

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Nelson 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

iReady D1 2024-25:

*165 students - Early/Mid/Above

*104 students - 1 grade below

*97 students - 2 grades below

*341 students - 3 grades below

Our greatest struggle, across domains, is informational text. This is true for all placement levels. Informational text is followed closely by overall comprehension. Table below is a count (n) of students currently at Nelson and their overall scores on the 23-24 SBAC.

ELA	Exceed	Met	Nearly Met	Not Met
Grade 6	50	69	51	91
Grade 7	28	51	76	59
Grade 8	27	66	56	91

The CA Dashboard shows English Learners, Students with Disabilities, and African American students are in the red level for ELA.

ELA Goals

By March of 2025, Nelson Academy students scoring 2 to 3 grade levels below on the iReady will decrease to 52% (currently 62%) or greater and increase the number of students scoring early/mid/above to 33% (currently 23%). By June, 2025 Nelson Academy students scoring not met or nearly met combine will decrease to 51% (currently 61%) on the SBAC ELA assessment.

Action Plan Summary:

Improving Tier 1 instruction through the use of scaffolds to provide access for all students to grade level standards while addressing the prior knowledge and skills students are missing.

English Learners: Students who are scoring below Moderately Developed on the ELPAC will receive a Core Content Support class for 55 minutes, daily.

Newcomers will be enrolled in both Beginning ELD course and ELD workshop. These two classes combine to 1 hour, 50 minutes of support, daily.

Students with Disabilities will have their progress monitored by their case carrier. Students will receive appropriate supports as defined in their 504 plan and/or IEP. Supports may include collaborative co-teaching for 55 minutes, daily.

African American students: Students needing additional support may be scheduled into a class that has collaborative co-teaching which decreases the teacher to pupil ratio. Students may also be identified to participate in small group coaching from RJ coach if academic underperformance is connected to SEL causes. Schoolwide, students will participate in engagement activities and learn to self-identify how engaged they are in the course content several times each month as a means of self regulating engagement with content.

Widely Important Goal (WIG)

Nelson teachers will provide Tier One quality instruction access through the use of supporting scaffolds: content, behavior, engagement and literacy

Progress Monitoring Plan Summary:

By Mid October: Department members will be able to collaboratively identify skills and concepts that historically prevent students from meeting grade level standards.

By Thanksgiving recess: Department members will be planning lessons that include academic and/or behavioral scaffolds

By Knee to Knee conferences in December, Teachers will be able to speak to the needs of each period in general and to how they are using the tools in the iReady platform to plan for academic scaffolds (Tier 1 Interventions).

By April: Teachers will be knowledgeable with a variety of scaffolds to use in their lesson planning

By June: Teachers will be able to match individual students with appropriate scaffolds.

Comprehensive Needs Assessment: Mathematics

Math Findings

iReady D1 2024-25:

115 students - Early/Mid/Above

239 students - 1 grade below

108 students - 2 grades below

292 students - 3 grades below

Our greatest struggle in math is in the domain of Geometry across all placement levels. However, we have a significant number of students who are scoring only one grade level below.

Table below is a count (n) of students currently at Nelson and their overall scores on the 23-24 SBAC.

Math	Exceed	Met	Nearly Met	Not Met
Grade 6	51	23	55	119
Grade 7	12	35	70	133
Grade 8	24	30	65	126

The CA Dashboard shows English Learners, Hispanic, and African American students are in the red level for Mathematics.

Math Goals

By March of 2025, Nelson Academy students scoring 2 to 3 grade levels below on the iReady will decrease to 43% (currently 53%) or greater and students scoring early/met/above grade level will increase to 25% (currently 15%). By June, 2025 Nelson Academy students scoring not met or nearly met combine will decrease to 60% (currently 75%) on the SBAC math assessment.

Action Plan Summary:

Improving Tier 1 instruction through the use of scaffolds to provide access for all students to grade level standards while addressing the prior knowledge and skills students are missing.

Widely Important Goal (WIG)

Nelson teachers will provide Tier 1 quality instruction access through the use of supporting scaffolds: content, behavior, engagement and literacy.

African American students: Students needing additional support may be scheduled into a class that has collaborative co-teaching which decreases the teacher to pupil ratio. Students may also be identified to participate in small group coaching from RJ coach if academic underperformance is connected to SEL causes.

Schoolwide, including African American, Hispanic, and Ell's students will participate in engagement activities and learn to self-identify how engaged they are in the course content several times each month as a means of self regulating engagement with content. This, along with the focus on schoolwide, Tier 1 scaffolds will identify and then support students with identified areas of need in mathematics.

Progress Monitoring Plan Summary:

By Mid October: Department members will be able to collaboratively identify skills and concepts that historically prevent students from meeting grade level standards.

By Thanksgiving recess: Department members will be planning lessons that include academic and/or behavioral scaffolds

By Knee to Knee conferences in December, Teachers will be able to speak to the needs of each period in general and to how they are using the tools in the iReady platform to plan for academic scaffolds (Tier 1 Interventions).

By April: Teachers will be knowledgeable with a variety of scaffolds to use in their lesson planning

By June: Teachers will be able to match individual students with appropriate scaffolds.

