



Stephens Middle School

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

- 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.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

CA 2025 Dashboard Findings:

Homeless, African American, and Socioeconomically Disadvantaged subgroups are in the orange level for ELA.

English Learners, Long-term English Learners are in the yellow level for ELA.

English Learners increased by 10.2% in ELA

Long-term English Learners increased by 17.5% in ELA

Area of Need:

- Increase overall proficiency beyond 53% Met/Exceeded on SBAC (222 Met + 110 Exceeded).
- Close achievement gaps for African American, EL, and IEP students — all showing stagnation.
- Strengthen ELA instruction in writing (Claims 1 & 2).
- Improve student belonging/agency to support academic performance.

Goal:

- By June 2026, 64% of all students will Meet/Exceed ELA SBAC (10% increase).
- African American proficiency will increase from 50% ? 60%.

Action Plan Summary:

- Implement Launch–Collaboration–Consolidation (LCC) structure in all ELA classes.
- Provide targeted intervention for EL and IEP students using small groups and Westside Workshops.
- Strengthen writing instruction through consistent quarterly ELA performance tasks and Pear Assessments.
- Conduct cross-grade learning walks focusing on Claims-based instruction.
- Integrate culturally responsive texts and practices to increase relevance and belonging.

Progress Monitoring Plan Summary:

- Review quarterly ELA SBAC-aligned assessment results (Met/Exceeded growth).
- Monitor subgroup performance (AA, EL, IEP) monthly.
- Track student writing proficiency through Claim 1 & Claim 2 analysis.
- Review CORE Survey data (Agency, Identity, Belonging) at each trimester to evaluate non-academic barriers.
- Use PLC cycles to analyze evidence and adjust instruction.

Findings:

53% Met/Exceeded (Met 222 + Exceeded 110 out of 623)

17% overall growth compared to prior year, already noted on the SPSA note page.

African American students: 50% Met/Exceeded (finding already listed, consistent with district dashboards).

8th grade showed the highest growth compared to 6th & 7th.

Students with IEPs & ELs show stagnant / limited growth.

Climate of Support & Agency data for African American students shows lower favorable responses than all other students (e.g., Agency: 67% vs. 79%).

ELA Goals

Area of Need:

ELA SBAC proficiency remains at 53% Met/Exceeded, with persistent gaps for African American, EL, and IEP students. Growth patterns show gains in 8th grade but stagnation in 6th and 7th, and writing performance (Claims 1 & 2) continues to be a challenge. CORE Pulse Survey data also reflects lower Agency/Belonging for African American students, which influences academic outcomes.

Goal:

By June 2026, 64% of all Stephens students will Meet/Exceed the ELA SBAC, representing a 10% increase (from 53% ? 64%).

Additionally:

African American proficiency will increase from 50% ? 60% (10% increase).

Students with disabilities and EL students will show at least 7% growth in Met/Exceeded on ELA SBAC, with emphasis on improving performance in Claim 1 (Reading/Listening) and Claim 2 (Writing/Research).

Action Plan Summary:

Instructional Core

Implement schoolwide Launch–Collaboration–Consolidation (LCC) lesson structure across ELA.

Strengthen direct writing instruction through quarterly Performance Tasks calibrated to SBAC Claims.

Provide teachers with instructional coaching, modeling, and peer learning walks.

Targeted Supports

Expand ELA intervention cycles for ELs and IEP students using small, flexible groups.

Utilize Westside Workshops to reteach essential reading/writing skills aligned to upcoming quarterlies.

Implement Tier 2 literacy supports (e.g., decoding, comprehension routines).

Climate & Belonging

Infuse culturally relevant texts and lessons to support student identity & engagement, especially for African American students.

Partner with school culture teams to reinforce Core Agency/Belonging strategies in ELA classrooms.

Progress Monitoring Plan Summary:

Quarterly ELA Quarterlies & Performance Tasks analyzed by department (Met, Nearly Met, Not Met trends).

Monthly analysis of subgroup data (AA, EL, IEP, chronically absent).

PLCs review Claims 1 & 2 writing samples every 4–6 weeks.

Admin conducts monthly learning walks to monitor LCC fidelity & writing instruction.

Review CORE Survey Agency, Identity, Belonging each trimester to assess non-academic barriers.

Comprehensive Needs Assessment: Mathematics

Math Findings

Area of Need:

- Increase proficiency beyond current 42% Met/Exceeded.
- Improve growth metrics, as 43% of students showed negative growth and only 13% accelerated growth.
- Strengthen concept mastery in 6th grade and mathematical practices schoolwide.
- Close gaps for African American students, currently below district and school goals.

Goal:

By June 2026, 42% of all students will meet/exceed Math SBAC. African American students will reach 29% Met/Exceeded.

Action Plan Summary:

- Implement Vertical Non-Permanent Surfaces (VNPS) and structured math discourse routines.
- Use Launch–Explore–Summarize math structure in all classrooms.
- Build foundational skills through 6th grade numeracy intervention blocks.
- Conduct peer observations and coaching cycles to ensure consistency with math structures.
- Use quarterly Math SBAC-aligned assessments to target standards/claims needing reteaching.

