

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Keller 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

By June 2024, students will increase 63%-73% met/exceeded on SBAC ELA. ACTUAL: +2 at 65%
Students designated as ELLs will increase by 10% met/exceeded from 11% to 21%. NO CHANGE
African-American students will increase by 10% from 43% to 53%. ACTUAL: +4, 47%.

Overall school growth is limited in ELA with significant decline for English Learners. The CA Dashboard indicates English Learners are in the red level, indicating a need for continued integrated and designated ELD. Reflection of data identifies a need for targeted professional development in academic vocabulary development and informational text. While our African-American students did make growth, they did not meet the 10% growth goal to lessen the achievement gap for our African American students.

ELA Goals

GOAL:
By June 2025, students will increase from 65% to 70% met/exceeded in SBAC ELA..
-Students designated as ELLs will increase by 10% met/exceeded from 11% to 21%.
-African-American students will increase by 10% from 47% to 57% met/exceeded.

ACTION PLAN:
-School-wide professional development focus on scaffolds and student engagement to support English Learners, African American students and students with disabilities.
-Implementation of QCI professional development in all classrooms.
-Weekly department common conference collaboration meetings supported by the block schedule.
-Department Collaboration days to engage in PDSA Cycles and planning.
-Quarterly professional development in dual immersion instruction, with a focus on vocabulary to support iReady, SBAC and AP assessments.
-Continued student designated ELD support in CCR course
-Engage in Internal Learning Walks and Quality Core Visits to observe school-wide instruction and best practices
-Implementation of co-teaching model with Education Specialist in ELA grades 6-8 to support students with disabilities and ELs also designated as students with disabilities.
-Implementation of equitable grading policy to reflect student growth, understanding and mastery.
-Implementation of block scheduling to create a master schedule that reflects student interest and dual language program.

PROGRESS MONITORING:
-SBAC Data
-iReady Diagnostics
-EPLAC data
-Walkthrough data collect on implementation of professional development
-Formal and informal feedback
-ABC rate

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall school growth achieved +6. Students in Special Education decreased by -18, 0% growth (17 students) African-American students declined by -16 (15 students)

Math Goals

By June 2025, students will increase from 52% to 60% met/exceeded in SBAC Math.

- Students with disabilities will increase 20% from 0% to 20% met/exceeded.
- African-American students will increase by 13% from 27%-40% met/exceeded.

ACTION STEPS:

- Implementation of QCI professional development in all classrooms.
- Continued implementation of Building Thinking Classrooms to facilitate conceptual understanding, group collaboration and academic discourse.
- Quarterly professional development in dual immersion instruction, with a focus on vocabulary to support iReady, SBAC and AP assessments.
- Weekly department common conference collaboration meetings supported by the block schedule
- Implementation of iReady Learning Paths
- Department collaboration days to engage in PDSA cycles with IIC
- Engage in Internal Learning Walks and Quality Core Visits to observe school-wide instruction and best practices
- Implementation of Education Specialis "push in" model in math.
- Continued work with NSI and Implementation of "Prove-its" in select departments to measure student understanding and provide both written and verbal feedback for student growth.
- Implementation of equitable grading policy to reflect student growth, understanding and mastery.

PROGRESS MONITORING:

- SBAC Data
- iReady Diagnostic Data
- Student "Prove-It Data
- Data collection of NSI "Change Idea".
- Walkthrough data collect on implementation of professional development
- Formal and informal feedback
- ABC rate

Comprehensive Needs Assessment: English Learners

English Learner Findings

Prior year goal: Students designated as ELLs will increase by 10% met/exceeded from 11% to 21%. No ChangeEL students demonstrated no growth. (No change at 4%)

English Learner Goals

By June 2025, English learners will grow by 10% in SBAC ELA and Math and achieve one year growth as measured by the iReady diagnostic.

ACTION STEPS (including ELAC Recommendations):

- Implementation of CCR in master schedule
- Notification to parent of students EL Status
- Notification to parents of ELAC test dates
- Extra Student support for ELL Students (Tutoring and interventions to be determined)

PROGRESS MONITORING

- ELPAC Data
- RFEP Redesignation
- P/NP Rate in CCR
- Tutoring and/or intervention participation data

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Significant decrease in cultural awareness for students (-7) Feedback from student focus groups conducted revealed. Student focus groups revealed concerns with addressing topics related race and culture, impacting the overall sense of belonging for our African-American and Asian/Pacific Islander students. Students shared concerns with acceptance and expressing cultural identity.

