless population, with CDE Dashboard 22-23 data showing a chronic absenteeism rate of 36%.

Culture/Climate Goals

By Spring 2025, Stanford Pulse Data will increase in student Identity by 2% to 89 %, studentAgency will increase by 3% to 83% and student Belonging by 4% to 80%.
Chronic absenteeism of homeless youth will decrease through use of extra Asst. Principal, counselor and wellness center social worker making home visits. We will progress monitor through communication with our Bethune Social Worker as well as reviewing monthly attendance data.

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 | 1) By Spring 2024, Stanford Overall SBAC ELA will increase by 5% to 72% M/E

By Spring 2024, Stanford African American students SBAC ELA will increase by 15% to 67% M/E

By Spring 2024, Stanford Latino/Latina students SBAC ELA will increase by 10% to 68% M/E

Action Plan: We will continue to build relationships with our students using the U3 Engagement as we give our marginalized students a voice. In addition we will be working oon our GATE strategies to meet the needs of all students. Tutoring is another aspect of our action plan which includes several teachers doing this as well as our SIP program.

Progress Monitoring: Our SIP program will utilize the progress monitoring located in LROIX to follow students achievement throughout the year. This will also occur through our IIC, who will use iReady and Unit Assessment data to track student progress. | Goal Partially or Not Met | SBAC ELA M/E increased from 67% to 67.9%
AA ELA scores decreased from 51.8% to 44.1% M/E.
Hispanic ELA scores increased from 58.5% to 60.4% M/E
Our PD focused on our targets groups. We need to focus more on our "Nearly Met" students in our focus groups in order to move them to "Met" and attain our goals for 2024-25 | We will be focusing on our target groups with a more defined action plan that looks at those students who are "Nearly Met" and move them over to "Met". This will be part of our Staff PD and will also be a focus for our Grade Level Meetings and Department Meetings. |

| Math | 1) By Spring 2024, Stanford Overall SBAC Math will increase by 5% to 57% M/E

By Spring 2024, Stanford American American SBAC Math will increase by 15% to 48% M/E

By Spring 2024, Stanford Latino/Latina SBAC Math will increase by 10% to 51% M/E

Action Plan: We will continue to build relationships with our students using the U3 Engagement as we give our marginalized students a voice. In addition we will be working oon our GATE strategies to meet the needs of all students. Tutoring is another aspect of our action plan which includes several teachers doing this as well as our SIP program.

Progress Monitoring: Our SIP program will utilize the progress monitoring located in LROIX to follow students achievement throughout the year. This will also occur through our IIC, who will use iReady and Unit Assessment data to track student progress. | Goal Partially or Not Met | Data: SBAC math increased from 52.3% to 53.3%.
AA math decreased from 33.3% to 22.9%.
Latino math scores increased from 41.2 to 44.6%
Our PD focused on our targets groups. We need to focus more on our "Nearly Met" students in our focus groups in order to move them to "Met" and attain our goals for 2024-25 | We will be focusing on our target groups with a more defined action plan that looks at those students who are "Nearly Met" and move them over to "Met". This will be part of our Staff PD and will also be a focus for our Grade Level Meetings and Department Meetings. |

English Learner	1) By spring 2024 Stanford's ELL students will increase from 8% to 11% on their SBAC ELA and from 0% to 3% on their SBAC Math Action Plan: We will be using the ELLevation platform to insure that all steachers are meeting our EL's needs. Progress Monitoring: We will monitor EL's progress using ELPAC results as well as data collected by tracking each of our EL students.	Goal Partially or Not Met	ELL math SBAC did meet the math goal of 3% M/E. ELL ELA SBAC decreased from 7.7% to 6.1% M/E. We partially met our goals with our EL students. We need a more focused approach that helps our EL students to achieve better results on the ELPAC.	We will continue to use the ELLevation platform to help our EL students improve on the ELPAC. Summitt will be used for EL's in CCR classes. In addition, we will be running a 6 week tutoring proram that will assist our EL students on the ELPAC. This program will also teach academic mathematics vocabulary to address the achievement of EL's on the math SBAC.
Culture/Climate	1) By Spring 2024, Stanford Pulse Survey will increase in Student Agency by 4% bringing us 85% responding positively, student Sense of Belonging will increase by 4% bringing us to 80% responding favorably, and Student iIentity will increase by 6% bringing us to 90% responding favorably. Action Plan: We will continue to offer student services such as our Wellness Center and other mental health programs that meet the needs of our students. In addition, our counselor will continue to meet with students	Goal Partially or Not Met	Spring Pulse survey data: Agency: 80%, Belonging 76%, Identity: 87%. We continued to hold more activities and utilize our Wellness Center to increase our students Belonging, Agency, and Identity as measured by the Pulse Survey.	We plan to increase our activities planned by our Student Council, Clubs, Wellness Center, and PTA in order to offer a varied and inclusive school climate that brings all students to the forefront and allows for everyone to feel part of our school culture and celebrate one another.

and do home visits that insure that our students and their families are checked upon when needed. We will continue to use various platforms for students voice and choices to be heard. Also, we will hold Anti-Bullying, Suicicde Prevention, and Sexual Harassment assemblies that inform our students of correct and inclusive behavior to create a welcoming environment for all students.

Progress Monitoring: We will survey students both whole school and in their individual classes, measuring their wants and needs. We will also track student visits to the Wellness Center to insure that we are meeting the needs of all students.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
6 rec aides to be funded through LCFF Rec to supervise before and after school and during lunch. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

SIP (Student Intervention Plan). Hourly pay for one to two grade level leads (30 hours per month max) geared towards academic success for at risk students identified through district data (iReady, Edulastic, SBAC, ELLevation, Pulse, Attendance, and Suspension). Daily and weekly meetings with students both during school and after school to build relationships and plans for the success of each student. Parent/Student contract for accountability. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Add THREE Recreational Staff Members to our team for the 2023-2024 school year. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Hourly pay for teachers who run Restorative Justice Circles as well as additional monies for teacher release time for meetings. Middle School Office will match funds for the program. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
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: • 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. All 6-8 Language Arts classrooms will use: • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: 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. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)	myPerspectives and associated ancillary materials, Pearson Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level - NewsELA Thinking Maps ELLevation iReady

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Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • 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 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: • 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	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays 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. 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. Research Task & Presentation SBAC Summative assessment (Grades 3-8)	myPerspectives and associated ancillary materials, Pearson Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps

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Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
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: • 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 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. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources

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: • 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 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. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources

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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
To ensure students and office staff have the appropriate items to function successfully. Culture-Climate Survey (Student-Staff)|100	Equipment, supplies, and materials for instructional and administrative purposes.	All Staff, All Students	LCFF $2,488 Materials - LCFF 100%	08/27/2024 - 06/13/2025 Annually	Principal Asst Principal	Teachers Office Staff Culture-Climate Survey (Student-Staff)|100
Low performing students. Other|100	Enrichment Club. Working wiht students on executive functioning and Graduate Portrait as well as their various needs with academic support.	Identified At-Risk Students	Title 1 $23,764 Teacher Hourly P Schedule (7) for 40 hours annually - Title 1 100%	01/31/2025 - 06/13/2025 Daily	Principal APs Teachers	Data Monitoring Grades Other|100
Students that need help in math. Algebra Participation/Pass|100	After school math tutoring. Algebra and other needs.	All Students	Title 1 $8,487 Teacher Hourly P Schedule (2) for 50 hours annually - Title 1 100%	01/31/2025 - 06/13/2025 Weekly	Teachers	Data Monitoring Algebra Participation/Pass|100
El Students EL Reclassification|100	After school tutoring for EL students.	English Learners	LCFF $1,358 Teacher Hourly P Schedule (1) for 16 hours annually - LCFF 100%	12/01/2024 - 03/31/2025 Weekly	Principal Community Facilitator Teacher	Data Monitoring ELPAC Scores EL Reclassification|100

Student Behavior Suspension/Explusion Rate|100	Hourly pay for teachers who run Restorative Justice Circles as well as additional monies for teacher release time for meetings. Middle School Office will match funds for the program.	All Students	LCFF $4,583 Teacher Hourly P Schedule (6) for 9 hours annually - LCFF 100%	08/27/2024 - 06/12/2025 Weekly	Teachers Principal Assistant Principals Counselor RJ Supervisor	Pulse and Suspension Data. Suspension/Explusion Rate|100
Alternatives to support student needs in order to increase sense of belonging and decrease suspension rates and reduce referrals as well as decreasing chronic absenteeism. Stanford wants to make sure we are meeting the district's attendance goal. Attendance/Chronic Absenteeism Rate|20, Suspension/Explusion Rate|30, Culture-Climate Survey (Student-Staff)|50	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Assistant Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism.	All Parents, All Students, Support Staff/Counselors	Title 1 $101,765 Asst. Principal Middle .5 FTE - Title 1 100%	08/27/2024 - 06/12/2025 Daily	Assistant Principal Principal	Assistant Principal will create a culture and climate action plan and report the status of the plan and strategies along with discipline and referrals data, as well as suspension rates, attendance and chronic absenteeism rates to staff and parents each trimester. Attendance/Chronic Absenteeism Rate|20, Suspension/Explusion Rate|30, Culture-Climate Survey (Student-Staff)|50

Our students need supervision, support, and recreation Culture-Climate Survey (Student-Staff)|100	Four (4) rec aides to be funded through LCFF Rec to supervise before and after school and during lunch.	All Students	LCFF Rec $61,837 Hourly - Recreation Aide (4) for 784 hours annually - LCFF Rec 100%	08/27/2024 - 06/12/2025 Daily	Lawson	We will review our CORE survey and discipline data Culture-Climate Survey (Student-Staff)|100
Before and after school and three lunch periods require several staff members to superivse our students. Culture-Climate Survey (Student-Staff)|100	Add three (3) Recreational Staff Members to our team for the 2024-2025 school year.	All Students	LCFF $39,989 Hourly - Recreation Aide (3) for 676 hours annually - LCFF 100%	08/27/2024 - 06/12/2025 Daily	Lawson	CORE Survey Data and Discipline Incidents Culture-Climate Survey (Student-Staff)|100

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	WEB activities, Where Everybody Belongs, and expectations assemblies will support students in their middle school transitions.	8th grade students in LBUSD engage in the High School Choice process. This process includes a High School Choice Fair, High School Site Nights, presentations by our school's counseling team for students and parents, and support with submitting high school applications. Once students have been admitted to their high school, the high school counselors come to our school to schedule students with their 9th grade courses. Before high school starts, students have the opportunity to engage in high school start-of-school activities, that vary by site, but include a 9th grade orientation.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Culture and Climate Belonging Agency Identity	Wellness Center Activities Wellness Assemblies	50% Wellness Center DIrector	Semester	Wellness DIrector School Counselor	Pulse Survey
Culture and Climate Belonging Agency Identity	Wellness Center Activities Wellness Assemblies	50% Wellness Center DIrector	Semester	Wellness DIrector School Counselor	Pulse Survey

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
U3 Engagement Adult Portrait Gate Strategies Alignment of all three with the QCI Framework.	We have worked as a staff on both U3 Engagement and GATE strategies to meet the needs of our students. Staff knowledge of the Adult Portrait. Alignment of all three with the QCI Framework	N/A	08/26/2024 08/29/2024 09/12/2024 10/10/2024 11/1/2024 11/7/2024	Teachers Admin Team Counselor IIC	SBAC Data iReady Data Pulse Survey Data
Student Achievement SBAC ELA|50, SBAC Math|50	Data Day / Release Day allowing for staff to increase their efficacy and collaboration as they look at data in departments ti increase student achievement.	Title 1 $12,989 Substitute teacher full day (48) for 1 days - Title 1 100%	08/27/2024 - 06/12/2025 Monthly	Principal AP	Principal Assistant Principals

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parenting Support	Parenting Partners; Calm and Kind classes	Parent Involvement funding (approximately $800) Education Foundation Grant: $500	2 hour classes for 4 week at a time.	Parent Facilitator Amie Chikami	Pre and post survey
Creating Community with our English Learners, African Americans, and other cultures.	EL: family events AA: Umoja Cultures: Potluck family event	Parent Involvement money, approximately $3,000 for staffing and supplies for events	Monthly opportunites, about 1-2 hours each event.	Umoja: Assistant Principal Arin Filer EL's: Assistant Principal Maria Hernandez Ruiz and Parent Facilitator Amie Chikami	Attendance monitoring at the events; Pulse survey results.
Bringing celebration and a sense of community to the school.	Student of the Month celebrations	None	Once a month for 45 minutes	Parent Facilitator Amie Chikami, admin support	Attendance data from the event

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)	107775
Title I Parent and Family Involvement (3008)	4910

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	67060

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

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

Administrative Share & Reservations Title I Program Administration
Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

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

Research/TISB LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:
- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers
Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra
Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools

Counselors
Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators
Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences
Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation
Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology
Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Lester "Dow" Lawson	06-20-2025
Staff	Classroom Teacher	William Goldner	06-20-2026
Staff	Classroom Teacher	Kendra McClelland	06-20-2025
Staff	Classroom Teacher	Christine Combs	06-20-2026
Staff	Classroom Teacher	Gerlynn Montiel	06-20-2025
Staff	Other School Personnel	Amie Chikami	06-20-2025
Community	Parent/Community Member	███ Flores	06-20-2026
Community	Parent/Community Member	███ Medina	06-20-2026
Community	Parent/Community Member	███ Reniff	06-20-2026
Community	Student	A███████	06-20-2025
Community	Student	S██████	06-20-2025
Community	Student	M██████	06-20-2025

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)	██████████ Monroy
DELAC Representative	Parent of EL Student (required)	████ Aballay
Principal or Designee	Staff Member (required)	Amie Chikami
Secretary	Staff Member (required)	██████████ Ruiz

