



Stephens 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-risk 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
17% growth (overall) on ELA SBACProficiency percent of 54% (met & exceeded students)50% of our black students met and exceeded on ELA (23% increase compared to last year with a 19% cohort change)8th grade received the most growth compared to 6th and 7th gradeStagnant to no growth with students with IEPs and ELs

ELA Goals
ELA School Improvement Goal: By June 2025, 64% (10% growth) of students will meet and exceed the ELA SBAC through/by (see action plan and measurables) as reflected on/measured by Spring 2025 SBAC data. Our African American students will increase from 50% to 60% (10% growth). Our action plan is back to back department meetings, collaboration among teachers. Teachers also fill out a collaboration calendar. Teachers are also participating in literacy strategies that are aligned with the entire school. We are checking in with teachers for progress monitoring through 1:1 conferences and during conference periods. We also have a coaching support model at our site. Given the block schedule, many of our students are receiving ELA development, if needed.

Comprehensive Needs Assessment: Mathematics

Math Findings
6th Grade:22% of our current 6th grade students were met or exceeded in 2023-24. 34% of our current 6th grade students will meet or exceed the Math SBAC (12% increase) by 2024-25. 7th Grade: 34% of 6th grade students were met or exceeded on the Math SBAC 2023-24. The goal for them as 7th grade students is to be at 46% met or exceed (12% increase) on the Math SBAC by 2025 (10% increase compared to last years 7th graders).8th Grade Cohort: 36% of 7th grade students were met/exceeded in 2024. The goal for them as 8th grade students is to be at 40% met or exceeded (4% increase) on the Math SBAC by 2025 (14% increase compared to last years 8th graders).

Math Goals

By June 2025, the percentage of all students meeting or exceeding standards on Math SBAC will be 42% (10% increase from Math SBAC 2023-24). By June 2025, the percentage of African American Students meeting or exceeding standards on Math SBAC will be 29% (10% increase from Math SBAC 2023-24). By June 2025, the percentage of all students meeting or exceeding standards on Math SBAC will be 15% (12% increase from Math SBAC 2023-24). Our action plan is to have back to back department meetings. During our meetings, teachers are co-planning lessons and also go over common lessons. Teachers look at data and reflect for next steps. If students do well on the prove-its teachers discuss strategies that worked. Teachers are also collaborating weekly during their conference period. 6th grade teachers are also meeting prior to the start of the school day. We are also implementing the coaching model at our site. Given the block schedule, many of our students are receiving math development, if needed. Teachers are also focusing on our AA students. Action plan: shared google document of how teachers are intentionally reaching out to our AA students. Teachers are recording data from unit assessments, IABs, prove-its, and quizzes. Teachers will administer 4 common Provelts per quarter.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Stagnant to no growth with students with IEPs and ELs 21.1% growth among EL students (SBAC overall) 10.4% cohort change among EL students (SBAC overall).

English Learner Goals

Focus on English Learners by including the specific subgroup in goal setting and using their data to drive next steps regarding instruction. ELs will be looked at specifically in addition to other minority groups as teachers engage in the PDSA process throughout the year.

By June of 2025, we will increase student achievement in ELA and Math (as measured by SBAC) by 5%, for English Learners through the development of our ENLACE program and CCR electives. Through these classes, teachers will assess and submit data through various assessments (iReady, Prove-its, and Pear Assessments) along with next steps on how support our English Learners. We also provide support for English Learners by having them in co-teaching classes where they receive differentiated instruction and specific accommodations.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

<https://drive.google.com/file/d/1lfdYjE8qaedA0o3FuUYwNn5hvPKSnI7u/view?usp=sharing>

Area of need: building community within Stephens (in learning spaces and general environment) and with parents.

Goal: By June of 2025, we will decrease referrals by 15% and suspensions by 10%.