Culture/Climate Goals

GOAL:
By June 2025, students will increase in Cultural Awareness and Action from 42% to 50% as measured by the Pulse and CORE Surveys.

- ACTION PLAN:**
- Establish Sankofa Parent Village to establish a community of support for African-American students.
 - Continued work in the teacher led Lobo Culture Committee to develop school-wide activities that create opportunities for cultural celebrations
 - Staff PD in culturally responsive instruction and SEL strategies to build community in classrooms.
 - Implementation of WEB program to create a safe and welcoming environment.
 - Monthly (or quarterly) meetings with Safe & Civil to create school procedures and protocols with an equity focus.
 - Review Pulse Survey results with staff and students to create action steps in areas for growth.
 - Sponsorship of student clubs that reflect student interests.
 - School-wide activities through PTO and Students Council that celebrate student diversity.

- PROGRESS MONITORING:**
- Results of CORE and Pulse Surveys
 - Walkthrough data in implementation of culturally responsive lessons
 - Feedback from student focus groups
 - Data collection in student participation in clubs and cultural events

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
Math	1) Goal for 6th, 7th and 8th. By June 2024, 80% of students who are performing more than one year below grade level will grow by one grade level as reflected by their i-ready data. 75% of students will get 75% or higher on the District Edulastic unit assessments. 80% of students will show 15 point growth by their scale score as reflected by the SBAC data.	Goal Partially or Not Met	Students achieving at 67% on Iready	Teachers engage in data day to disaggregate data for targeted subgroups. Coaching with the IIC.
English Learner	1) Increase student achievement on SBAC ELA to Met/Exceeded by 10%. Increase student achievement on SBAC ELA to Met/Exceeded by 10%. Achieve one year growth as measured by iReady diagnostic in both math and ELA.	Goal Partially or Not Met	Math increase of 6% met/ exceeded on SBAC Math	Intentional coaching and PDSA cycles with IIC Implementation of QCI Continued participation in NSI and implementation of change ideas Continued implementation of Building Thinking Classrooms with data collection and reflection

Culture/Climate	<p>1) By June 2024, increase student Sense of Belonging 7% as measured by CORE Survey and Pulse Surveys.</p> <p>By June 2024, increase student Agency by 10% as measure CORE Survey and Pulse Surveys.</p> <p>By June 2024, increase student Indentity by 7% as measured by CORE Survey and Pulse Surveys.</p>	Goal Partially or Not Met	<p>3% Increase in Sense of Belonging based on CORE Survey. No change on Pulse at 84%</p> <p>Agency-No change and remaining at 84% based on Spring Pulse Survey.</p> <p>Indentity-1% increase, 85% to 86% based on Spring Pulse Survey.</p>	<p>Creation of WEB elective course to support incoming 6th graders and develop a connection to the school community.</p> <p>Partnership with PTO for cultural and school community events to develop sense of belonging.</p> <p>Monthly school activities that reflect student diversity and interest.</p> <p>Partnership with Sankofa Parent Village.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Department collaboration and data analysis with core subject areas and elective course teams. Teachers will work with teacher leads, district coaches and site IIC on lesson design and intervention to support site and department goals. (PD 1)	Somewhat Impactful	Strong Positive Impact	Limited or no impact	Somewhat Impactful
Project Lead the Way Training for Medical Detectives. (PD 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Instructional materials for Project Lead the Way to support current courses and multiple new courses in Medical Detectives, Science of Technology, Space and Flight. . (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Somewhat Impactful
Additional materials (manipulatives, vocabulary cards in target language, Wipebooks, etc.) to support department work in Building Thinking Classrooms, NSI and dual immersion focus. (SM 2)	(Does not apply to this goal)	Strong Positive Impact	Limited or no impact	(Does not apply to this goal)

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELlevation</p> <p>iReady</p>

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

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	1) School choice site visits 2) Participation in Choice Fair 3) WEB orientation to support new students 4) Parent orientation to introduce program to parents and students	1) High School Choice Fair 2) Keller High School Choice meeting for parents and students 3) Site visits with high school counselors for programming 4) One-on-one conferences with Keller counselor for high school choice support.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Culture Climate-Increase student Sense of Belonging by 5% Culture-Climate Survey (Student-Staff) 100	Recreation aid support for student supervision before school and at lunch.	LCFF Rec \$23,268 Hourly - Recreation Aide (2) for 590 hours annually - LCFF Rec 100%	08/20/2024 - 06/20/2025 Daily	Principal	Daily