Name	Representing
████ Hernandez	Parent of EL Student
██ Shu	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?	10/08/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Recommendation #1: Have more training for teachers to know how to support the EL students, and training them in specific scaffolds. This training could be paid training. Recommendation #2: Inform parents of additional free resources and online support for passing the ELPAC. Have an evening meeting also to share this information for working parents. Recommendation #3: 6 weeks, twice a week tutoring with a highly qualified teacher to work with EL's to help them pass the ELPAC.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/23/2024

| 6. What was SSC's response to ELAC recommendations? | Recommendation #1, #2: SSC accepted the recommendations #1, #2 under advisement, no vote needed. Principal and counselor are now informed about their concerns and will address teacher training. Next ELAC meeting on November 12 will make a plan to have evening meeting for ELPAC support with Parent facilitator and parent invovlment funds. Recommendation #3: $1500 was designated from Title 1 funds to pay for a teacher to provide tutoring specific to ELPAC test takers. |

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2024
2. The SSC approved the **Home-School Compact** on 10/23/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/23/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/09/2024, 09/10/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____   Printed Name: _____   Date: _____

SSC Chair: _____   Printed Name: _____   Date: _____

ELAC Chair: _____   Printed Name: _____   Date: _____

Attendance Rate

Stanford
All Students
N = 1,179
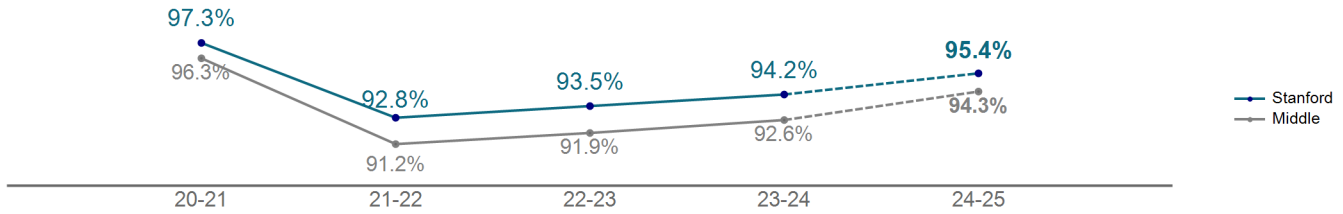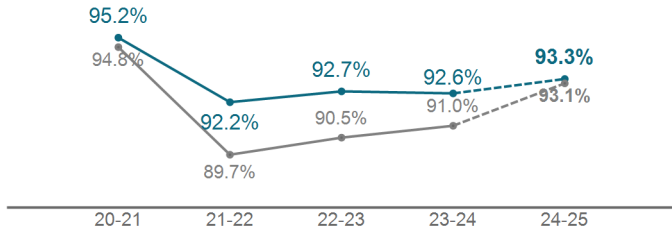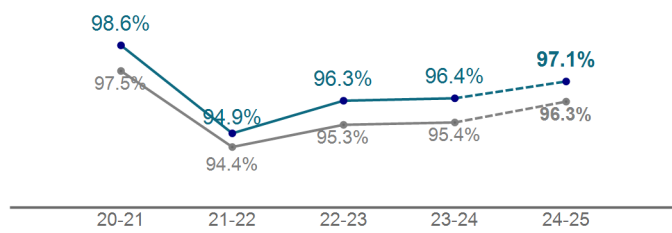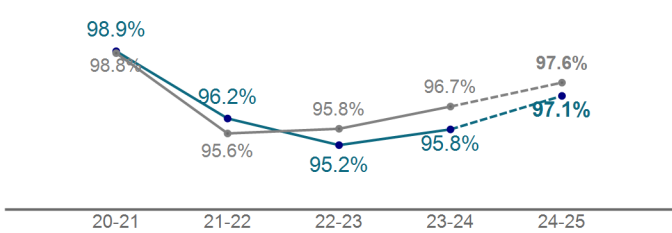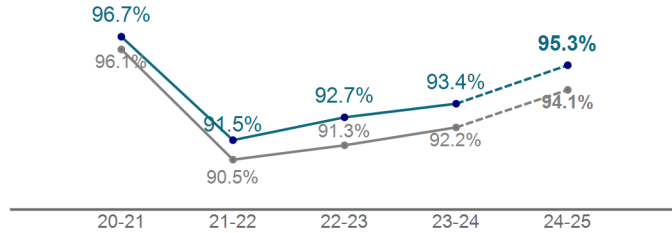
97.3%
96.3%
92.8%
91.2%
93.5%
91.9%
94.2%
92.6%
95.4%
94.3%

20-21 21-22 22-23 23-24 24-25

— Stanford
— Middle

African American
N = 131

95.2%
94.8%
92.2%
89.7%
92.7%
90.5%
92.6%
91.0%
93.3%
93.1%

20-21 21-22 22-23 23-24 24-25

Asian
N = 91

98.6%
97.5%
94.9%
94.4%
96.3%
95.3%
96.4%
95.4%
97.1%
96.3%

20-21 21-22 22-23 23-24 24-25

Filipino
N = 31

98.9%
98.8%
96.2%
95.6%
95.8%
95.2%
96.7%
95.8%
97.6%
97.1%

20-21 21-22 22-23 23-24 24-25

Hispanic
N = 484

96.7%
96.1%
91.5%
90.5%
92.7%
91.3%
93.4%
92.2%
95.3%
94.1%

20-21 21-22 22-23 23-24 24-25

Pacific Islander

Subgroup with fewer than 20 students.

White
N = 309

97.9%
98.0%
93.2%
92.8%
93.5%
93.0%
94.6%
94.0%
95.6%
95.4%

20-21 21-22 22-23 23-24 24-25

Native American

Subgroup with fewer than 20 students.

Other
N = 125

97.8%
97.4%
94.3%
93.3%
94.8%
93.7%
95.5%
94.4%
96.3%
95.4%

20-21 21-22 22-23 23-24 24-25
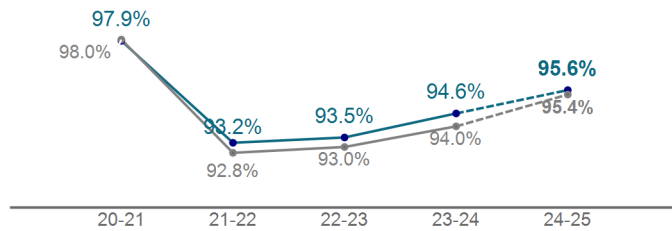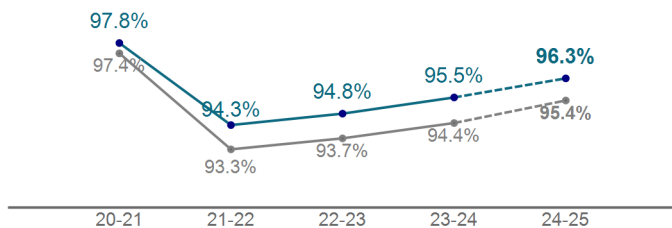
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 135