Comprehensive Needs Assessment: English Learners

English Learner Findings				
iReady D1 Math 2024-25:				
Percent values: EL and RFEP				
Math	Early/Mid/Above	1 grade below	2 grades below	3 grades below
Grade 6	14	29	20	36
Grade 7	8	41	10	41
Grade 8	4	0	7	86
iReady D1 Reading 2024-25:				
Percent values: EL and RFEP				
Math	Early/Mid/Above	1 grade below	2 grades below	3 grades below
Grade 6	12	14	17	57
Grade 7	17	15	19	49
Grade 8	19	15	8	57
23-24 SBAC.ELA + RFEP				
	Exceed	Met	Nearly Met	Not Met
ELL/RFEP	7%	21%	30%	42%
Math SBAC: ELA + RFEP				
Math	Exceed	Met	Nearly Met	Not Met
ELL/RFEP	6%	10%	25%	59%

English Learner Goals

By June of 2025, Nelson Academy will decrease the percentage of ELL students scoring nearly met/not met on the ELA SBAC from 97% to 80% or less. By June of 2025, Nelson Academy will decrease the percentage of ELL students scoring nearly met/not met on the Math SBAC from 99% to 85% or less.

Action Plan Summary: ELL Students will receive additional Language instruction during the school day. Newcomers will receive 2 hours/day (Beginning ELD and ELD Workshop) and students who are not yet "Moderately Developed" will receive 1 hour/day of additional instruction (CCR ELD.) Additional students may be scheduled into CCR ELD if upon inspection of their ELPAC scores it is deemed the CCR ELD curriculum will address their needs. ELA teachers will continue to utilize "Embedded ELD" strategies within their ELA courses. In addition, prior to the administration of the ELPAC, students will have Saturday workshops offered to them including strategies for approaching the assessment.

Improving Tier 1 instruction through the use of scaffolds to provide access for all students to grade level standards while addressing the prior knowledge and skills students are missing.

Progress Monitoring Plan Summary:

By Mid October: Department members will be able to collaboratively identify skills and concepts that historically prevent students from meeting grade level standards.

By Thanksgiving recess: Department members will be planning lessons that include academic and/or behavioral scaffolds

By Knee to Knee conferences in December, Teachers will be able to speak to the needs of each period in general and to how they are using the tools in the iReady platform to plan for academic scaffolds (Tier 1 Interventions).

By April: Teachers will be knowledgeable with a variety of scaffolds to use in their lesson planning

By June: Teachers will be able to match individual students with appropriate scaffolds.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Core Survey given in January of 2024 showed increases in Student Sense of Belonging by 1%.
Pulse survey- Spring 2024 showed increases on all questions related to Student Belonging.
Sense of feeling safe at school increased by 6% and is now our top score.

The CA Dashboard shows The CA Dashboard shows English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Hlstanic, and Two or More Races students are in the red level for School Climate (Suspension rates.)
The CA Dashboard also shows English Learners and Homeless Youth are in the red level for .CHronic Absenteeism.

Core Survey given in January of 2024 showed increases in Student Sense of Belonging by 1%.
Pulse survey- Spring 2024 showed increases on all questions related to Student Belonging.
Sense of feeling safe at school increased by 6% and is now our top score under the Belonging category on the Pulse survey.
A 10% increase in questions related to getting along with others and attendance at school activities .
Attendance: Overall attendance rate dropped from 92.2% in 2022-23 to 91.9% in 23-24.
Chronic abesnteeism stayed constant at 27.8%
Chronic Absenteeism for African American students increased from 30.1% to 36%.
Chronic Absenteeism for EL students dropped from 34.6% to 26.5%.

Culture/Climate Goals

By the administration of the 2024-25 CORE survey (Approximately January 2025) Nelson students will respond positively in the area of safety, increasing our 23-24 score from 54% to 65%.

Action Plan Summary:
Nelson Academy will increase the staffing for Recreation Aides as a mean of increasing student supervision. Recreation staff will also receive training on deescalation techniques in order to support students during supervision. Nelson Academy will also increase the visibility of "See Something, Say Something" information and reminders of the tool for students. Increasing the number of classes that the RJ coach interacts with will also improve community building which will lead to decreased student rush to unsafe actions and increase harm and conflict circles/strategies.

Progress Monitoring Plan Summary: ADmin will review the data related to conflict and safety three times each year.

Attendance: By June of 2025, Nelson Academy will have an overall attendance rate of 94%.
 Suspensions:
 Chronic Absenteeism: By June of 2025, Nelson Academy will decrease Chronic Absenteeism by 10% to 17%.

Action Plan Summary: Improving relationships between staff and students as well as students and students will positively increase student attendance. Also, students' feeling successful in class due to content being scaffolded for them, increasing student access to grade level content will also improve attendance. We will increase the amount of time the attendance clerk has in the "back office" so tracking of absences can be more accurate and outreach to families can be done more effectively.

Nelson Administration will work with the support of the LBUSD RJ coach to increase the use of alternatives to suspension for all students. Three times a year admin will examine suspension data specifically looking for trends in the suspension rate of English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Hispanic, and Two or More Races.

Progress Monitoring Plan Summary:
 Admin will meet with attendance staff monthly to monitor attendance rates and outreach to families.
 Nelson will increase the use of the Wellness Center staff and Parent/Community Facilitator to do outreach to our Homeless Youth as well as our English Learners with support for families with barriers to student attendance.