Progress Monitoring Plan Summary:

- Analyze quarterly Math Quarterlies (Met/Exceeded/Not Met trends).
- Track SBAC Growth Quick View (accelerated, above/below target, negative growth).
- Review Math Claim 1 (Concepts & Procedures) and Claim 2 (Mathematical Practices) in PLC cycles.
- Monitor subgroup progress monthly (AA, EL, IEP).
- Conduct intervention progress checks every 3 weeks.

Findings:

42% Met/Exceeded overall (Met 118 + Exceeded 100 out of 628).

This aligns with the school improvement target.

Performance band distribution: 16% Not Met, 19% Nearly Met, 26% Met, 39% Exceeded.

Grade-level cohort patterns:

6th graders last year: 22% Met/Exceeded, goal = 34% this year.

7th graders: 34% ? goal 46%.

8th graders: 36% ? goal 40% Met/Exceeded.

Subgroup Need: African American students currently below goal; target is 29% Met/Exceeded.

Growth data: Only 13% achieved accelerated growth in Math; 43% negative growth.

CA 2025 Dashboard Findings:

ELs, Hispanic, Homeless, LTELs, Socioeconomically Disadvantaged performed in the yellow level for Math.

African Americans performed in the red level for Math.

Students with Disabilities performed in the orange level for Math.

Filipino students performed in the green level for Math.

LTEL, Homeless students, Students with Disabilities (SWD): Math emerged as a significant challenge for students with language needs, inconsistent attendance, and learning differences.

Students with Disabilities (SWD), African American students: Math remains the most persistent academic area of need, with challenges becoming more concentrated among these two groups.

- Overall Math Performance: Growth Is Happening, but the Gap Remains Large
- All Students are 46.8 points below standard (Yellow) in Math.
- This reflects +5.6 points of growth, continuing an upward trend since 2022.
- Despite improvement, math remains significantly farther from proficiency than ELA.
- Instructional efforts are producing growth, but math is still the greatest academic vulnerability at Stephens
- Math is a major access issue for students with: language gaps (LTEL), inconsistent attendance or housing instability (Homeless), learning and processing needs (SWD)
- Math challenges are layered; language, consistency, and confidence all intersect here.

Math Goals

Area of Need:

Math SBAC performance shows 42% Met/Exceeded, but 43% of students demonstrated negative growth, with only 13% accelerated growth. Math conceptual foundations in 6th grade require strengthening, and African American students remain below the schoolwide target. VNPS and math discourse structures are inconsistently implemented.

Goal:

- By June 2026, 42% of all students will Meet/Exceed Math SBAC (10% increase from prior year).

Additionally:

- African American proficiency will increase to 29% Met/Exceeded.
- Accelerated + Above Target Growth will increase from 24% ? 35%+.
- 6th grade numeracy proficiency will improve by at least 12%, following the grade-level goals outlined in the cohort data.

Action Plan Summary:

Instructional Core:

- Implement consistent Launch–Explore–Summarize math routines to deepen conceptual understanding.
- Establish VNPS (Vertical Non-Permanent Surfaces) and structured math discourse in all classrooms.
- Expand Math coaching cycles, including model lessons and peer observations.

Targeted Supports:

- Strengthen 6th grade numeracy intervention blocks with foundational math skills.
- Provide targeted intervention for students scoring Not Met on Math Claim 1 (Concepts) and Claim 2 (Practices).
- Implement acceleration pathways for students at Nearly Met to push upward into proficiency.

Climate & Engagement:

- Increase relevance and engagement through real-world math tasks, group problem-solving, and student discourse norms.
- Improve student confidence and mathematical identity by incorporating feedback protocols and low-stakes practice.

Progress Monitoring Plan Summary:

- Quarterly Math Quarterlies & Performance Tasks reviewed by PLCs.
- Track Claim 1 & Claim 2 data each quarter for reteaching priorities.
- Monthly subgroup analysis (AA, EL, IEP) with targeted student lists.
- Review SBAC Growth Quick View to monitor acceleration and negative growth trends.
- Admin performs monthly learning walks to monitor VNPS, discourse routines, and Launch-Explore-Summarize fidelity.
- Intervention groups reviewed every 3 weeks with entry/exit criteria.

Comprehensive Needs Assessment: English Learners

English Learner Findings

CA 2025 Dashboard Findings:

ELs, Hispanic, Homeless, LTELs, Socioeconomically Disadvantaged performed in the yellow level for Math.

English Learners, Long-term English Learners are in the yellow level for ELA.

English Learners increased by 10.2% in ELA

English learners are in the yellow level for chronic absenteeism

Area of Need:

English Learners show persistent gaps in ELA and Math achievement, low writing and academic vocabulary skills, limited growth on SBAC, low ELPAC levels, and lower Agency/Belonging on CORE Survey. LTELs and newcomers need stronger language supports and consistent Integrated/Designated ELD.

Goal:

By June 2026, ELs will increase ELA SBAC Met/Exceeded by 10%, Math Met/Exceeded by 7%, reduce Not Met by 15%, increase ELPAC Levels 3–4 by 15%, and increase reclassification by 10%.