96.1%
96.2%
92.9%
93.0%
94.9%
94.4%
91.7%
91.2%
91.9%
92.6%

20-21 21-22 22-23 23-24 24-25

Low SES
N = 501

97.1%
96.2%
92.0%
92.9%
94.1%
93.6%
90.2%
90.1%
91.4%
91.8%

20-21 21-22 22-23 23-24 24-25

English Learner
N = 50

97.3%
95.3%
90.2%
92.2%
94.1%
93.4%
89.1%
89.0%
89.8%
90.8%

20-21 21-22 22-23 23-24 24-25

Special Education
N = 179

96.4%
95.7%
91.1%
91.5%
93.1%
92.2%
89.9%
88.4%
89.4%
90.3%

20-21 21-22 22-23 23-24 24-25
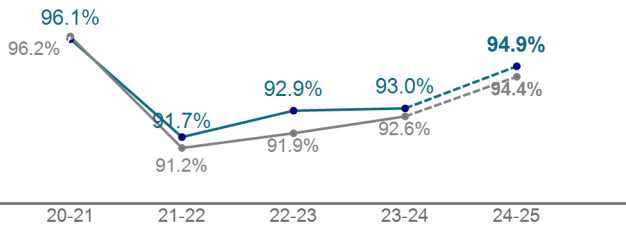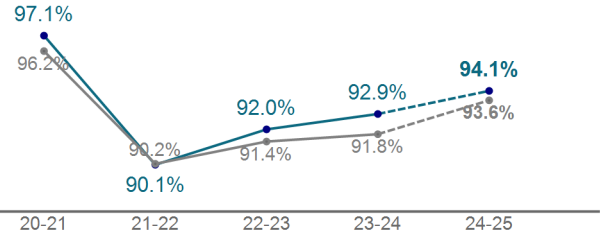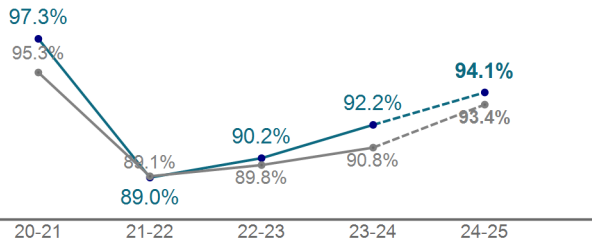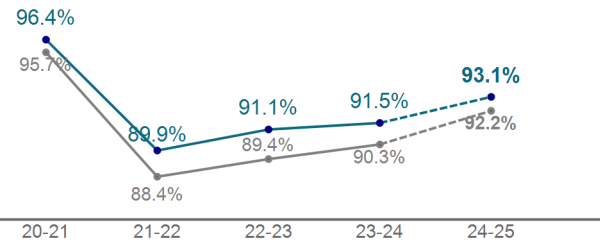
Homeless or Foster Youth
N = 42

95.1%
93.8%
89.8%
91.9%
90.9%
89.1%
88.4%
88.9%
89.1%
88.6%

20-21 21-22 22-23 23-24 24-25

Female
N = 550

97.5%
96.5%
93.3%
94.3%
95.6%
94.4%
92.9%
91.4%
91.9%
92.6%

20-21 21-22 22-23 23-24 24-25

Male
N = 626

97.1%
96.2%
93.6%
94.1%
95.3%
94.3%
92.7%
91.0%
91.8%
92.6%

20-21 21-22 22-23 23-24 24-25

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.

SBAC ELA 2024 :: School Data by Subgroup

Stanford

Category		Tested	Percent by Achievement Level — Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	1,111	1111	32%	14	18	37	31	68%	↑1		↓2
		All Middle	52%	27	24	31	17	48%	↑3		↑1
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 06	366	36%	14	22	33	32	64%	↓4		↓9
		All Middle	56%	29	27	28	16	44%	↑1		↓7
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	387	27%	13	14	40	33	73%	↑5		↑6
		All Middle	49%	27	22	32	19	51%	↑2		↑8
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	358	34%	15	19	37	28	66%	↑1		↓3
		All Middle	50%	25	25	33	17	50%	↑5		↑1
		District	50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	439	40%	17	23	38	23	60%	↑2		↓2
		All Middle	58%	30	28	30	12	42%	↑3		↑-
		District	57%	33	25	27	16	43%	↑1		↑2
	White	307	21%	10	10	42	37	79%	↑4		↓1
		All Middle	27%	13	15	36	37	73%	↓-		↓2
		District	26%	12	14	30	44	74%	↑-		↓-
	Other	124	19%	7	12	30	51	81%	↑1		↓2
		All Middle	33%	15	17	34	33	67%	↑3		↓-
		District	32%	16	15	28	41	68%	↑1		↑-
	African American	111	56%	26	30	34	10	44%	↓8		↓4
		All Middle	65%	39	26	26	9	35%	↑5		↑3
		District	66%	42	24	22	12	34%	↑2		↑3

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

SBAC ELA 2024 :: School Data by Subgroup

Stanford

12/9/24

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Asian	89	21%	10	11	34	45	79%	↑1		-
		All Middle	34%	15	19	36	30	66%	↑1		↑1
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	61	21%	8	13	28	51	79%	↓-		↓4
		All Middle	37%	16	21	35	28	63%	↑2		↑-
		District	37%	18	20	30	33	63%	↑2		↑3
	Filipino	33	30%	9	21	24	45	70%	↓12		↓11
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
	American Indian	4*	50%	25	25	25	25	50%	-		-
		All Middle	40%	25	15	50	10	60%	↑7		↓6
		District	46%	31	15	44	10	54%	↓5		↓5
	Pacific Islander	4*	75%	25	50	25		25%	↓4		-
		All Middle	54%	24	30	35	11	46%	↑6		↑8
		District	57%	28	29	31	11	43%	↑5		↑2
Gender	Female	530	25%	9	16	38	36	75%	↓2		↓3
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	576	39%	19	20	35	26	61%	↑3		↓2
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	5*	0%			40	60	100%	↑33		-
		All Middle	42%	17	25	42	17	58%	↑2		↑12
		District	46%	24	22	34	20	54%	↓6		↑3

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Stanford

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	EL + RFEP	127	57%	24	33	30	13	43%	↓8		↓8
		All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	33	94%	42	52	6		6%	↓2		↓7
		All Middle	93%	65	27	7		7%	↓1		-
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	94	44%	17	27	38	18	56%	↓6		↓9
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	4*	75%	50	25	25		25%	↓4		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	334	4%		3	29	67	96%	↑3		-
		All Middle	13%	2	11	39	48	87%	↑3		↑-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	52	67%	44	23	29	4	33%	↓20		↓10
		All Middle	69%	43	26	25	6	31%	↓1		↑1
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	56	68%	45	23	29	4	32%	↓19		↓9
		All Middle	70%	44	26	24	6	30%	↓1		-
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	451	49%	25	25	33	17	51%	↓2		↓3
		All Middle	59%	32	27	29	11	41%	↓-		↑1
		District	60%	35	25	25	15	40%	↓1		↑2

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

SBAC ELA 2024 :: School Data by Subgroup

Stanford

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	Special Ed.	134	71%	50	21	19	10	29%	↑1		-
		All Middle	85%	65	20	12	3	15%	↑2		↑1
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	105	63%	36	27	25	12	37%	↓1		-
		All Middle	80%	57	24	15	4	20%	↑2		↑1
		District	79%	57	22	14	7	21%	↑-		↑2