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) 100% of Nelson students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady. 50% of Nelson students who	Goal Partially or Not Met	Monitoring the impact of the professional development related to differentiated instruction determined that we needed to take a step back and focus on how to provide Tier 1 scaffolds within the classroom each	During the 24-25 school year teachers will continue to have common conference periods and meet weekly to plan Tier 1 interventions for students working below grade level. In addition, Nelson professional development will focus on scaffolds for students in the areas of content,

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

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

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

day. We also needed to become more familiar with the tools and resources connected to the iReady platform . Specifically how to determine which students need small group instruction, supportive documents, or other scaffold in order for them to progress toward grade level standards. We also determined we needed to increase the amount of professional development related to writing lesson plans that include specific scaffolds for students. Specifically in ELA, the department also work together on a change idea that will support students. They calibrated and taught students a specific structure for annotating text for a purpose. This allowed students to engage with text in a meaningful way and assitaed with engagement.

literacy, and behavioral. Teacher lesson plans will call out the scaffolds they will be employing and which students will be the focus of the scaffold. Teachers will build on the work they began last year related to annotating for a purpose and expand the work into summary writing. The history department will also work with ELA to add common writing supports and increase the level of questioning in history to match the writing expectations n ELA.

	implement the new plans.			
Math	<p>1) 100% of Nelson students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady. 50% of Nelson students who began the 23-24 school year scoring below grade level will achieve their stretch growth on the March 2023 iReady. 100% of Nelson AA students who began the 23-24 school year scoring on or above grade level will achieve their typical growth on the March 2024 iReady. Additionally, 50% of Nelson AA students who began the 23-24 school year scoring below grade level will achieve their stretch growth on the March 2024 iReady.</p> <p>Action Steps: Teachers will collaboratively plan for differentiated instruction during common conference periods, on department release days, and during department meetings. Whole staff professional development on implementation of differentiate planning will occur once a month during staff</p>	Goal Partially or Not Met	Monitoring the impact of the professional development related to differentiated instruction determined that we needed to take a step back and focus on how to provide Tier1 scaffolds within the classroom each day. We also needed to become more familiar with the tools and resources connected to the iReady platform . Specifically how to determine which students need small group instruction, supportive documents, or other scaffold in order for them to progress toward grade level standards. We also determined we needed to increase the amount of professional development related to writing lesson plans that include specific scaffolds for students. Specific to math, professional development related to adding supports so student could reach grade level standards opened up new learning for teachers. Learning how to front-load the supports based on data was a significant learning this year.	During the 24-25 school year teachers will continue to have common conference periods and meet weekly to plan Tier 1 interventions for students working below grade level. In addition, Nelson professional development will focus on scaffolds for students in the areas of content, literacy, and behavioral. Teacher lesson plans will call out the scaffolds they will be employing and which students will be the focus of the scaffold. Teachers will begin work on Math Practice Standard 7: Support Productive Struggle in Mathematics including at least 2 PDSA cycles.

meetings.

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

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

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

	implement the new plans.			
English Learner	<p>1) The met/exceeded rate for ELA on SBAC 2024 will increase by 20% for both ELL and RFEP students. The met/exceeded rate for Math on SBAC 2024 will increase by 20% for both ELL and RFEP students.</p> <p>Actions: Increase teacher's skill at differentiation for English Learners through professional development and focused planning support (Multilingual office coaching.) Teachers will become familiar with the resources and data available in the ELLevations platform. They will utilize the "activities" from the ELLevations platform and will increase the use of Tier 1 differentiated instruction each day.</p> <p>Progress Monitoring: Teachers will review iReady and Edulastic data twice a year following said assessments. Based on this data, teachers will adjust their plans for differentiated instruction and implement the new plans.</p>	Goal Partially or Not Met	Hiring an ELL College Aide to support in the EL elective class was helpful as this decreased the teacher/aide ratio in the classroom so students add more access to assistance.	During the 24-25 school year, specific focus will be to increase support for RFEP students as their scores dropped dramatically last school year. In addition, focused ELL support for students has been brought back to Nelson in the form of a full time EL teacher. Students who scored less than "moderately developed" on the 23-24 ELPAC will be scheduled into an elective support class for ELL's daily.
Culture/Climate	1) CORE Survey Data:	Goal Partially or	Increasing the communication with	During the 24-25 school year teachers and staff

<p>Culture of Academic Support = 73% Sense of Belonging = 46% Our goal for the 2023-24 school year is to increase these two domains to 80%.</p> <p>Pulse survey data (Fall 2023): Agency = 76% Belonging = 68% Identity = 78%</p> <p>By June 2024 CORE Survey data for "Culture of Academic Support, Safety, and Sense of Belonging" will be greater than 80%. Pulse survey data for "Belonging" will also be greater than 80%. 2) We will increase students' Self Efficacy score 80% on the CORE survey by teaching students skills related to growth mindset and goal setting. Actions: Increase student supports through mentoring of students with multiple D/F from the prior year and students who self rated low on the CORE and Pulse surveys.</p> <p>We will increase students' Climate of Academic Support on the CORE survey to 80% by</p>	<p>Not Met</p>	<p>families related to chronic absenteeism and support for students who were struggling to get to school helped increase attendance.</p> <p>Increased clubs and WEB leader interactions with 6th graders.</p>	<p>will increase the amount of reflection students do each month on the activities, celebrations, events, and opportunities for student involvement to keep the positive energy at the forefront of student minds.</p> <p>We will establish our Empowerment Saturdays program which will include sessions on cultural awareness, wellness, and fun elective classes such as drumming/dance, drone soccer, and art so students who would like more time to participate in fun activities they have additional options. Student will also be scheduled into these sessions with friends.</p>
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	<p>creating student support teams and conducting parent workshops related to academic progress and available supports for students.</p> <p>All students will be taught the 5 levels of personal and social responsibility and receive feedback on their progress through PE classes.</p> <p>Reduced chronic absenteeism rate (Student who miss 10% of school or more) to 8% through Tier 2 Interventions such as monthly SART meetings with families and individual check-ins.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The 50% work of this Assistant Principal will focus on: Attendance/Tardy Plans - Grade 6 Diversity, Equity, and Inclusion Work Multiple F's Intervention - Grade 6 Academic Interventions Attendance Support - Grade 6 Anger Management Intervention Restorative Practices Implementation, Modeling and PD Student Mediation - Grade 6 (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact

<p>The 50% work of this Assistant Principal will focus on:</p> <p>Attendance/Tardy Plans - Grades 7 & 8 Diversity, Equity, and Inclusion Work Multiple F's Intervention - Grades 7 & 8</p> <p>Academic Interventions Attendance Support - Grades 7 & 8 Restorative Practices Implementation, Modeling and PD Anger Management Intervention Grades 7 & 8 Restorative Practices Implementation, Modeling and PD Student Mediation - Grades 7 & 8 WEB Liaison SEAL planning and recruitment (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Strong Positive Impact
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<p>The 50% Parent and Compliance Coordinator will focus on: Establish and maintain home-school communication for students Research available community resources for families as needed Provide additional supervision to address concerns revealed in the Parent CORE Survey Provide academic support for at-risk students; collaborate with teachers to monitor the progress and effectiveness of intervention plans Home visits related to attendance Organize school-wide campaigns Diversity, Equity, and Inclusion Campaigns School Site Council Agenda and minutes Maintaining the Compliance Cabinet Maintaining the School Website and Marque Liaison for MS Choice fair and Site Night Design, present, and manage Parent Workshops Design and Manage School Planners Title 1 Newsletters Community Newsletters (School News Roll Call) School Pictures and ID's Textbook check out Support William's Audit Support Technology Support ELL/ELD Redesignation Manage the Nelson Public Google Calendar (IN 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
<p>Increase the FTE provided for a 60% nurse by 40% so the school can have a full time nurse. Nelson Academy has multiple medically fragile students who require daily support. Nurse will also work with our SEL coordinator and Health teacher to create and present lessons on health related topics, enhancing our current program. (IN 4)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since their is only one lunch and all 890 students are out together and the locker rooms have over 100 students at one time. (IN 5)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Hourly compensation to bring recreation aides to a 3.75 work day. Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since their is only one lunch and all 840 students are out together and the locker rooms have over 100 students at one time. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Additional hourly for teachers and staff to be trained and hold family conferences around student individual data for the purpose of goal setting and matching of interventions/enrichment opportunities. (IN 7)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
WEB coordination and events for incoming 6th graders and their mentors (IN 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Support for ELL students and newcomers. (IN 9)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
Extra hourly compensation for staff who assist at parent events. (IN 10)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Professional Development Release Days. 3 release days for each teacher throughout the year to work together and plan for implementation of NSI and BTC. Department may choose to use the funding to meet after school for planning in lieu of release days due to substitute shortages. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Nelson Academy will continue our work on establishing a safe and restorative community. We will require supplies and resources to support this work. In addition we are participating in learning around BTC (Building Thinking Classrooms, and LBNSI. Both of these areas of professional development will also require resources and supplies to enhance our professional development sessions. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Music teacher to attend a local Music teacher conference. Costs: substitute, registration, and mileage. (PD 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Training materials and supplies for parent events and meetings. This would include markers, flip charts, easels, paper, etc. No promotional items will be purchased with this funding. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful

School Planners - Increase the opportunities for parents to communicate with the school related to classroom assignments, assessments, school events, and goal setting. (PI 2)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Curricular materials and supplies for each department. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Replacement TV's for classrooms. TV's are part of the teacher learning station system. Multiple TV's are no longer working and need to be replaced. This would also include any cost to install the TV's and/or mounts. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

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
Purchase of curricular materials and supplies to enrich and extend opportunities for students within the classroom. Core Curriculum 40, Basic Services 60	Curricular materials and supplies for each department used to supplement the educational experience for students.	All Students	Title 1 \$10,000 Materials - Title 1 100%	08/28/2024 - 06/30/2025 Quarterly	Department chairs Principal	Lesson plans Core Curriculum 40, Basic Services 60
EdPuzzles are support for teachers with grade level content in an engaging way. Core Curriculum 100	Purchase of professional site version of EdPuzzle.	All Students	LCFF \$3,000 Services - LCFF 100%	11/22/2024 - 11/22/2025 Monthly	IIC Principal Teachers	Administration will monitor the use of this tool via lesson plans and classroom observations. Core Curriculum 100
PLTW computers can not use Blocks. Teacher needs to monitor students using computers during class. Core Curriculum 100	Purchase of LanSchool monitoring software for the Nelson PLTW PC computers.	Other Targeted Students	LCFF \$400 Services - LCFF 100%	12/01/2024 - 12/01/2025 Monthly	PLTW teacher Administration	Admin will monitor the use via classroom observations. Core Curriculum 100