Action Plan Summary:

Provide daily Designated ELD and consistent Integrated ELD across all content areas. Strengthen academic vocabulary and structured writing routines.

Implement targeted EL intervention groups, newcomer/LTEL supports, and after-school language workshops. Increase family engagement and supports to strengthen belonging and participation.

Progress Monitoring Plan Summary:

Monitor EL performance through Quarterlies, SBAC Claims, writing benchmarks, and ELPAC domain growth. Track reclassification candidates monthly.

Conduct learning walks to ensure ELD implementation. Review CORE Survey climate data, attendance, and intervention participation each month and in PLC cycles.

Overall Performance

- English Learners at Stephens continue to demonstrate significant achievement gaps in both ELA and Math when compared to non-EL peers. SBAC data shows:

- EL students showed minimal to no growth in ELA or Math SBAC performance compared to the previous year.

- A large majority of EL students fall within the Not Met or Nearly Met categories on SBAC ELA and Math; ELs are disproportionately represented in the lowest

performance band.

On internal assessments (ELA Quarterlies & Math Quarterlies), EL students consistently score below schoolwide averages, particularly in Writing (ELA Claim 2) and Mathematical Procedures (Math Claim 1).

Long-Term EL Performance

- Long-Term English Learners (LTELs) remain the lowest-performing EL subgroup, with consistently low proficiency in reading comprehension and academic vocabulary.
- LTEL writing samples show limited ability to produce evidence-based writing, affecting both SBAC and classroom writing performance.

Language Development Progress

- ELPAC results show that a sizable portion of ELs remain in Level 1 and Level 2, and reclassification rates have not increased.
- ELs in Levels 3 & 4 demonstrate stronger oral language than academic writing skills, indicating a need for explicit academic language instruction.

Instructional Needs Identified

- ELs struggle particularly with:
 - Reading comprehension, inferencing, and summarizing informational texts
 - Writing organization and development of claims with evidence (Claim 2)
 - Academic vocabulary and grammatical structures needed for success in core content classes
 - Accessing grade-level math tasks without language scaffolds
- Teachers report challenges integrating Designated ELD, consistent sentence frames, and structured academic talk across classes.

Access & Engagement Patterns

- ELs are overrepresented in:
 - Incomplete classwork
 - Low engagement ratings
 - Homework non-completion
- ELs benefit from collaborative structures but often require additional language scaffolds to participate fully.

Climate & Belonging

- CORE Survey trends reveal that EL students report lower levels of:
 - Agency (belief in ability to succeed academically)
 - Belonging, especially among newcomers and LTELs
 - Identity as confident learners in academic spaces

These climate disparities correlate with classroom performance and participation.

Attendance & Intervention

- ELs have higher rates of inconsistent attendance, limiting access to key instruction.
- EL participation in after-school intervention is strong when contacted directly but inconsistent without targeted outreach.

2025

No red or orange groups identified

This reflects strong improvement in English language acquisition systems and targeted EL supports.

English Learners (ELA):

- 35 points below standard (Yellow)
- Increased by +27.6 points, which is one of the strongest growth trends on campus

Long-Term English Learners:

- 53.8 points below standard
- +16.4 points growth

Recently Reclassified ELs:

- 56.6 points above standard
- Continued positive growth

- A significant portion of ELs were not progressing in English acquisition in 2024.
- This reinforces the ELA and Math findings: language development was a core barrier.

English Learner Goals

Area of Need:

- English Learners continue to demonstrate persistent achievement gaps in both ELA and Math, as shown in SBAC performance bands, internal assessments (Quarterlies), and writing samples. ELs show:
 - Minimal growth or stagnant performance on SBAC ELA & Math (majority in Not Met or Nearly Met).
 - Weak performance in ELA Claim 1 (Reading/Listening) and especially Claim 2 (Writing/Research).
 - Low proficiency in Math Claim 1 (Concepts & Procedures) without proper scaffolds.
 - Lower levels of Agency, Belonging, and Identity compared to peers (CORE Survey).
- Slowed language development, with many ELs remaining in ELPAC Level 1–2 for multiple years and low reclassification rates.

- LTELs showing significant challenges in academic vocabulary, reading comprehension, and evidence-based writing.

This indicates a need for:

- Stronger Designated ELD implementation.
- Increased Integrated ELD within ELA, Science, History, and Math.
- More intentional academic language development across content areas.
- Improved engagement, belonging, and instructional scaffolds for ELs.

Goal:

Academic Achievement Goal (SBAC)

- By June 2026, EL students will demonstrate measurable improvement as follows:

ELA SBAC

- Increase EL students meeting/exceeding from current baseline to +10% growth in Met/Exceeded.
- Reduce Not Met performance for ELs by 15%.

Math SBAC

- Increase EL students meeting/exceeding by +7% or more.
- Reduce Negative Growth category by 10%.

Language Development Goal (Reclassification & ELPAC)

- By June 2025: Increase the number of ELs scoring ELPAC Level 3 or 4 by 15%.
- Increase Reclassification rate of ELs by 10%, particularly long-term ELs.