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

SBAC Math 2024 :: School Data by Subgroup

Stanford

Category		Tested	Percent by Achievement Level — Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded					2 yr Chg	3 yr Chg	% Cohort Chg
All Students	1,103	1103	47%	22	25	23	30	53%	↑1		↓1
		All Middle	68%	42	26	17	15	32%	↑2		↓-
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 06	367	43%	18	25	20	37	57%	↑3		↑1
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	385	49%	23	25	26	25	51%	↑1		↓3
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	351	49%	25	24	22	29	51%	↓-		↓1
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	433	55%	26	30	24	21	45%	↑3		↓1
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	White	307	35%	13	22	25	40	65%	↓1		↓3
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Other	124	32%	14	19	23	45	68%	↑5		↑2
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓2
	African American	109	77%	48	29	12	11	23%	↓10		↓5
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2

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

SBAC Math 2024 :: School Data by Subgroup

Stanford

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Asian	89	30%	18	12	27	43	70%	↑5		↑8
		All Middle	50%	28	22	22	28	50%	↑2		↓1
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	61	26%	16	10	30	44	74%	↑9		↑8
		All Middle	53%	30	24	21	25	47%	↑3		↓1
		District	50%	26	24	23	28	50%	↑5		↓2
	Filipino	33	36%	15	21	18	45	64%	↑3		↑3
		All Middle	38%	17	21	26	36	62%	↑13		↑9
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	4*	75%		75		25	25%	↓4		-
		All Middle	75%	45	30	16	9	25%	↑4		-
		District	70%	43	28	21	9	30%	↑5		↓2
	American Indian	4*	50%	25	25	25	25	50%	-		-
		All Middle	75%	45	30	10	15	25%	↑9		-
		District	69%	41	29	20	10	31%	↑3		↓3
Gender	Female	523	47%	22	24	23	30	53%	↓2		↓2
		All Middle	69%	42	27	17	14	31%	↑2		↑-
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	575	47%	22	25	23	30	53%	↑3		↓1
		All Middle	67%	42	25	17	17	33%	↑2		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	5*	20%	20		40	40	80%	↑13		-
		All Middle	75%	38	38	17	8	25%	↓14		↑5
		District	76%	40	36	14	10	24%	↓14		↑3

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

SBAC Math 2024 :: School Data by Subgroup

Stanford

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	EL + RFEP	127	70%	39	31	15	15	30%	↓1		↓2
		All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	33	97%	67	30	3		3%	↑3		-
		All Middle	96%	79	17	3		4%	↑-		↓-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	94	61%	29	32	19	20	39%	↑1		↓2
		All Middle	66%	34	32	21	14	34%	↑3		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	4*	100%	100				0%	↓57		-
		All Middle	87%	70	17	11	2	13%	↑1		↓1
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	334	10%	1	8	22	68	90%	↑1		↑1
		All Middle	26%	7	19	27	47	74%	↑4		↓1
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	52	81%	46	35	10	10	19%	↓6		↑4
		All Middle	84%	61	23	10	6	16%	↓1		↓1
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	56	82%	50	32	9	9	18%	↓10		↑2
		All Middle	84%	62	22	10	6	16%	↓-		↓1
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	446	66%	35	31	19	15	34%	↓1		↑-
		All Middle	76%	49	27	14	10	24%	↓1		↓1
		District	72%	45	27	17	11	28%	↑-		↓2

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

SBAC Math 2024 :: School Data by Subgroup

Stanford

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	Special Ed.	134	84%	60	24	7	10		16%		↓1		↓6
		All Middle	92%	78	14	5	3		8%		↑1		↓-
		District	86%	70	17	8	6		14%		↑1		↓-
	Spec Ed. Speech/RSP	105	79%	49	30	9	12		21%		↓3		↓8
		All Middle	89%	72	17	6	5		11%		↑-		↓-
		District	83%	63	20	10	7		17%		↑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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Stanford

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	350	350	65%	17 / 47	23 / 13	35%	↓3		-
		All Middle	75%	18 / 57	19 / 6	25%	↑3		-
		District	73%	17 / 57	19 / 7	27%	↑1		-
Grade	Gr. 08	350	65%	17 / 47	23 / 13	35%	↓3		-
		All Middle	75%	18 / 57	19 / 6	25%	↑3		-
		District	75%	18 / 56	19 / 7	25%	↑2		-
	Gr. 07	All Middle*	100%	100		0%	-		-
Ethnicity	Hispanic	142	75%	24 / 51	18 / 7	25%	↓2		-
		All Middle	82%	22 / 60	15 / 3	18%	↑2		-
		District	80%	20 / 60	16 / 4	20%	↑1		-
	White	92	57%	15 / 41	23 / 21	43%	↓5		-
		All Middle	51%	9 / 42	30 / 19	49%	↑1		-
		District	50%	6 / 44	30 / 19	50%	↑1		-
	Other	39	44%	8 / 36	41 / 15	56%	-		-
		All Middle	55%	9 / 46	31 / 14	45%	↑7		-
		District	56%	10 / 46	28 / 16	44%	↑1		-
	African American	32	84%	22 / 63	16	16%	↓6		-
		All Middle	86%	22 / 64	12 / 2	14%	↑2		-
		District	86%	24 / 62	12 / 2	14%	↑1		-
	Asian	32	47%	3 / 44	31 / 22	53%	↓1		-
		All Middle	56%	6 / 50	33 / 11	44%	↑5		-
		District	55%	7 / 48	30 / 15	45%	↑2		-
	Cambodian	23	35%	4 / 30	52 / 13	65%	↑15		-
		All Middle	58%	6 / 52	29 / 13	42%	↑13		-

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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Stanford

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Cambodian	District	63%	8	55	26	11	37%	↑3		-
	Filipino	11*	64%		64	18	18	36%	↓1		-
		All Middle	55%	6	49	33	12	45%	↑9		-
		District	55%	6	49	32	13	45%	↓1		-
	American Indian	2*	100%	50	50			0%	-		-
		All Middle*	89%	22	67	11		11%	↑11		-
		District	81%	23	58	15	4	19%	↓8		-
Gender	Female	164	63%	15	48	24	13	37%	↓8		-
		All Middle	76%	16	60	19	5	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	183	66%	20	46	22	12	34%	↑2		-
		All Middle	75%	21	54	18	7	25%	↑4		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	3*	67%		67	33		33%	↓67		-
		All Middle*	75%		75	25		25%	↑7		-
		District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	48	77%	23	54	15	8	23%	↓-		-
		All Middle	84%	24	59	13	3	16%	↑3		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	7*	100%	14	86			0%	-		-
		All Middle	99%	48	51	1		1%	↑1		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	41	73%	24	49	17	10	27%	↑2		-
		All Middle	78%	15	63	18	5	22%	↑2		-

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

SBAC Science 2024 :: School Data by Subgroup

Stanford

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	RFEP	District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	0%			100		100%	↑100		-
		All Middle	97%	37	60	3		3%	↓-		-
		District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	86	21%	6	15	40	40	79%	↑8		-
		All Middle	34%	2	32	43	24	66%	↑14		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	16*	69%	13	56	31		31%	↑13		-
		All Middle	88%	28	60	11	1	12%	↑3		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	17*	65%	12	53	35		35%	↑18		-
		All Middle	89%	29	60	10		11%	↑3		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	140	77%	25	52	15	8	23%	↑1		-
		All Middle	83%	22	61	14	3	17%	↓-		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	38	87%	34	53	5	8	13%	↑10		-
		All Middle	94%	43	51	5	1	6%	↑2		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	30	83%	33	50	7	10	17%	↑13		-
		All Middle	92%	36	56	7	2	8%	↑3		-
		District	89%	34	55	8	3	11%	↑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.