<p>Increase student cultural awareness by 10% as determined by the CORE survey (-7 decrease in 2024).</p>	<p>Site professional development on culturally responsive pedagogy.</p>	<p>NONE</p>	<p>August 2024-June 2025</p>	<p>Administrators, teacher leaders</p>	<p>CORE and Pulse survey results</p>
<p>Increase student Sense of Belonging by 10% (+4 increase in 2024).</p>	<p>Implementation of WEB elective to support incoming 6th graders.</p> <p>Monthly school activities to connect with students.</p> <p>Establishment of teacher drive culture committee to develop school-wide, teacher initiated activities.</p>	<p>Site FTE used</p>	<p>August 2024-June 2025</p>	<p>Administrators, teacher leaders, students</p>	<p>CORE and Pulse survey results</p>

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
SBAC data indicated a 2% growth in ELA. Student assessment data and teacher survey identified a need for professional development in instructional scaffolds to support student mastery of content and classroom engagement.	Quarterly Program Meetings- Literacy Development in a Dual Language Program	NONE	Quarterly, after school.	Teacher Leaders, Principal	Formal and informal observations, site internal learning walks, assessment data
	Vision 2035-System, Adult, Graduate Portrait	NONE	Monthly, after school	Principal, Assistant Principal	Formal and informal observations, site internal learning walks
	Instructional Scaffolds and Student Engagement (Cognitive, Physical, Emotional)	NONE	Weekly conference period collaboration. monthly PD after school	Principal, Assistant Principal, IIC, Teacher Leaders	Formal and informal observations, site internal learning walks, assessment data

Describe Teacher Involvement
<p>Teachers are involved in shared decision making through: School Site Council, adjunct committees in the areas of student recognition, safe & civil, school culture and department and/or grade level groups. Teachers will facilitate SSTs for student intervention and participate in the implementation of IEPs and 504 plans. Teachers will provide feedback for student support and intervention and build communication with Keller families.</p> <p>Teacher leaders (including National Board Certified teachers) present professional development in the areas of need. The professional development is designed based on teacher surveys and site data. Professional development content is co-designed with administration to support implementation.</p>

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent involvement to support CORE Survey and Pulse Survey Results.	PTO funded school activities	None	Monthly PTO Meetings, August 2024-June 2025	Organization members and all members of the school community	CORE and Pulse Survey
Sankofa Parent Community	NONE	\$1500 in district funding	Monthly Meetings October 2024-June 2025	Parent members, site administrators, student members	CORE and Pulse Survey, Parent surveys

School Budget for Categorical Programs

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

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

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: 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	25900

* 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	Dawn Lomeli	06-30-2030
Staff	Classroom Teacher	Alicia Tito	06-30-2025
Staff	Classroom Teacher	Amber Arnold	06-30-2025
Staff	Classroom Teacher	Vanessa Bautista	06-30-2026
Staff	Classroom Teacher	Christian Monterroso	06-30-2026
Staff	Other School Personnel	Karina Montanez	06-30-2025
Community	Parent/Community Member	████████ Castro	06-30-2025
Community	Parent/Community Member	████████ de Rivera	06-30-2025
Community	Parent/Community Member	████████ Alvarado	06-30-2026
Community	Student	H ██████████	06-30-2025
Community	Student	K ██████████	06-30-2025
Community	Student	T ██████████	06-30-2026

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)	█████ Dubon
DELAC Representative	Parent of EL Student (required)	█████ Chicas
Principal or Designee	Staff Member (required)	Monica Cole Jackson
Secretary	Parent of EL Student (required)	█████ Silva

Name	Representing
█████ Plascencia	Parent of EL Student
█████ Pinon	Parent of EL Student
█████ Marquez	Parent of EL Student
█████ Meza	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?	11/18/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Notification to parent of students EL Status Notification to parents of students ELAC test dates Extra Student Supports for ELL Students (Tutoring, Interventions)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students 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	11/18/2024
6. What was SSC's response to ELAC recommendations?	These are very important aspects of our program and it is imperative scholars are RFEP before they get to high school. We will include supports and incentives for EL scholars in the SPSA.