Co-teaching is new to Nelson Academy. Time is needed to train teachers on co-teaching. Other 100	2 sub release days for General Education teachers and their co-teachers (9 total) for planning and support for underperforming students and students with IEP's.	Special Education, Identified At-Risk Students	Title 1 \$4,871 Substitute teacher full day (9) for 2 days - Title 1 100%	09/24/2024 - 06/18/2025 Semester	Principal Special Education Department Chair	Admin will monitor co-teaching via lesson plans and classroom observations Other 100
Need for transition events and mentoring of our incoming 6th graders. Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 20, SEL Survey 20	WEB coordination and events for incoming 6th graders and their mentors	Other Targeted Students	Title 1 \$7,011 Teacher Hourly Extra Comp (5) for 15 hours annually - Title 1 100%	07/01/2024 - 06/30/2025 Weekly	WEB coordinators Principal	CORE survey data Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 20, SEL Survey 20
Supervision for students during lunch, PE, passing periods, before and after school. High School Readiness 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30	Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since there is only one lunch and all 890 students are out together and the locker rooms have over 100 students at one time.	All Students	LCFF Rec \$16,272 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100%	08/01/2024 - 06/30/2025 Daily	Recreation Aides	Principal, Assistant Principal High School Readiness 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30

<p>Safety and Supervision High School Readiness 50, Culture-Climate Survey (Student-Staff) 50</p>	<p>Hourly compensation to bring recreation aides to a 3.75 work day. Recreation Aides will provide supervision for students during lunch and assist with locker room supervision. This is for the safety of the students especially since there is only one lunch and all 840 students are out together and the locker rooms have over 100 students at one time.</p>	<p>All Students</p>	<p>LCFF Rec \$21,474 LCFF \$17,569 Hourly - Recreation Aide (4) for 495 hours annually - LCFF 45%; LCFF Rec 55%</p>	<p>08/01/2024 - 06/30/2025 Daily</p>	<p>Kathleen Reed</p>	<p>Principal and Assistant Principal will monitor the work of these employees. High School Readiness 50, Culture-Climate Survey (Student-Staff) 50</p>
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<p>Medical fragile students, including a student with seizure disorder. Our MM and MS students need medical intervention often. SEL Survey 40, Basic Services 60</p>	<p>Increase the FTE provided for a 60% nurse by 40% so the school can have a full time nurse. Nelson has multiple medically fragile students including our RSP, MM, and MS programs who require daily support. Nurse will also work with our Parent Community Coordinator, AP's, and Health teacher to present on health related topics, enhancing our current program and parent support.</p>	<p>All Parents, All Students</p>	<p>Title 1 \$59,555 Nurse Inspector .4 FTE - Title 1 100%</p>	<p>08/01/2024 - 06/30/2025 Daily</p>	<p>Principal School Nurse</p>	<p>MOntly data monitoring of nurse TDR. SEL Survey 40, Basic Services 60</p>
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<p>The student SEL and academic needs are significant after returning from distance learning. Students require much more time to navigate social interactions. Parents also require assistance with how to assist their students, obtain resources, and support daily student attendance. D/F Rate 40, High School Readiness 40, Attendance/Chronic Absenteeism Rate 20</p>	<p>The 50% work of this Assistant Principal will focus on: Attendance/Tardy Plans Diversity, Equity, and Inclusion Work Multiple F&E™s Intervention Academic Interventions Attendance Support Restorative Practices Implementation, Modeling and PD Anger Management Intervention Grades Restorative Practices Implementation, Modeling and PD Student Mediation WEB Liaison SEAL planning and recruitment</p>	<p>All Parents, All Students</p>	<p>Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%</p>	<p>07/01/2024 - 06/30/2025 Daily</p>	<p>Principal AP #2</p>	<p>Principal will monitor data and student contact logs, monthly D/F Rate 40, High School Readiness 40, Attendance/Chronic Absenteeism Rate 20</p>
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<p>The student SEL and academic needs are significant after returning from distance learning. Students require much more time to navigate social interactions. Parents also require assistance with how to assist their students, obtain resources, and support daily student attendance. D/F Rate 40, High School Readiness 40, Culture-Climate Survey (Student-Staff) 20</p>	<p>The 50% work of this Assistant Principal will focus on: Attendance/Tardy Plans Diversity, Equity, and Inclusion Work Multiple F&E™s Intervention Academic Interventions Attendance Support Anger Management Intervention Restorative Practices Implementation, Modeling and PD Student Mediation</p>	<p>All Students, All Parents</p>	<p>Title 1 \$101,765 Asst. Principal Middle .5 FTE - Title 1 100%</p>	<p>07/01/2024 - 07/30/2025 Daily</p>	<p>AP #1 and Principal</p>	<p>Principal will monitor the data and student contact logs for this position, monthly. D/F Rate 40, High School Readiness 40, Culture-Climate Survey (Student-Staff) 20</p>
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	<p>Where Everyone Belongs (WEB) is our primary support for transition from 5th grade to Nelson Academy. This includes a 6th grade orientation and monthly meetings with 6th graders facilitated by 8th grade WEB leaders.</p> <p>The Nelson administrators and teachers welcomed all incoming 6th grade parents to a parent orientation day. During this time parents are shared day to day procedures, school uniform, bell schedules and more. Parents are able to purchase school uniforms including PE uniforms for their incoming 6th grader/s. There is time for parents to ask questions walk the campus and share any concerns they may have. The Hoover team provides a slideshow for parents and guardians that is then uploaded and shared to the Nelson website. This event is well attended event and families are always grateful for the information shared with them.</p>	<p>High School transition is supported by the school choice office. This includes lessons on the selection process, and how to select a high school that aligns with student goals. The transition support is also offered to families who need assistance completing applications. The High School Choice Fair is also a well attended LBUSD event that supports in transition.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teacher need assistance learning about these researched based processes, time to plan with them in mind, and evaluate the impact of the implementation. SBAC ELA 30, SBAC Math 30, Core Curriculum 40	Professional Development Release Days. 2 release days for each teacher throught the year to work together and plan for implementation of CCT and implementation of scaffolds. Department may choose to use the funding to meet after school for planning in lieu of release days due to substitute shortages.	Title 1 \$4,330 Substitute teacher full day (8) for 2 days - Title 1 100%	11/19/2024 - 11/19/2025 Quarterly	IIC Department Chairs Principal	Agendas and lesson plans