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

Stanford
All Students
N = 1,111

Legend:
- ELA Stanford
- ELA Middle
- Math Stanford
- Math Middle
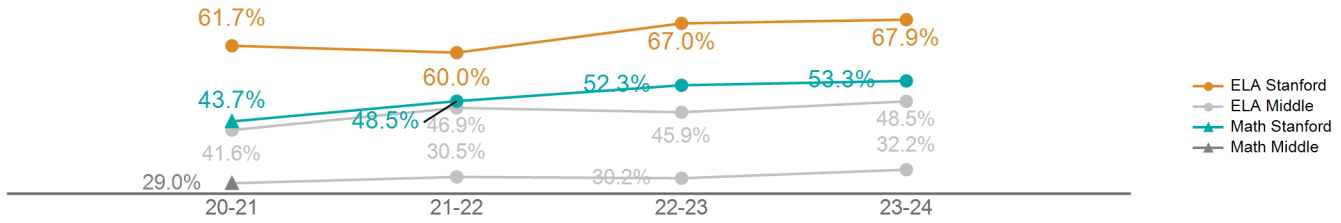
African American N = 111
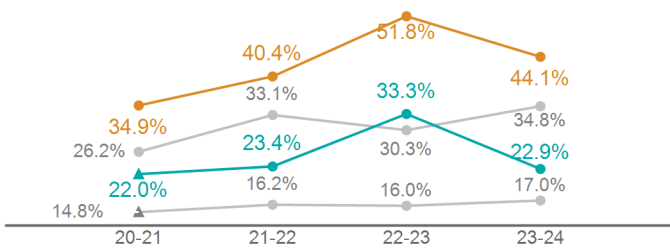
Asian N = 89
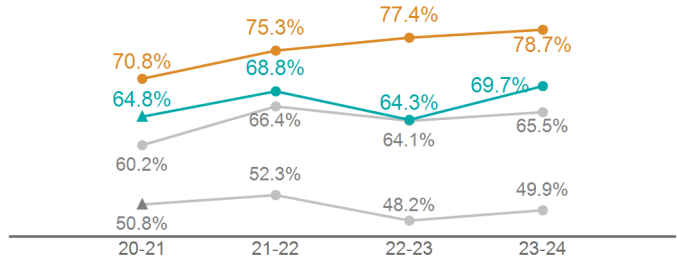
Filipino N = 33
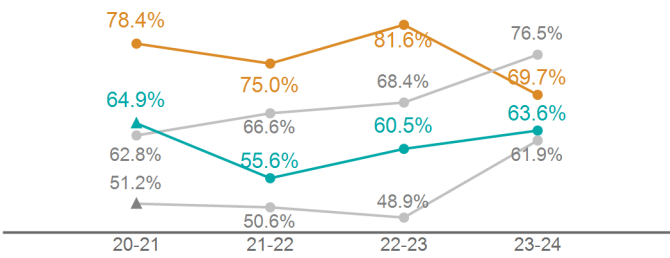
Hispanic N = 439
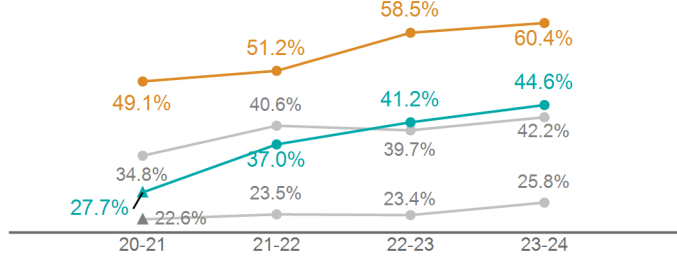
Pacific Islander

Subgroup with fewer than 20 students.

White N = 307
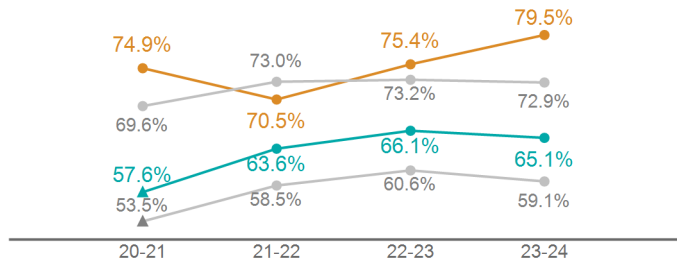
N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

Report 1189
12/9/2024 1:57:04 PM

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

Native American

Subgroup with fewer than 20 students.

Other
N = 124

78.6%
79.2%
80.6%
67.3%
65.6%
64.2%
62.2%
64.0%
67.7%
56.9%
52.0%
63.1%
52.0%
49.7%
44.9%
49.2%

20-21   21-22   22-23   23-24

N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.
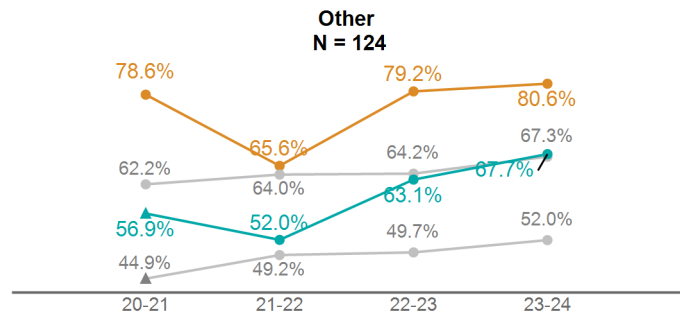
Percent of Students with Achievement Level of
Met or Exceeded in SBAC