Action Plan: This will be done through a series of strategic plans developed by the Culture, Climate, and Community (CCC) Team. This includes: classroom and campus matrixes for how to be helpful, orderly, and proactive in all areas of campus (including in their learning spaces), common behavior intervention systems, and a revamped referral system to foster positive relationships and restorative justice practices. The CCC team will also develop school-wide advisory lessons to acknowledge and incorporate the identity of students, staff, and community in our work, acknowledge sense of belongingness with staff, students, & community members, and how to get our students, parents, and teachers to feel involved, welcomed or be informed about our school.

Progress Monitoring Plan: We will hold monthly CCC team meetings where we will revisit data for PULSE, CORE, Referrals, Suspensions, and Student Self-efficacy Surveys to identify strengths of school-wide practices supporting culture and climate, and determine next steps. During these meetings, we will also continue to develop school-wide advisory lessons and identify culture and climate data that helps to determine its effectiveness. We will continue to work with our partners from MTSS to upkeep our incentive programs and school-wide behavior matrixes (that promote PBIS practices).

Culture/Climate Goals

Vision & Goal (as developed in August): At Stephens Middle School, our Culture Climate and Community Teams mission is to build an inclusive and responsive learning environment that integrates the diverse identities of our communities by implementing behavioral supports. We are committed to fostering a sense of belonging by ensuring that students, staff, caregivers, and community members feel informed, involved, and engaged. We strive to cultivate learning and growth through restorative practices, empowering each individual to contribute to a collaborative school experience.

The CCC team has identified agency, identity, and sense of belonging as the needs for Stephens Middle School. The goal is to increase each area of the PULSE survey by 5 percentage points (compared to last year) through school-wide advisory lessons on agency, identity, and belonging. These advisory lessons will also require that students complete self-efficacy surveys to measure their our school's progress towards our goal. We also work alongside student council and our WEB leader students to continue to plan and lead school-wide events to raise cultural awareness, identity, and belonging (such as cultural fairs, luncheons, spirit weeks, etc.). We will continue to look at the PULSE survey results and make changes to our action plan(s) accordingly throughout the year.

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) Students meeting or exceeding the grade level standards on the SBAC in ELA will go from 37% to 45% M/E, and our black students will increase from 27%-35%. Our action plan is back to back department meetings, collaboration among teachers. Teachers also fill out a collaboration calendar. Teachers are also participating in literacy strategies that are aligned with the entire school. We are checking in with teachers for progress monitoring through 1:1 conferences and during conference periods. We also have a coaching support model at our site. Given the block schedule, many of our students are receiving ELA development, if needed.	Goal Met	Our success of our goals met is due to back to back department meetings, collaboration among teachers. Teachers also fill out a collaboration calendar. Teachers are also participating in literacy strategies that are aligned with the entire school. We checked in with teachers for progress monitoring through 1:1 conferences and during conference periods. We also have a coaching support model at our site. Given the block schedule, many of our students are receiving ELA development, if needed. We surpassed both goals and went from 37% to 54% M/E in ELA. Our black students went from 27% to 50% M/E.	Testing Stamina, data chats, word walls, prove-its, start its, multiple reads, debriefs, graphic organizers, collaborate conversations, deeper level questioning, no opt outs, backwards planning, stay on the pacing, grade level and all subjects alignment collaboration, observations, glow and grow chart, UDL incorporation, progressive questioning, refining engagement, PDSA cycles, ISPs, incentives, accountability ladder.
Math	1) For SBAC, we will go from	Goal Met	Math goal was met. Our goal was	Start-Its, Prove-Its, Use It or Lose It,

22.5%-30% M/E.

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

Teachers are also focusing on our AA students. Action plan:

to go from 22.5% to 30%. We reached 31%. For our black students grew 5 points going from 14% to 19% M/E on SBAC for math.