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): 11/18/2024
2. The SSC approved the **Home-School Compact** on 10/21/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/21/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/18/2024
6. The SPSA was approved at the following SSC Meeting: 11/18/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



Home School Compact 2024-2025

The staff, parents/guardians, and students at Keller have expectations of themselves and each other. We know that learning can only take place when there is a combination of effort, interest, and motivation. The following is our agreement to work together. We believe that this agreement can be fulfilled with our team effort. Together we can improve teaching and learning.

As a student, I commit to:

- Arrive to my classes on time and appropriately dressed.
- Build biliteracy by engaging in the language of instruction.
- Work as hard as I can on school assignments and follow all school rules.
- Discuss with my parents/guardians what I am learning in school.
- Ask my teacher(s) questions when I don't understand something.
- Use my cell phone/watches/chromebook/ and other technology respectfully at appropriate times with permission.
- Use technology responsibly, including district devices, district email and social media.
- Read for 30 minutes or more a day.
- Treat others with courtesy and respect.
- Treat school property and teachers with courtesy and respect.
- Use appropriate language at all times.

Student's Name

Student's Signature

As a parent/guardian, I commit to:

- Assist my child with learning.
- Provide a quiet area for learning at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Participate in as many school activities as possible.
- Encourage my child to read by reading with him/her and by reading myself.
- Limit my child's screen time.
- Support my child's teachers with their classroom expectations.
- Treat others with courtesy and respect.
- Follow rules of the road when picking up and dropping off scholars.
- Register for Canvas, ParentVUE, and check my student's grades weekly.

Parent/Guardian's Name

Parent/Guardian's Signature

In the classroom we commit to:

- Provide motivating, interesting, and challenging learning experiences in my classroom.
- Explain my expectations, instructional goals, and grading system.
- Communicate and cooperate with each parent to ensure the best education possible.
- Carefully analyze my students' data regularly to provide appropriate and meaningful instruction.
- Attend professional development classes in order to keep my skills and knowledge of the teaching profession current.
- Treat others with courtesy and respect.

As a school community we commit to:

- Create a welcoming environment for students, parents and visitors.
- Ensure a safe and orderly learning environment.
- Reinforce the partnership between students, parents and staff.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide appropriate in-services and training for students, teachers, and parents.
- Treat others with courtesy and respect.

Mrs. Dawn Lomeli

Principal's Name

Principal's Signature



Helen Keller Middle School

7020 Brittain Street
Long Beach, California 90808
(562) 421-8851 Fax: 562-420-2759



Pacto Escuela-Hogar 2024-2025

El personal, los padres/tutores y los estudiantes de Keller tienen expectativas de sí mismos y de los demás. Sabemos que el aprendizaje sólo puede darse cuando hay una combinación de esfuerzo, interés y motivación. El siguiente es nuestro acuerdo para trabajar juntos. Creemos que este acuerdo se puede cumplir con el esfuerzo de nuestro equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante me comprometo a:

- Llegar a mis clases puntualmente y vestido apropiadamente.
- Desarrollar la alfabetización bilingüe participando en el idioma de instrucción.
- Trabajar lo más duro que pueda en las tareas escolares y seguir todas las reglas escolares.
- Hablar con mis padres/tutores sobre lo que estoy aprendiendo en la escuela.
- Hacer preguntas a mis maestros cuando no entiendo algo.
- Usar mi teléfono celular y otra tecnología en los momentos apropiados.
- Utilice la tecnología de manera responsable, incluidos los dispositivos del distrito, el correo electrónico del distrito y las redes sociales.
- Lea durante 30 minutos o más al día.
- Tratar a los demás con cortesía y respeto.
- Tratar la propiedad escolar y a los maestros con cortesía y respeto.
- Utilice un lenguaje apropiado en todo momento.

Nombre de Estudiante

Firma de Estudiante

Como padre/tutor, me comprometo a:

- Ayudar a mi hijo con el aprendizaje.
- Proporcionar un área tranquila para aprender en casa y fomenta buenos hábitos de estudio.
- Hablar con mi hijo sobre sus actividades escolares todos los días.
- Participar en tantas actividades escolares como sea posible.
- Anime a mi hijo a leer leyendo con él/ella y leyéndome yo mismo.
- Limitar el tiempo que mi hijo pasa frente a la pantalla.
- Apoyar a los maestros de mi hijo con sus expectativas en el aula.
- Tratar a los demás con cortesía y respeto.
- Regístrese en Canvas, ParentVUE y verifique las calificaciones de mi estudiante semanalmente.