We need to increase student interest and engagement . Culture-Climate Survey (Student-Staff) 70, SEL Survey 30	Teachers will participate in professional learning related to the new courses/content.	LCFF \$9,348 Teacher Hourly Extra Comp (2) for 50 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Teachers Admin	Classroom observations for new courses and programs. CORE survey data
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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

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	314922
Title I Parent and Family Involvement (3008)	6673

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	91140

* 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	Kathleen Reed	06-18-2025
Staff	Classroom Teacher	Julie Rodriguez	06-18-2026
Staff	Classroom Teacher	Vanessa Lechuga	06-18-2025
Staff	Classroom Teacher	Jordan Limon	06-18-2025
Staff	Classroom Teacher	Michael Sheets	06-18-2026
Staff	Other School Personnel	Marie Rivera	06-18-2025
Community	Parent/Community Member	████████ Wolfe	06-18-2025
Community	Parent/Community Member	████████ Aviles	06-18-2025
Community	Parent/Community Member	████████ Gordaon	06-18-2025
Community	Student	M ██████████	06-18-2025
Community	Student	E ██████████	06-18-2025
Community	Student	R ██████████	06-18-2025

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)	██████ Marin
DELAC Representative	Parent of EL Student (required)	██████████ Vigil
Principal or Designee	Staff Member (required)	Kathleen Reed
Secretary	Staff Member (required)	Veronica Lucio

Name	Representing
██████ Castro	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?	10/22/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Recommended Saturday tutorials for students finding difficulty passing the ELPAC. Recommended continuation of EL College Aide employment. Afterschool tutoring with a Nelson teacher for EL students. One hour three times a week. Spring tutoring will focus on ELPAC preparation. Establishing a reading program for EL students at Nelson. With a Nelson teacher to support reading and reading comprehension.
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 Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/22/2024

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>SSC agreed to continue employment of EL College Aide. Approved Saturday tutorials prior to ELPAC 2025 to assist students with understanding the test and testing strategies. SSC will revisit after school tutoring at a later time. Currently EL students have an extra class 5 days a week for extra support with their reading and writing skills and beginners have ten hours SSC will revisit these workshops at a later date pending clarification to the SSC members about the workshop content..</p> <p>SSC will approve the 4 workshops in the spring with the Title 3 funding provided to specialized EL support.</p>
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/22/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/22/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/25/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 12/17/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Nelson Academy ▾

If ATSI, identify subgroups:

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

Attestation:

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

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

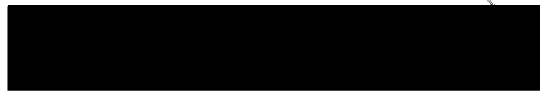
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

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

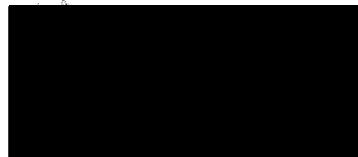
Date Approved by SSC

11.19.24

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

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

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

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

Nelson Academy ▾

Si es ATSI, identifique los subgrupos:

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

Atestación:

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

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

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

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

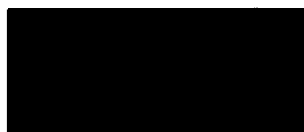
Fecha de aprobación por el
SSC

11.19.2024

Firma del director



Firma del presidente del
SSC



Inequidad de recursos

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

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

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

Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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

School-Home Compact 2024-2025

As a Nelson student I agree to:

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

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

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

As a Nelson teacher/staff member I agree to:

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

**Compacto de la Escuela y el Hogar
2024-2025**

Como estudiante de la escuela Nelson estoy de acuerdo a:

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

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

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

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

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

Jessie Elwin Nelson Academy

Parental Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Jessie Elwin Nelson Academy has developed jointly with, agreed upon with, and distributed to the parents of participating children, a School Parental Involvement Guidelines that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Nelson's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The Home-School-Compact is incorporated into the School Parental Guidelines.