EL + RFEP
N = 127
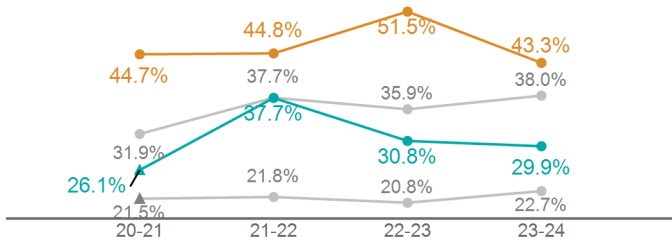
Low SES
N = 451
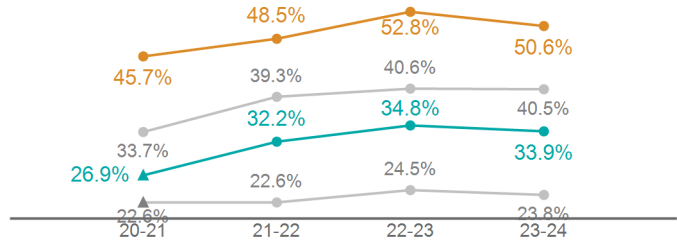
English Learner
N = 33
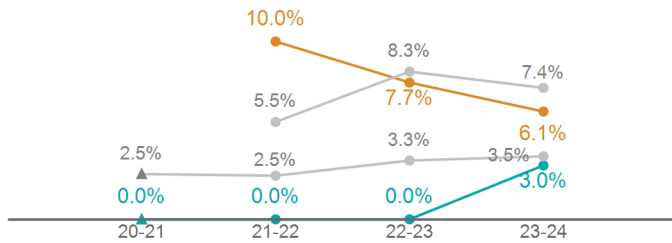
Special Education
N = 134
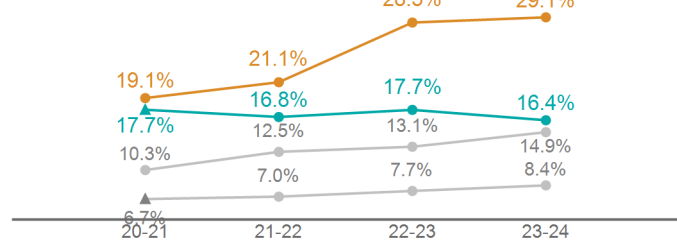
Homeless
N = 52
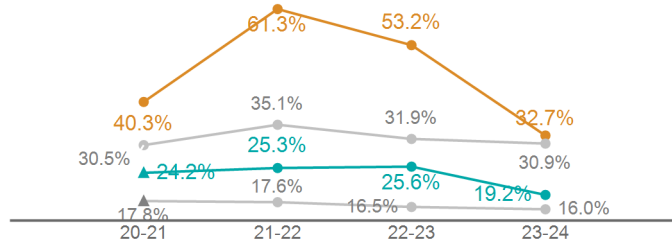
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 530

Male
N = 576

N's are from the current year. SBAC was not administered durring the 19-20 school year,
due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

| School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
Hudson	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48		40	12	52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level							2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All Middle	11,803	52%	27	24	31	17	48%		↑3		↑1
Bancroft	801	47%	19	28	35	18	53%		↓2		↓2
Franklin	959	65%	37	28	27	8	35%		↓1		↑1
Hamilton	745	63%	35	29	29	8	37%		↑7		↑3
Hoover	491	55%	26	29	31	14	45%		↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%		↑1		↓1
IVA	1	100%	100				0%		↓100		-
Jefferson	981	49%	25	24	32	19	51%		↑-		↑3
Keller	468	35%	12	23	37	28	65%		↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%		↑4		↑6
Lindsey	688	65%	37	28	27	8	35%		↑3		↓1
Marshall	939	38%	17	21	37	25	62%		↑5		↑2
Nelson	775	67%	41	26	22	10	33%		↓4		↓9
Rogers	763	35%	17	18	31	34	65%		↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%		↑1		↓2
Stephens	653	46%	22	24	39	15	54%		↑17		↑16
Washington	841	71%	44	26	23	6	29%		↑3		↑2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/9/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-		↓3
Avalon	227	87%	57	30	10	3	13%	↓7		↓12
Cubberley	647	45%	24	21	22	33	55%	↑-		↓4
Muir	654	66%	36	30	20	14	34%	↑-		↓1
Newcomb	549	30%	10	20	27	43	70%	↓4		↓5
Powell	549	74%	49	26	16	10	26%	↑4		↑-
Robinson	532	81%	52	29	14	5	19%	↓2		↓2
Tincher	530	39%	15	24	25	36	61%	↓-		↓3

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level							2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All K-8	1,285	68%	17	51	22	10	32%		↑2		-
Avalon	114	89%	27	62	10		11%		↓4		-
Cubberley	218	52%	10	43	28	20	48%		↑3		-
Muir	238	78%	17	61	17	5	22%		↑3		-
Newcomb	177	34%	2	32	40	26	66%		↓5		-
Powell	183	84%	33	51	14	2	16%		↑5		-
Robinson	182	87%	24	64	10	2	13%		↓1		-
Tincher	173	56%	10	46	32	12	44%		↑8		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%		2	15	82	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%		6	28	66	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,561	76%	15	61	19	5	24%	↓1		-
Browning	64	94%	27	67	6		6%	↓2		-
Cabrillo	383	92%	24	69	8		8%	↓5		-
CAMS	162	16%		15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-
Jordan	413	93%	22	72	6		7%	↓3		-
Lakewood	596	85%	17	68	14	1	15%	↓-		-
McBride	155	72%	13	59	24	4	28%	↓3		-
Millikan	755	67%	9	58	27	6	33%	↑5		-
Polytechnic	873	73%	14	59	19	7	27%	↓3		-
Reid	90	97%	42	54	3		3%	↑2		-
Renaissance	73	88%	12	75	11	1	12%	↓2		-
Sato	96	55%	4	51	32	13	45%	↓35		-
Wilson	757	75%	13	62	21	5	25%	↑2		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

All

School	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	**Not Met**	**Nearly Met**	**Met**	**Exceeded**	Met+Exceeded		**Chg**	**Chg**	**Chg**
District	31,977	51%	29	22	27	23	49%		↑1		↑2

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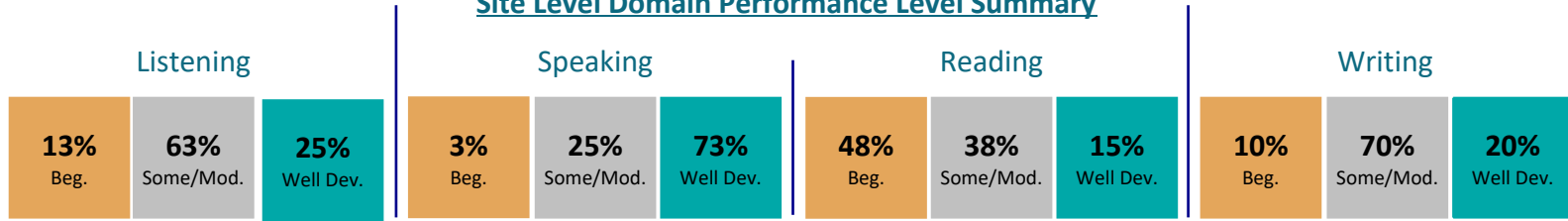Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
District	32,113	64%	38	25	19	17		36%	↑2		↓2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%	↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Stanford

Site Level Overall Performance Level Summary

7% Beginning Stage	**25%** Somewhat Developed	**48%** Moderately Developed	**20%** Well Developed

Site Level Domain Performance Level Summary

Listening

13% Beg.	**63%** Some/Mod.	**25%** Well Dev.

Speaking

3% Beg.	**25%** Some/Mod.	**73%** Well Dev.