Ensure 100% of ELs receive both integrated ELD (in all content classes) and designated ELD (daily).

Action Plan Summary:

Instructional Core (Integrated & Designated ELD):

- Implement daily Designated ELD using structured language routines (sentence frames, academic vocabulary cycles, structured talk, frames for writing).
- Provide Integrated ELD strategies in all content areas, including math and science:
- Frayer models & academic vocabulary routines
- Language objectives posted and used in lessons
- Collaborative structures (Cooperative Talking, Think-Pair-Share, Academic Conversations)
- Scaffolds for reading & writing in every subject

- Provide teacher coaching, model lessons, and learning walks to ensure fidelity.

Academic Language & Writing Development

- Implement a schoolwide Academic Language Playbook (sentence frames, transitions, word banks).
- Strengthen ELA writing instruction with templates and protocols for:
 - Claim, Evidence, Reasoning writing
 - Paragraph frames for newcomers & emergent ELs
 - Extended writing using Pear Assessment tasks
- Continue Quarterly ELA Performance Tasks aligned to SBAC Claims.

Intervention & Supports

- Create targeted EL intervention groups based on ELPAC levels and SBAC data.
- Provide Westside Workshops for ELs focusing on reading comprehension, vocabulary, and writing.
- Offer after-school language support for LTELs (focused on academic vocabulary and reading skills).
- Provide access to Rosetta Stone / i-Ready Language/Reading for newcomers and Level 1–2 students.

Climate, Belonging & Family Engagement

- Offer newcomer support groups, translation support, cultural celebrations, and orientation programs.
- Strengthen parent engagement through ELAC meetings, multilingual workshops, and family literacy nights.
- Build EL student leadership through Sankofa Village, clubs, and culturally affirming activities.
- Increase outreach and attendance interventions for ELs with chronic absences.

Progress Monitoring Action Plan

Academic Achievement Monitoring

- Quarterly review of ELA & Math Quarterlies (Met/Exceeded vs Not Met).
- Track writing growth using Claim 2 rubrics in ELA every 6 weeks.
- Use Math Claim 1 & 2 data to inform reteaching cycles.

Language Development Monitoring

- Analyze ELPAC levels, domain scores, and growth indicators.
- Monthly progress checks for EL intervention groups.
- Track reclassification candidates and update RFEP Monitoring Forms.

Classroom Instruction Monitoring

- Monthly learning walks to monitor:
- Designated ELD implementation
- Use of language objectives
- Academic talk routines

Evidence-based writing supports

- Provide feedback loops to teachers through PLCs and coaching.

Climate & Belonging Monitoring

- Review CORE Agency/Belonging/Identity data each trimester.
- Monthly monitoring of EL attendance, participation in clubs, SEL indicators, and positive referrals.

Alignment to Schoolwide Goals and LCAP

- Aligned to Schoolwide Goals
- This EL plan aligns directly with Stephens' overall SPSA goals by:
- Supporting the schoolwide ELA Goal: 64% Met/Exceeded
- Supporting the schoolwide Math Goal: 42% Met/Exceeded
- Supporting the African American Student Achievement Goal (belonging, identity, agency)
- Strengthening systems of intervention across all content areas

Increasing climate and belonging for historically underserved groups

- Aligned to LCAP Priorities

This plan supports:

LCAP Priority 1 – Basic Services

Access to designated & integrated ELD, trained teachers, and instructional materials.

LCAP Priority 2 – State Standards

Ensures ELs access standards-aligned instruction with scaffolding.

LCAP Priority 4 – Student Achievement

SBAC, ELPAC, reclassification, and academic intervention improvements.

LCAP Priority 5 – Student Engagement

Supports attendance improvement for ELs & family engagement.

LCAP Priority 6 – School Climate

Strengthens belonging, agency, and voice for ELs.
LCAP Priority 7 – Access to a Broad Course of Study
Ensures ELs have equitable access to core content, electives, and enrichment.

CA 2025 Dashboard Findings:
ELs and LTELs performed in the yellow level for ELA.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

CA 2025 Dashboard Findings for Suspensions:

- African American, Socioeconomically Disadvantaged, and Students with Disabilities are in the red level for suspensions.
- Filipino and Hispanics are in the orange level for suspensions.
- ELs, Homeless, and LTELs are in the green level for suspensions.
- African American: 28% suspended at least one day. Increased by 9.2%.
- Socioeconomically Disadvantaged: 12.4% suspended at least one day.
- Students with Disabilities: 13.9% suspended at least one day
- 11.4% of students were suspended this academic school year.

CA 2025 Dashboard Findings for Chronic Absenteeism:

- AA, Hispanic, Homeless, LTELs, and Socioeconomically Disadvantaged students are in the orange level for chronic absenteeism.
- English Learners and Filipinos are in the yellow level for chronic absenteeism.
- Students with Disabilities are in the red level for chronic absenteeism: 45.6% chronically absent

- Overall Climate:

Stephens is in a stable place, but we're seeing some early warning signs. About 11.4% of students were suspended at least once, which is up 2.3% from last year. While we're not in a climate crisis, behavior is starting to trend upward again after post-pandemic improvements. In short: things are manageable, but a little fragile — this is the moment to be proactive, not reactive.