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

Launch/Thin Slicing, BTC, Collaborative Discussions\-, i-Ready Lessons and Tracking, Progressive Questions, Anchor Charts, Mild/Medium/Spicy problems, Data Chats with Stephens LIFT, Data Wall, word walls, PDSA cycles, ISPs.
Language of the Discipline (word wall)
Writing Frequency (written explanations, CIEvR summative prove-its, BTC, note-taking)
Oral Language (choral response, collaborative conversations, BTC)
-Prove-It Data
-District Pear Assessments
-i-Ready

	<p>shared google document of how teachers are intentionally reaching out to our AA students. Teachers are recording data from unit assessments, IABs, prove-its, and quizzes.</p> <p>Administer 4 common Provelts per quarter.</p>		<p>Teachers are also focusing on our AA students. Action plan: shared google document of how teachers are intentionally reaching out to our AA students. Teachers are recording data from unit assessments, IABs, prove-its, and quizzes.</p> <p>Administer 4 common Provelts per quarter.</p>	
English Learner	<p>1) With our block schedule, our students are all given 3 extra classes (electives). The electives that especially support our ELs is CCR and ELD. All of our classes are literacy classes. Many teachers have been trained extensively by one of our TOSAs, Tiffany Wile. 53 EL students have CCR and 48 RFEPd students have CCR. We will be monitoring this progress by looking at data from district unit assessments, ELPAC data, and collaboration with the ELA teachers.</p>	Goal Met	<p>Goal for ELL and RFEP students was met. The goal by the end of June 2024 was for ELL and RFEP students to increase achievement in ELA by 10%. We surpassed that growth and students's achievement increased by 17.3%. We mostly met our goal in Math. The goal was to increase by 10%, and students increased by 9%.</p>	<p>For this school year, we are streamlining instructional expectations with our ENLACE program and Spanish electives. Our ENLACE teacher and Spanish electives teacher have been working collaboratively to ensure that students are receiving the same literacy strategies and linguistic approaches. We also developed data collectors where teachers included EL students in their focus group of students to monitor in terms of their achievement and progress in classes.</p>

Culture/Climate	<p>1) As a Stephens community, we are putting together a Culture, Climate, and Community Team. The purpose of this team is to modify or create a behavior system to keep our numbers low.</p> <p>We are practicing restorative justice resources.</p> <p>This year, we are also part of a grant that from CSULB to look at data, implement new programs, and see areas of need in terms of culture, climate, and safety.</p>	Goal Partially or Not Met	Culture & Climate goal was partially met. Our goal was to increase sense of belonging of students by 10 percentage points from Winter to Spring. We increased by 7 percentage points and looking forward to working on all aspects of sense of belonging to see more steady increases of belonging.	For this school year, our Culture. Climate, and Community team (CCC team) have been working on the following: developing school-wide matrixes for how to behave in the classroom, restroom, and other areas of campus. The CCC team is also working on a series of school-wide advisory lessons on social skills and expectations (which also helps to streamline expectations on a school-wide level). Lastly, the CC team is working closely with our school's student recognition team to develop a variety of awards for students, and community leaders to help bring together our families to inform them of the happenings at Stephens and garner their support.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
1 Bilingual IOA position to help with parent communication and attendance. Will focus on increasing attendance, translating, coordinating parent conferences, and acting as a liaison to improve parent participation during the school day. (IN 2)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful
One 0.2 FTE teacher teaching a period of intervention for students who require additional support to meet the standards. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
0.19 Health Assistant (20%) - Provide individual or group counseling sessions for targeted students and parents related to health problems that are interfering with academic, behavioral, or social/economic growth. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact

3 Rec Aide to provide assistance with supervision and safety during student arrival, lunch and dismissal. (IN 5)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
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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
Need to increase SBAC ELA and math scores for underperforming at risk students. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20	One 0.8 FTE TOSA and one 0.5 FTE Facilitator - To provide support to ELA and Math instruction. Collaborate with teachers, provide assistance with the academic and behavior monitoring of interventions and help plan and coordinate professional development opportunities. Will closely monitor ELL students and will coordinate interventions for low performing students at all grade levels.	All Staff, All Parents, English Learners, Identified At-Risk Students, All Students	Title 1 \$180,198 LCFF \$52,799 Program Facilitator .5 FTE - Title 1 100% Teacher on Special Assignment (TOSA) .8 FTE - LCFF 37%; Title 1 63%	08/20/2024 - 06/13/2025 Daily	Principal	Weekly administrative meetings in which academic school goals will be progress monitored. Monthly meetings to monitor baseline attendance data. Release Day agendas will focus on Interim Assessment Data. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20