Reading

48% Beg.	**38%** Some/Mod.	**15%** Well Dev.

Writing

10% Beg.	**70%** Some/Mod.	**20%** Well Dev.

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	10%	10%	50%	30%	5%	45%	40%	5%	25%	60%	10%	55%	25%	10%	60%	20%
07	8%	31%	38%	23%	15%	69%	15%	0%	8%	92%	77%	23%	0%	8%	77%	15%
08	0%	45%	55%	0%	18%	64%	0%	0%	36%	45%	64%	9%	9%	9%	55%	18%

[Reclassifcation Criteria](#)   [ELPAC Results (CDE Site)](#)

Stanford Middle School Home/School Compact 2024-25

A challenging instructional program encourages ALL Stanford Middle School to reach their highest potential. Classroom instruction includes strong reading and writing components, while providing a variety of opportunities for students to become responsible, productive citizens. Learning is student-centered, and instructional strategies focus on the unique needs of adolescents. A school wide emphasis on critical thinking strategies creates an instructional environment that stimulates academic, social and cultural learning. Staff assists in organizational skills, ensuring students are prepared to learn. We commit to a safe, secure campus that facilitates academics. As a community of learners, Stanford students, parents/guardians, and staff share responsibility for high academic achievement and are in consensus that:

Stanford Staff
- The staff has high expectations for academic achievement that are clearly communicated to students and parents.
- The staff communicate openly with students.
- The staff uses a variety of instructional strategies and multiple forms of assessment to evaluate student progress toward meeting educational goals.
- The staff maintains on-going communication about school programs and events.
- The staff clearly communicates that Stanford is a community of learners.
- The staff focuses on student needs by creating a positive school/classroom climate that promotes academic, social and cultural learning.
- The staff consistently reinforces school rules, policies, and expectations to facilitate learning for all students.
- The school maintains facilities that are safe and in working order.
- The school has an emergency/safety plan that is communicated to students and parents.
- The school provides specific activities and strategies which enhance self-esteem and promote the development of positive interpersonal relationships.
- Bullying –advocate anti-bully culture teach and model.
- Technology –teach and advocate proper responsible use of technology and social media.

Students
- Students demonstrate a clear understanding of school wide expectations for high achievement and accept responsibility for learning.
- Students recognize their potential, set personal goals, and know how to seek help in achieving their goals.
- Students attend school each day in appropriate academic attire, enter class on time, and are ready to learn.
- Students assume responsibility for bringing all necessary books, materials, and supplies to class each day.
- Students follow school rules, policies and expectations.
- Students assume responsibility for maintaining a safe, clean campus.
- Students clearly understand and comply the school's emergency/safety plan.
- Students use conflict management and decision making skills to resolve problems in a positive manner.
- Students take responsibility to communicate with teachers.
- Bullying –to report incidents of bullying and to not take part in bullying
- Technology –use phone and other technology responsibly. Use social media responsibly not using profanity or to bully others.

Parents
- Parents actively support high standards for academic achievement for students.
- Parents serve as advocates for their students to help them realize their potential and achieve their educational goals.
- Parents assume responsibility for keeping informed about their students' educational programs and progress.
- Parents ensure that students are in appropriate academic attire and arrive to school on time each day.
- Parents designate a homework plan/structure and provide a place for students to keep books, materials and supplies at home.
- Parents support school rules, policies and expectations.
- Parents help students develop pride in their school.
- Parents clearly understand the schools emergency safety plan.
- Parents provide support for students to develop interpersonal and communication skills that enable them to become responsible, productive citizens.
- Bullying –advocate anti-bully culture, report incidents to school personnel.
- Technology - advocate responsible use of technology and social media

Stanford Middle School
Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Stanford Middle School has developed jointly with the members of School Site Council and distributed to families of participating children, school Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Stanford's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Stanford Middle School agrees to implement the following requirements:
- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family 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 FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Stanford Middle School will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   - Attendance at one of the district trainings or school site parent meeting. Topics include:
     i. Responsibilities & Roles of SSC and its members
     ii. Composition of SSCs
     iii. Single Plan for Student Achievement
     iv. Role of ELAC and other advisory committees
     v. Oral and written translations be made available for Spanish and Khmer families to allow for discussions upon request
   - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
     i. Invite other families and stakeholders to attend the meeting
     ii. Advertise in Title I Newsletter, at Back-to-School night, through school messenger, and/or on the school website, etc.
   - At School Site Council Meeting

    i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
    ii. Write or update the Family Involvement Guidelines & Home-School Compacts
    iii. Budgetary considerations
    iv. Oral and written translations be made available for Spanish and Khmer families to allow for discussions upon request

2. Stanford Middle School will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
   - At a SSC &/or ELAC meeting
   - Monthly Newsletter
   - Annual Title I Meeting
   - School Website
   - Posted in the office
   - Copy available upon request

3. Stanford Middle School will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
   - At SSC meetings at least once a year
   - Family information meetings as needed
   - School site council must vote to approve the guidelines

4. Stanford Middle School will convene an Annual Title I Public Meeting to inform families of the following:
   - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
   - Hold a flexible number of meetings at varying times
   - Notifications/fliers sent home, offered in a language families can understand upon request
   - Announcement made on school marquee, website, through SchoolMessenger and/or Canvas

5. Stanford Middle School will provide updated information to families about Title I programs throughout the school year:
   - Quarterly Newsletter
   - Posted in Main Office
   - At SSC, ELAC meetings and other family meetings as needed

6. Stanford Middle School will provide to families 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. Stanford Middle School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
   - Family surveys
   - Principal chats such as coffee with the principal
   - Monthly newsletters
   - Back-to-School night
   - At SSC & ELAC

7. Stanford Middle School will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
   - At School site council meetings

PART III
SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Stanford Middle School will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
   - District trainings offered for families and staff as advertised at lbschools.net
   - Family education workshops on site such as Parenting Partners
   - Family-Teacher Conferences upon request, as needed
   - DCAC, DELAC and other district family forums/meetings
   - District website resources: click "P" for Parent University
2. Stanford Middle School will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
   - Outlines shared responsibility of home, school and student in academic achievement
   - Developed, discussed and reviewed at first SSC and ELAC meetings
   - School site council must vote to approve compact
   - This will be posted on the website and emailed to parents.
3. Stanford Middle School will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
   - the state's academic content standards
   - the state and local academic assessments including alternate assessments
   - information posted on the website
4. Stanford Middle School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
   - ELAC and other parent meetings
   - Providing directions on the website and Canvas
   - Parent meetings such as coffee with the principal
5. Stanford Middle School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
   - Teacher/Staff In-services
   - District Training
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
   - District Translation services, school messenger
   - Amie Chikami, using Google Translate, will be doing the translations of written materials/notifications that are sent to families

PART IV
DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:
- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences with those who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * * * *

PART V
ADOPTION

Stanford Middle School's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families and teachers of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/23/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/4/2024. Stanford Middle School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

_____
Signature of Principal
Lester "Dow" Lawson

_____
Date

For Elementary, K-8, and Middle Schools, revised 7/2023