Nombre de Padre/Tutor

Firma de Padre/Tutor

En el aula nos comprometemos a:

- Proporcionar experiencias de aprendizaje motivadoras, interesantes y desafiantes en mi salón de clases.
- Explicar mis expectativas, objetivos de instrucción y sistema de calificaciones.
- Comunicarse y cooperar con cada padre para garantizar la mejor educación posible.
- Analizar cuidadosamente los datos de mis alumnos con regularidad para brindarles una instrucción apropiada y significativa.
- Asistir a clases de desarrollo profesional para mantener actualizadas mis habilidades y conocimientos de la profesión docente.
- Tratar a los demás con cortesía y respeto.

Como comunidad escolar nos comprometemos a:

- Crear un ambiente acogedor para estudiantes, padres y visitantes.
- Garantizar un ambiente de aprendizaje seguro y ordenado.
- Reforzar la asociación entre estudiantes, padres y personal.
- Actuar como líder educativo apoyando a los maestros en sus aulas.
- Proporcionar servicios internos y capacitación adecuados para estudiantes, maestros y padres.
- Siga las reglas de tránsito al recoger y dejar a los estudiantes.
- Tratar a los demás con cortesía y respeto.

Sra. Dawn Lomeli

nombre del director

Firma del director

Helen Keller Middle School

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Family Involvement Guidelines: For Non-Title I Schools

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

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

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

ADOPTION

Keller Dual Immersion Middle School's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on 10/21/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/8/2024. **Keller Dual Immersion Middle School**, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

Date

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7020 Brittain Street, Long Beach, California 90808
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Escuela Intermedia de Inmersión Dual Keller Pautas para la participación de la familia Para Escuelas que No Son de Título I

La Escuela Intermedia de Inmersión Dual Keller reconoce que las familias son las primeras y más influyentes maestras de sus hijos y que la participación continua de la familia en la educación de los niños contribuye en gran medida al rendimiento estudiantil y a un ambiente escolar positivo. Con el fin de involucrar a las familias de manera positiva en la educación de sus hijos, la Escuela Intermedia de Inmersión Dual Keller:

1. Ayudar a las familias a desarrollar habilidades de crianza y proporcionar entornos hogareños que apoyen los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informar a las familias que pueden afectar directamente el éxito del aprendizaje de sus hijos y proporcionarles técnicas y estrategias que puedan utilizar para mejorar el éxito académico de sus hijos y ayudarles a aprender en casa.
3. Iniciar una comunicación bidireccional consistente y efectiva entre el hogar y la escuela para que las familias sepan cuándo y cómo ayudar a sus hijos en apoyo de las actividades de aprendizaje en el aula.
4. Proporcionar capacitación para el personal que fomente una comunicación efectiva y culturalmente sensible con el hogar, incluida la capacitación sobre cómo comunicarse con familias que no hablan inglés y cómo dar a las familias oportunidades para ayudar en el proceso de instrucción tanto en la escuela como en el hogar.
5. Animar a las familias a servir como voluntarios en las escuelas, asistir a las actuaciones de los estudiantes y a las reuniones escolares, y participar en los consejos de los sitios, los consejos asesores y otras actividades en las que puedan desempeñar funciones de gobernanza, asesoramiento y defensa.
6. Incluir a las familias de estudiantes del idioma inglés en el desarrollo, implementación y evaluación de programas básicos y categóricos para estudiantes de inglés. Informar a las familias sobre cómo pueden involucrarse en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del inglés, alcanzar niveles altos en materias académicas básicas y cumplir con los desafiantes estándares académicos estatales que se esperan de todos los estudiantes.
7. Asegúrese de que todos los avisos, informes, declaraciones o registros enviados a la familia se traduzcan al idioma apropiado. Además, se proporcionarán traducciones orales de los materiales a petición de la familia, si es necesario.

Los planes escolares delinearán las medidas específicas que se tomarán para aumentar la participación de la familia en la educación de sus hijos, incluidas las medidas diseñadas para involucrar a las familias con barreras culturales, lingüísticas o de otro tipo que puedan inhibir dicha participación.

* * * * *

ADOPCIÓN

Las Pautas de Participación Familiar de la Escuela Intermedia de Inmersión Dual Keller han sido desarrolladas conjuntamente y acordadas por las familias de la escuela. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 21/10/2024 y estarán vigentes por el período de un año escolar. La escuela distribuirá las Pautas a todas las familias en o antes del 8/11/2024. La Escuela Intermedia de Inmersión Dual Keller, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

Firma

Fecha