Need to increase SBAC scores for underperforming at risk subgroups. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20	One 0.2 FTE teacher teaching a period of intervention for students who require additional support to meet the standards.	Identified At-Risk Students	LCFF \$35,675 Teacher on Special Assignment (TOSA) .2 FTE - LCFF 100%	06/23/2024 - 06/12/2025 Daily	Principal	Unit Assessments SBAC SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20
Assist with health reports, health screenings, accidents on campus, and general student health concerns. Provide specific support to students in our SDC MS classes. Basic Services 100	0.19 Health Assistant (20%) - Provide individual or group counseling sessions for targeted students and parents related to health problems that are interfering with academic, behavioral, or social/economic growth.	All Students, Identified At-Risk Students, Low SES, Special Education	LCFF \$9,856 Health Assistant .19 FTE - LCFF 100%	08/27/2024 - 06/13/2025 Monthly	Principal	Complete Confidential health reports that needed to be distributed in a timely manner. Completion of all health screenings Communication with parents regarding shot records and exclusions. Basic Services 100
Increase the positive learning environment and climate at Stephens. Culture-Climate Survey (Student-Staff) 100	3 Rec Aide to provide assistance with supervision and safety during student arrival, lunch and dismissal.	All Students	LCFF Rec \$29,578 Hourly - Recreation Aide (3) for 500 hours annually - LCFF Rec 100%	08/27/2024 - 06/13/2025 Daily	Administrative Team	Administrative Team Culture-Climate Survey (Student-Staff) 100

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
No Data.	At Stephens Middle school several activities are planned and implemented to support the transition form Elementary to Middle school and Middle school to High School. At the end of August,	Program description for Middle school to High School At Stephens Middle school several activities are planned and implemented to support the

	<p>incoming 6th grade student and their parent are invited to an orientation. During this orientation, students are taught the expectations and rules of our school. A school tour is also given to both parents and students. We have seen a huge turn-out for this event. Additionally, during the first few days of the school year, 6th grade students are given extensive tours of our facilities. Beyond these two activities to support our 6th grade students, we have a parent GATE night. We invite the parents of the students who attend our feeder schools to describe our Excel program. Furthermore, to support 5th to 6th grade matriculation, Stephens hosts a collaborative meeting between 5th grade teachers and 6th grade Stephens' teachers. The purpose of meeting is to increase elementary school teachers' understanding of middle school programs and to share what constitutes best student work in a middle school classroom. During this meeting, Stephens invites all feeder school to have their 5th grade classes visit our school. Lastly, during the district annual Middle School Choice Fair, potential incoming 5th grade students and parents are encouraged to visit our school and take part in a school tour.</p> <p>Incoming 6th grade students and families were invited to a 6th Grade Orientation towards the end of June to familiarize them with Stephens school wide expectations.</p>	<p>transition from Elementary to Middle school and Middle school to High School. To support our 8th grade to high school transition, we hold informational nights sponsored by high school counselors. During these meetings, students and parents are given information on the various programs at each high school. In the fall, high school students from the neighborhood schools present to our 8th grade class. These presentations provide our students opportunities to ask questions and hear comments from students who have successfully made the transition to high school. In addition, counselors visit all 8th grade classrooms to discuss in detail the high school application process. The process and requirements of each program offered at high schools are detailed by the counselors. Furthermore, teachers, counselors, and administrators consistently discuss and prepare our students for successfully beginning the A – G requirements at the high school level. All presentations and materials are translated from English to Spanish for everyone to access.</p> <p>Approximately 65% of Stephens Middle School students attend Cabrillo High School. Cabrillo Student Ambassadors were invited to speak to 8th grade students during an assembly to discuss pathways available to them in September. It was done early in the year so 8th grade students can remain focused and motivated to meet the requirements.</p>
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Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