PART I

Jessie Elwin Nelson Academy agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, the School Parental Involvement Guidelines that the school and parents of participating children agree upon.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format, and to the extent practicable, will distribute these Guidelines to the parents in a language that the parents can understand
- Make the School Parental Involvement Guidelines available to the local community
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school
- Adopt the school's Home-School-Compact as a component of its School Parental Involvement Guidelines
- Agree to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES

COMPONENTS

1. Jessie Elwin Nelson Academy will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

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

Topics included:

- Responsibilities and Roles of SSC and its members
- Composition of SSC
- Budgetary Considerations
- Single Plan for Student Achievement
- Title I, Compliance

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

At Meeting:

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

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

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

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

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

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

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

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

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

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

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

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

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

- Parent University Workshops
- Nelson Knight's Herald News

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

- Parents' suggestions/topics

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

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

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Jessie Elwin Nelson Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

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

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

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

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

4. Jessie Elwin Nelson Academy will, with the assistance of its District, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, using technology, as appropriate, to foster parental involvement by:

- Parent University Parent Workshop

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

work with parents as equal partners, in the value and utility of contributions of parents, in how to implement and coordinate parent programs, and build ties between parents and schools by:

- Teacher/Staff In-Services (guest presenters)
- Positive communication with parents
- MyPD Learning Opportunities

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


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

* * * * *

PART IV ADOPTION

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

These Guidelines were adopted by Jessie Elwin Nelson Academy on September 24, 2024 and will be in effect for the period of the 2024-2025 academic school-year. The school will make the Guidelines available in the office and through the Nelson Academy Website to all parents and the local community on or before September 25th, 2024. Jessie Elwin Nelson Academy’s notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of these Guidelines to parents in a language the parents can understand.



(Signature of Authorized Official)

9/24/24

(Date)

Academia Jessie Elwin Nelson

Pautas para la participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título I), la Academia Jessie Elwin Nelson ha desarrollado, acordado y distribuido a los padres de los niños participantes, unas Directrices para la participación de los padres en la escuela que contienen la información requerida por la sección 1118. (b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Nelson para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto entre la Escuela y el Hogar está incorporado en las Directrices para los Padres de la Escuela.

PARTE I

Jessie Elwin Nelson Academy se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, las Pautas para la participación de los padres en la escuela que acuerden la escuela y los padres de los niños participantes.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme, y en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela
- Actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela
- Adoptar el Pacto entre la escuela y el hogar de la escuela como un componente de las Pautas para la participación de los padres en la escuela
- Aceptar regirse por la siguiente definición legal de participación de los padres, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LAS PAUTAS REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

COMPONENTES

1. Jessie Elwin Nelson Academy tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación

Academia Jessie Elwin Nelson

Pautas para la participación de los padres de los padres en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

- Asistencia a uno de los 4 entrenamientos del distrito para padres y equipos del consejo del sitio escolar. Temas incluidos:

Responsabilidades y funciones del SSC y sus miembros

Composición de SSC

Consideraciones presupuestarias

Plan Único para el Rendimiento Estudiantil

Título I, Cumplimiento

- Planificar una reunión con los padres de SSC y ELAC para revisar el Plan Único para el Logro Estudiantil y las Pautas de participación de los padres del año anterior
- Proporcionar instrucciones para el programa y ayudar al Equipo de Liderazgo con la planificación,

implementación, seguimiento y evaluación del Plan Único de Aprovechamiento Estudiantil

- Invite a otros padres y partes interesadas a asistir a las reuniones a través de:

Nelson Knight's Herald News - Boletín Título I

ParentVue

LIENZO

Sitio web de la escuela Nelson

Mensajero de la escuela

Elecciones de los miembros del SSC

Avisos públicos

En la reunión:

- Revisar el Plan Único para el Logro Estudiantil y las Pautas del año anterior y el Pacto entre el hogar y la escuela como grupo, hacer cambios/ajustes según sea necesario
- Reescribir o actualizar las Pautas de participación de los padres y el Pacto entre la escuela y el hogar
- Traducciones orales y escritas disponibles para padres españoles y khmer para permitir discusiones
- Colaborar con el Equipo de Liderazgo de la escuela en el desarrollo del Plan Único para el Rendimiento Estudiantil y recomendarlo para su aprobación
- Supervisar la implementación de las actividades del Plan Único de Aprovechamiento Estudiantil

Academia Jessie Elwin Nelson

Pautas para la participación de los padres

- Evaluar periódicamente la efectividad del Plan Único para el Logro Estudiantil para satisfacer las necesidades educativas, profesionales y personales de todos los estudiantes
- Revisar anualmente el Plan Único para el Logro Estudiantil, establecer un nuevo presupuesto de mejora escolar y, si es necesario, aprobar modificaciones en el plan y el presupuesto, para reflejar las necesidades y prioridades cambiantes de los estudiantes.
- El Consejo de Sitio Escolar se reunirá por lo menos 7 veces durante el año escolar de acuerdo con las pautas establecidas en los Estatutos del Consejo de Sitio Escolar.

2. La Academia Jessie Elwin Nelson tomará las siguientes medidas para distribuir a los padres de los niños participantes y a la comunidad local, las Pautas para la participación de los padres en la escuela:

- SSC y ELAC
- Reunión Anual de Título I
- Mostrador de la oficina principal
- Noche de Regreso a Clases
- Sitio web de la escuela

3. Jessie Elwin Nelson Academy actualizará periódicamente sus Directrices escolares para padres para satisfacer las necesidades cambiantes de los padres y la escuela:

4. Jessie Elwin Nelson Academy convocará una reunión anual para informar a los padres sobre lo siguiente:

Que la escuela de su hijo participe en el Título I, sobre los requisitos del Título I, de sus derechos a participar.