- Suspensions Aren't Widespread:

Most students are doing what they're supposed to do. Nearly 9 out of 10 students were not suspended at all. Behavior challenges are concentrated, not schoolwide. This isn't about students being "out of control" — it's about who is being suspended.

- Equity Gaps to Address:

Some groups are being impacted at much higher rates:

Area of Need:

- African American, EL, and SPED students report lower Belonging, Identity, and Agency on CORE Surveys. Disproportionate referrals and higher chronic absenteeism indicate inequitable experiences with school climate, support, and connection.

Goal:

- By June 2026, increase African American student Belonging, Agency, and Identity favorable ratings by 10 percentage points, reduce subgroup climate gaps to within 5%, decrease referrals/suspensions by 15%, and reduce chronic absenteeism for underserved groups by 10%.

Action Plan Summary:

- Strengthen culturally responsive practices, advisory routines, and restorative approaches. Expand belonging programs (Sankofa, affinity groups, leadership opportunities). Implement consistent PBIS/HOP expectations, increase positive recognitions, and provide targeted attendance outreach and SEL supports.

Progress Monitoring Plan Summary:

- Review CORE climate data each trimester; monitor referrals, suspensions, positive recognitions, and attendance monthly. Conduct quarterly student focus groups and climate walkthroughs to assess belonging and classroom environment. Adjust supports in PLC/admin cycles.

Findings:

1. African American Students Report Lower Climate Scores

- African American students consistently report lower Agency, Identity, and Belonging than all other student groups (e.g., Belonging dropping from 73% ? 66% ? 60%).

These gaps mirror academic achievement gaps.

2. Declining Belonging Across Grade Levels

- Schoolwide Belonging decreases as students move from 6th to 8th grade, with the sharpest decline among African American and EL students.

3. Climate of Support Positively Rated but Uneven Across Groups

- Overall school climate ratings are strong (~72% Favorable), but gaps exist between student subgroups, indicating inconsistent experiences of support.

4. Student Agency Scores Indicate Reduced Confidence

- Middle school students show a dip in Agency, with African American and EL students showing the largest drop in academic confidence and self-efficacy.

5. Discipline Disproportionality Present

- Referral and suspension data show overrepresentation of African American and SPED students, indicating a need for more consistent proactive systems.

6. Attendance Challenges Impact Culture

- Chronic absenteeism is higher among EL, SPED, and AA students, affecting their sense of belonging and school engagement.

7. SEL & Connection Indicators Vary by Classroom

- Students indicate inconsistent experiences with relationships, connection to adults, and feeling seen or valued, depending on classroom environments.
- African American students: 28% suspended (+9.2%), the highest of any group — a clear equity concern that points to adult responses, classroom conditions, and escalation points.
- Students with disabilities: 13.9% suspended (+3.1%), suggesting the need for clearer supports, proactive interventions, and stronger alignment around accommodations and de-escalation.
- Socioeconomically disadvantaged students: 12.4% suspended (+2.2%), showing that outside stressors may be showing up at school and require more preventative, relational supports.

Attendance challenges were widespread among students with: language needs, disabilities, housing instability, historical disproportionality. This compounds academic gaps and slows recovery.

Culture/Climate Goals

Area of Need:

School climate data shows significant disparities in Agency, Identity, and Belonging, especially for African American, SPED, and English Learner students.

- CORE Survey results show: African American students have lower favorable ratings in Agency, Identity, and Belonging compared to peers (e.g., Belonging dropping from 73% ? 66% ? 60%).
- Schoolwide Belonging declines from 6th ? 8th grade.
- Students indicate inconsistent experiences with feeling supported, connected, or valued across classrooms.
- Behavior data shows disproportionate referrals for African American and SPED students.
- Chronic absenteeism remains higher among historically underserved groups.
- These trends indicate a need for stronger systems that build connection, safety, engagement, and cultural affirmation across the school.

Goal:

- By June 2026: Increase Belonging, Agency, and Identity favorable CORE scores for African American students by 10 percentage points.
- Reduce the gap between African American students and the overall student population to less than 5% in all three CORE areas.

Behavior & Engagement

- Reduce behavior referrals and suspensions for African American and SPED students by 15%.
- Increase positive recognitions (HOP Bucks/Merit Points) for underserved students by 20%.

Attendance

- Reduce chronic absenteeism among EL and African American students by 10%.

Action Plan Summary:

Strengthen Belonging & Identity

- Expand culturally affirming programs (Sankofa Village, affinity groups, AA Student Leadership).
- Implement classroom structures that make student identity visible (student voice routines, advisory lessons, restorative circles).
- Provide culturally responsive teaching professional development.

Build Consistent Positive Behavior Systems

- Strengthen HOP / PBIS systems with consistent expectations schoolwide.
- Increase positive referrals and recognition systems that highlight student strengths.
- Implement restorative practices for conflict resolution and reflection.

Increase Student Voice & Leadership

- Conduct student voice panels, focus groups, and leadership workshops.
- Integrate student-feedback cycles in classrooms.