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

Accountability Measure 4: Parent & Community

Parent and Community 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)	240590
Title I Parent and Family Involvement (3008)	5904

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	80640

* 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	Eric Cabacungan	
Staff	Classroom Teacher	Amy Angel	06-30-2025
Staff	Classroom Teacher	Justin Hogate	06-30-2025
Staff	Classroom Teacher	Rosalind Miller	06-30-2026
Staff	Classroom Teacher	Carina Rodriguez	06-30-2026
Staff	Other School Personnel	Maricruz Vaca	06-30-2026
Community	Parent/Community Member	██████ Herrera	06-30-2026
Community	Parent/Community Member	██████ Neal	06-30-2026
Community	Parent/Community Member	██████ Reyes	06-30-2026
Community	Student	K ██████	06-30-2026
Community	Student	J ██████	06-30-2026
Community	Student	Z ██████	06-30-2026

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Herrera
DELAC Representative	Parent of EL Student (required)	████████ Castellon
Principal or Designee	Staff Member (required)	Adrienne Wong
Secretary	Parent of EL Student (required)	████████ Habon

Name	Representing
██████ Brand	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?	09/24/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC recommended that students receive language support on Saturdays. ELAC recommended programs that has been successful in elementary school called Summit. Zoom meetings to support our parents at their convenience. Passing out informational fliers before and after school.
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
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/23/2024
6. What was SSC's response to ELAC recommendations?	The SSC was very appreciative of the recommendations from ELAC. Supporting our EL students is very important to our school site.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2024
2. The SSC approved the **Home-School Compact** on 10/23/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/23/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 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: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



STEPHENS MIDDLE SCHOOL
1830 West Columbia Street
Long Beach, CA 90810
(562) 595-0841
Home-School Compact 2024 - 2025
Student-Parent-Teacher

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

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

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

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

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

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

As teachers we will carry out the following responsibilities:

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

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

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

Student's Signature _____ Date _____

Parent's/Guardian's Signature _____ Date _____

Principal's Signature (as teacher's representative) _____ Date _____

Revised 2024-2025 by SSC

Advisory Teacher's Name: _____



ESCUELA SECUNDARIA STEPHENS
1830 oeste de la calle Columbia
Long Beach, CA 90810
(562) 595-0841
Pacto Hogar-Escuela 2024 - 2025
Estudiante-Padre-Maestro

Somos socios en la educación. Individualmente y juntos tenemos la responsabilidad de asegurar la mejor educación para el niño. Al celebrar este pacto, aceptamos llevar a cabo las responsabilidades enumeradas. Este documento ha sido aprobado por el Consejo Escolar, con aportes de padres, estudiantes y maestros.

Estamos de acuerdo en que los padres/cuidadores, maestros y estudiantes trabajarán en equipo para asegurar una experiencia escolar exitosa para todos los participantes.

Como estudiante, llevaré a cabo las siguientes responsabilidades lo mejor que pueda:

1. Asistiré a la escuela con regularidad, llegaré a tiempo y estaré preparado para participar activamente en los asuntos escolares.
2. Siempre completaré y entregaré todas las tareas a tiempo.
3. Usaré mi uniforme y mi identificación de Stephens.
4. Siempre reflejaré la seriedad con la que atiendo mi educación.
5. Le diré a mi maestro si mi padre/cuidador necesita un intérprete para conferencias o llamadas telefónicas.
6. Revisaré constantemente las tareas y calificaciones en mi cuenta de Canvas.

Como padre/cuidador llevaré a cabo las siguientes responsabilidades:

1. Enviaré a mi hijo a la escuela con el uniforme, la identificación, la mochila y los útiles escolares correctos de Stephens; preparado y listo para aprender.
2. Asistiré a las conferencias de padres cuando sea necesario y me mantendré en contacto con los maestros, según sea necesario.
3. Me registraré y usaré Canvas constantemente para verificar el progreso académico de mi hijo.