Cómo la escuela planea usar los fondos del Título 1

Consejo Escolar

ELAC (Consejo Asesor del Idioma Inglés)

Se llevarán a cabo dos reuniones, 1 por la mañana y 1 por la noche, para acomodar a todos los padres;

- Los padres serán invitados a la Reunión Pública Anual a través de un volante enviado a casa con los estudiantes
- Avisos publicados en todo el campus en inglés, español y khmer
- Comunicaciones de mensajería escolar

Academia Jessie Elwin Nelson

Pautas para la participación de los padres

5. Jessie Elwin Nelson Academy llevará a cabo una cantidad flexible de reuniones en diferentes horarios y brindará cuidado de niños pagado con fondos del Título I siempre que estos servicios se relacionen con la participación de los padres:

- Notificaciones a través de volantes/marquesina – boletines
- Talleres/reuniones
- Mensajero Escolar
- Memorándums electrónicos
- Noches familiares del centro de recursos para padres del distrito

6. Jessie Elwin Nelson Academy proporcionará información oportuna sobre los Programas de Título I a los padres de los niños participantes de manera oportuna:

- En la Reunión Anual del Título I
- En el mostrador de la oficina principal
- En las reuniones de SSC, ELAC y otras reuniones de padres
- La comunicación se enviará a casa a los padres en inglés, español y jemer.
- El Convenio entre la escuela y los padres de Nelson se entregará anualmente a todos los estudiantes.
- Noche de Regreso a Clases
- Sitio web de la escuela
- Calendarios mensuales de talleres de la Universidad de Padres del Distrito

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

Talleres de la Universidad de Padres

Noche de regreso a la escuela

Reuniones familiares de Título I (SBAC y estándares)

8. Jessie Elwin Nelson Academy brindará a los padres de los niños participantes, si así lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. en la medida de lo posible:

- Sugerencias/temas de los padres

Academia Jessie Elwin Nelson

Pautas para la participación de los padres

- El director tiene una política de puertas abiertas
- Encuestas para padres
- Reuniones de padres

9. La Academia Jessie Elwin Nelson enviará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes:

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Jessie Elwin Nelson Academy desarrollará la capacidad de la escuela y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de la siguientes actividades específicamente descritas a continuación:

- Capacitaciones de “Entrenador de Entrenadores” del Distrito ofrecidas para padres y personal para facilitar Talleres de Educación para Padres en el sitio.
- Voluntariado en las aulas (VIPS)~en espera de los Protocolos COVID-19 del distrito
- Asistir a las reuniones de padres del distrito y la escuela
- Comunicarse regularmente con la escuela/maestro
- Talleres para padres GATE/ Long Beach Scholars
- Consejo Escolar
- Comité Asesor del Idioma Inglés

2. La Academia Jessie Elwin Nelson incorporará el Pacto entre la escuela y los padres como un componente de sus Pautas para la participación de los padres en la escuela:

- Será desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC.
- Se distribuirá a los padres, electrónicamente y se imprimirá en el planificador del estudiante

3. La Academia Jessie Elwin Nelson, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes, al emprender las acciones descritas:

- Estándares Estatales Básicos Comunes
- Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- Requisitos del Título I

Academia Jessie Elwin Nelson

Pautas para la participación de los padres

- Cómo monitorear el progreso de su hijo
- Calendarios – Talleres Universitarios para Padres
- Foro de Padres del Superintendente
- Reuniones de DCAC y DELAC
- Sitio Web del Distrito: Participación de los Padres

4. La Academia Jessie Elwin Nelson, con la ayuda de su Distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como alfabetización, utilizando tecnología, según corresponda, para fomentar la participación de los padres al:

- Universidad para padres Taller para padres

5. La Academia Jessie Elwin Nelson, con la ayuda de su Distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, director y personal administrativo, sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y utilidad de las contribuciones de los padres, en cómo implementar y coordinar programas para padres, y construir vínculos entre los padres y las escuelas al:

Capacitación para maestros/personal (presentadores invitados)

Comunicación positiva con los padres.

Oportunidades de aprendizaje de MyPD

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

- Representante de los padres/comunidad, hará las traducciones al español de los materiales escritos/notificaciones que se envían a los padres
- El personal del distrito hará las traducciones al jemer de los materiales escritos/notificaciones que se envían a los padres

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PARTE IV ADOPCIÓN

Estas Pautas para la participación de los padres en la escuela han sido desarrolladas en conjunto y acordadas con los padres de los niños que participan en los programas Título I, Parte A, como lo demuestran las actas de las reuniones del consejo escolar.

Academia Jessie Elwin Nelson

Pautas para la participación de los padres

Estas Pautas fueron adoptadas por la Academia Jessie Elwin Nelson el 24 de septiembre de 2024 y estarán vigentes durante el período del año escolar académico 2024-2025. La escuela pondrá las Pautas a disposición en la oficina y a través del sitio web de Nelson Academy para todos los padres y la comunidad local el 25 de septiembre de 2024 o antes. La notificación de Jessie Elwin Nelson Academy a los padres sobre las Pautas estará en un formato comprensible y uniforme y , en la medida de lo posible, proporcione una copia de estas Pautas a los padres en un idioma que los padres puedan entender.



(Firma del Funcionario Autorizado)

9/24/24

(Fecha)