Improve Attendance & Engagement

- Provide personalized outreach for chronically absent students.
- Implement check-ins, mentoring programs, and parent communication systems.
- Host engagement nights centered around culture, food, and community connection.

Classroom Environment & Relationships

- Conduct learning walks focused on relationships, routines, and student engagement.
- Provide coaching to support warm demander practices and trauma-informed approaches.

Progress Monitoring Plan Summary:

CORE Survey Monitoring

- Review Agency, Identity, and Belonging data each trimester.
- Track subgroup gaps (AA, EL, SPED) and make adjustments.

Behavior Data Monitoring

- Monthly review of referrals, suspensions, and positive recognitions.
- Monitor disproportionality and adjust coaching/intervention plans.

Attendance Monitoring

- Track chronic absenteeism weekly and provide tiered interventions.
- Monitor EL, AA, and SPED attendance patterns.

Student Voice & Engagement Monitoring

- Conduct quarterly focus groups for African American, EL, and SPED students.
- Review advisory feedback and teacher-student relationship indicators.

School Climate Walkthroughs

- Conduct monthly walkthroughs focused on classroom climate, routines, and belonging.
- Track consistency of greeting routines, inclusive practices, and engagement structures.

Alignment to Schoolwide Goals & LCAP

This Culture & Climate goal supports:

- Schoolwide ELA Growth: Improved belonging and engagement increase academic persistence.
- Math Growth: Improved agency increases willingness to attempt rigorous tasks.
- African American Achievement Goal: Direct alignment to reducing achievement and climate gaps.
- Intervention Goal: Supports Tier 1 culture systems that strengthen Tier 2/3 effectiveness.

Alignment to LCAP Priorities

Priority 3 – Parent & Family Engagement

Culturally affirming family events, ELAC, and community partnerships.

Priority 5 – Student Engagement

Attendance improvement, engagement systems, and student leadership.

Priority 6 – School Climate

CORE climate measures (Agency, Identity, Belonging), PBIS, and restorative practices.

Priority 4 – Student Achievement

Climate improvements directly support academic outcomes and growth.

CA 2025 Dashboard:

English Learners (EL), Long-Term English Learners (LTEL), Homeless students, and African American students: these groups experienced disproportionate suspensions, suggesting unmet needs showing up behaviorally.

2025

African American students, Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), Filipino students, and Hispanic students: disproportionality persisted but shifted, pointing to the need for consistent, preventative behavior supports.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) 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.</p>	Goal Partially or Not Met	<p>The ELA goal was partially met due to several contributing factors:</p> <ul style="list-style-type: none"> - Writing—especially Claim 2—remains the biggest barrier to higher SBAC performance. - Implementation inconsistency across classrooms reduced collective impact. - Subgroup achievement gaps (African American, EL, IEP) remain substantial and require increased targeted intervention. - Block schedule time was not always maximized for literacy acceleration. <p>While collaboration and coaching improved instruction, full instructional shifts take multiple years to produce SBAC-level growth.</p> <p>Despite these barriers, the programs and services listed above made a measurable improvement in ELA outcomes, reflected most strongly in 8th-grade growth and increased classroom writing proficiency.</p>	<p>Modifications this year include stronger schoolwide writing instruction, targeted subgroup intervention, tighter PLC structures, increased coaching alignment, structured block schedule routines, expanded literacy strategies across content areas, and enhanced student engagement systems. These adjustments are designed to address prior implementation gaps and accelerate progress toward the ELA SBAC proficiency goal.</p>

Math	<p>1) 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.</p>	Goal Partially or Not Met	<p>The goal was partially met due to a combination of strengths and ongoing implementation challenges:</p> <p>Strengths</p> <ul style="list-style-type: none"> - Strong collaborative structures and increased teacher alignment. - Effective coaching cycles. - 6th grade benefitted significantly from added planning and pacing alignment. - Data-driven Prove-Its and common assessments improved formative decision-making. <p>Challenges</p> <ul style="list-style-type: none"> - Inconsistency in block schedule intervention routines reduced potential acceleration. - Claim 2 reasoning and application skills remain weak across grade levels. - Subgroup gaps persist (AA, EL, SPED), with intervention intensity varying by classroom. - Implementation of math discourse routines, VNPS, and problem-solving strategies remains uneven. 	<p>Modifications this year include strengthening VNPS and discourse routines, tightening PLC protocols, increasing targeted small-group intervention during block schedules, expanding coaching support, and enhancing Prove-It assessment cycles with reteach plans. The school will implement stronger subgroup supports for African American, SPED, and EL students, along with improved pacing and data monitoring. These changes aim to accelerate student progress toward meeting the Math SBAC proficiency goal.</p>
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	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.			
English Learner	<p>1) 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.</p> <p>By June of 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</p>	Goal Partially or Not Met	<p>Despite several targeted supports, the goal was not met due to:</p> <p>Instructional & Structural Gaps</p> <ul style="list-style-type: none"> - Inconsistent implementation of Integrated & Designated ELD across classrooms. - Limited transfer of internal assessment gains to SBAC-level rigor. - Insufficient explicit instruction in academic vocabulary and writing. <p>Program Limitations</p> <ul style="list-style-type: none"> - CCR electives provided support but lacked consistent alignment to language-development and SBAC skills. - Co-teaching models varied widely in effectiveness. <p>Subgroup Needs</p> <ul style="list-style-type: none"> - LTEL, newcomer, and SIFE 	Modifications planned for this year include stronger implementation of daily Designated ELD, consistent Integrated ELD across content areas, increased targeted intervention for ELs, enhanced alignment of ENLACE/CCR courses to ELPAC and SBAC skills, and more structured co-teaching. Additional improvements include strengthened PLC EL monitoring, increased student belonging supports, and expanded SBAC-aligned assessments. These changes are designed to accelerate EL academic and language growth.