Como docentes llevaremos a cabo las siguientes responsabilidades:

1. Enfocaremos sus recursos en mejorar la alfabetización académica de todos los estudiantes.
2. Proporcionaremos un programa académico que sea riguroso y desafiante.
3. Proporcionaremos un ambiente seguro, positivo y agradable para que se anime a los estudiantes a participar activamente en los asuntos escolares.
4. Informaremos a los padres sobre el progreso de los estudiantes a través del correo de voz, boletines informativos, Canvas, School Messenger, redes sociales de la escuela, marquesina escolar y/o conferencias y reuniones de padres.
5. Responderemos a las preguntas e inquietudes de los padres dentro de 2 días hábiles.
6. Seremos modelos positivos para los estudiantes. Publicaremos el progreso exacto de los estudiantes en Canvas al menos cada dos semanas.

La educación es importante para todas las partes involucradas. Por lo tanto, firmamos este documento con un espíritu de compromiso hacia una experiencia escolar positiva.

Firma del estudiante _____ Fecha _____
Firma del padre/tutor _____ Fecha _____
Firma del director (como representante del maestro) _____ Fecha _____
Revisado 2024-2025 por SSC

Advisory Teacher's Name: _____



Stephens Middle School Parent Involvement Guidelines

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

PART I

Stephens Middle School agrees to implement the following requirements:

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

PART II.

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

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

2. Stephens Middle School will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 - School website
 - Parent Chromebooks
 - School Messenger
 - School Marquee
3. Stephens Middle School will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:
 - Public school choice notifications
 - Supplemental services as provided by the District
 - Interventions
 - SSC and ELAC meetings
 - Parent information meetings
 - Canvas
 - Parent Center Trainings
 - School site council must vote to approve the guidelines
 - ParentVUE
 - Department nights
 - Elective parent night
4. Stephens Middle School will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
 - Meetings offered hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school marquee, through Schoolloop and teleparent
 - Incentives, refreshments, and child care provided
5. Stephens Middle School will provide updated information to parents about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
 - At Annual Title I Meeting
 - At Parent Teacher Conferences
 - At Back to School Night
 - Canvas
 - Post District Parent Resource Centers' monthly calendar of workshops

- On District Parent Education website
- School Messenger

6. Stephens Middle School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

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

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

- At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

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

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

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

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

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

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

- Maricela Enriquez, IOA Attendance
- Maricruz Vaca, IOA Enrollment

PART IV.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

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


- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

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

* * * * *

PART V. ADOPTION

This Stephens Middle School's Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on October 23, 2024 and will be in effect for the period of 1 year. The school will distribute the Guidelines to all parents on or before October 30, 2024 and, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.


 Signature of Principal

October 23, 2024
 Date



Escuela Intermedia Stephens

Pautas para la Participación de los Padres

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

PARTE I

La Escuela Intermedia Stephens acuerda implementar los siguientes requisitos:

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

PARTE II.

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

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

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

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

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

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

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

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

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

- En las reuniones del concilio escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA ALTO RENDIMIENTO ACADEMICO ESTUDIANTEL

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

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

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

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

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

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

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

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

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

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

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

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

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

- Maricela Enriquez, IOA
- Maricruz Vaca, IOA

PARTE IV.

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

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

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

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PARTE V. ADOPCION

Estas Pautas para la Participación de los Padres de la Escuela Intermedia Stephens han sido desarrolladas conjuntamente con, y acordada por, padres de los niños participantes en el Título I, Parte A programas. Las Pautas fueron adoptadas por los miembros del Concilio Escolar el 23 de octubre de 2024 y estará en efecto por el período de 1 año. La escuela distribuirá las Pautas a todos los padres en o antes del 30 de Octubre de 2024, y cuando sea posible, proveerá una copia de estas Pautas a los padres en un lenguaje que los padres puedan entender.


Firma del Director

23 de Octubre de 2024

Fecha