	<p>Learners. We also provide support for English Learners by having them in co-teaching classes where they receive differentiated instruction and specific accommodations.</p>		<p>students required more intensive, sustained intervention than was provided.</p> <p>Climate & Attendance - Lower belonging and agency scores among ELs affected engagement and academic persistence.</p> <p>Elevated absenteeism in EL subgroups reduced access to instruction and interventions.</p> <p>As a result, the English Learner goal was not met, and significant adjustments will be necessary in the coming year to accelerate progress.</p>	
Culture/Climate	<p>1) 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.</p>	Goal Partially or Not Met	<p>The Culture & Climate goal was not fully met because:</p> <ul style="list-style-type: none"> - Implementation inconsistency: Advisory lessons and restorative practices varied by teacher, reducing collective impact. - Subgroup disparities: African American, EL, and SPED students continued to show lower belonging, identity, and agency scores. - Classroom climate variation: Students experienced strong community events but inconsistent relational practices in day-to-day 	<p>Modifications for this year include strengthening advisory fidelity, expanding restorative practices, and increasing targeted supports for African American, EL, and SPED students. The school will enhance student voice structures, increase family engagement, and expand teacher professional development in culturally responsive practices. Daily belonging routines and consistent climate walkthroughs will help reinforce positive environments across classrooms. These adjustments aim to produce measurable gains in Agency, Identity, Belonging, attendance, and behavioral outcomes.</p>

<p>We strive to cultivate learning and growth through restorative practices, empowering each individual to contribute to a collaborative school experience.</p> <p>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.</p>	<p>classes.</p> <ul style="list-style-type: none"> - Attendance & behavior trends: Chronic absenteeism and disciplinary disproportionality continued to impact climate scores. - Need for deeper teacher PD: Staff require ongoing training in culturally responsive practices, SEL routines, and relational approaches. - Limited integration into academic instruction: Climate efforts were strongest outside the classroom (events) but less consistent within instructional time. <p>Despite these challenges, the school made measurable progress in community-building, cultural awareness, and student leadership, laying a foundation for stronger implementation this year.</p>	
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Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
One 0.2 FTE teacher teaching a period of intervention for students who require additional support to meet the standards. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
3 Rec Aide to provide assistance with supervision and safety during student arrival, lunch and dismissal. (IN 5)	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)	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</p> <p>NewsELA</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>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>

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
To ensure that the 1.0 VAPA position is fully funded. Culture-Climate Survey (Student-Staff) 40, Other 60	Additional funding is needed to ensure VAPA position is fully funded.	Targeted Staff	LCFF \$15,789 Teacher - Secondary .09 FTE - LCFF 100%	12/01/2025 - 06/12/2026 Monthly	Principal	Principal Culture-Climate Survey (Student-Staff) 40, Other 60
Need to increase SBAC ELA and math scores for underperforming at risk students. SBAC ELA 50, SBAC Math 50	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 Parents, English Learners, Identified At-Risk Students, All Students, All Staff	Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%	08/19/2025 - 06/12/2026 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 50, SBAC Math 50

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
Focus on providing translation services to parents for Title I meetings and contacting families of at-risk students regarding chronic attendance issues that impede students achievement. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Basic Services 40	0.5 FTE Bilingual IOA position to provide translation services	All Students, All Staff, All Parents, English Learners, Identified At-Risk Students	LCFF \$24,944 Title 1 \$24,944 Intermediate Office Assistant .5 FTE - LCFF 50%; Title 1 50%	08/18/2025 - 06/19/2026 Daily	Principal/Administration	Principal/Administration Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Basic Services 40
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 \$10,414 Health Assistant .19 FTE - LCFF 100%	08/26/2025 - 06/11/2026 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

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
Increase the positive learning environment and climate at Stephens. Culture-Climate Survey (Student-Staff) 100	2 Rec Aide to provide assistance with supervision and safety during student arrival, lunch and dismissal.	All Students	LCFF Rec \$20,509 Hourly - Recreation Aide (2) for 500 hours annually - LCFF Rec 100%	08/26/2025 - 06/11/2026 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, 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.	Program description for Middle school to High School 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. 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

	<p>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>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)	194215
Title I Parent and Family Involvement (3008)	5341

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	76300

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	06-30-2027
Staff	Classroom Teacher	Justin Hogate	06-30-2027
Staff	Classroom Teacher	Amy Angel	06-30-2027
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	██████ Hererra	06-30-2027
Community	Parent/Community Member	██████ Medina	06-30-2027
Community	Parent/Community Member	██████ Rios	06-30-2027
Community	Student	J ██████████	06-30-2026
Community	Student	Z ██████████	06-30-2026
Community	Student	Y ██████████	06-30-2027

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)	██████████ Brand
DELAC Representative	Parent of EL Student (required)	██████ Herrera
Principal or Designee	Staff Member (required)	Eric Cabacungan - Principal
Secretary	Parent of EL Student (required)	██████ Medina

Name	Representing
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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?	10/10/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	THE ELAC recommendations: -provide tutoring at lunch -provide tutoring after school -provide tutoring before school -provide tutoring on Saturdays
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/10/2025
6. What was SSC's response to ELAC recommendations?	School Site Council received the recommendations from ELAC on how to support the EL students at Stephens Middle School. They said thank you and also think it is a good idea to provide tutoring to our EL students. A member of the SSC shared that ELOP may provide some tutoring soon as well.

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/10/2025
2. SSC approved the **Home-School Compact** on 10/10/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/10/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/19/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/19/2025
6. The SPSA was approved at its meeting on 11/19/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

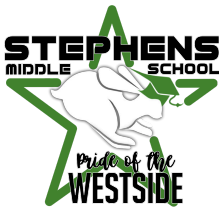
Printed Name: _____ Date: _____

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 2025 - 2026
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.

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

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 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:

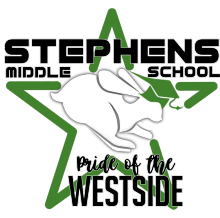
1. We will focus its resources on improving the academic literacy for all students.
2. We will provide an academic program that is rigorous and challenging.
3. We will provide a safe, positive, pleasant atmosphere so that students will be encouraged to actively participate in the business of school.
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 2025-2026 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 2025 - 2026
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.

Nuestro distrito valora profundamente la colaboración familiar como esencial para el éxito estudiantil. Los invitamos cordialmente y los animamos a participar en la educación de sus hijos. Para garantizar que podamos brindarles el mejor apoyo posible, les pedimos que programen sus citas con anticipación siempre que sea posible. Las reuniones se centrarán en las necesidades de su hijo/a y nos comprometemos a colaborar de forma respetuosa y orientada a la búsqueda de soluciones. Si necesitan apoyo con el idioma, asistencia con la programación u otras adaptaciones, estamos aquí para ayudarles.

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 2025-2026 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 I 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 10, 2025 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, 2025 and, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.



Signature of Principal

October 10, 2025
Date



Escuela Intermedia Stephens Pautas para la participación de los padres

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Secundaria Stephens, en colaboración con los miembros del Consejo Escolar, elaboró y distribuyó a los padres de los alumnos participantes una Guía de Participación de los Padres. Esta guía contiene la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). La Guía establece las expectativas de la Escuela Secundaria Stephens respecto a la participación de los padres y describe cómo la escuela implementará diversas actividades específicas para fomentar dicha participación. El Acuerdo Escuela-Hogar está integrado en la Guía de Participación de los Padres.

PARTE I

La escuela secundaria Stephens acepta implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes un programa de participación parental en la escuela. Directrices acordadas entre el centro escolar y las familias de los alumnos participantes. • Se informará a las familias sobre las Directrices de Participación Familiar del Centro Escolar en un formato comprensible y uniforme y, en la medida de lo posible, se distribuirán dichas Directrices en un idioma que las familias entiendan.
- Poner las Directrices de Participación de los Padres en la Escuela a disposición de la comunidad local. • Actualizar periódicamente las Directrices de Participación de los Padres en la Escuela para adaptarlas a las necesidades cambiantes de los padres y de la comunidad escolar.
- Adoptar el acuerdo escuela-familias como parte de las Directrices de Participación Familiar. • Aceptar regirse por la siguiente definición legal de participación familiar y llevarla a cabo.
programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS REQUISITOS ESCOLARES COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES

1. La escuela secundaria Stephens tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus pautas de participación de los padres en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna de conformidad con la sección 1118(b) de la ESEA:

- Asistencia a una de las capacitaciones del distrito o en la escuela. Los temas incluyen: i. Responsabilidades y funciones del SSC y sus miembros ii. Composición de los SSC iii. Consideraciones presupuestarias iv. Plan Único para el Logro Estudiantil v. Función del ELAC y otros comités asesores
- Planificar una reunión con los padres de SSC y ELAC para revisar las directrices del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Logro Estudiantil. i. Invitar a otros padres y partes interesadas a asistir a la reunión. ii. Anunciar en el boletín informativo del Título 1, en la noche de regreso a clases, a través de School Messenger, etc.
- En la reunión i. Revisar el Plan Único para el Logro Estudiantil y, como grupo, tomar nota de los cambios y hacer ii. Realizar los ajustes necesarios (eliminaciones o adiciones) según sea necesario. iii. Redactar o actualizar las Directrices de Participación de los Padres y los Acuerdos entre el Hogar y la Escuela. iv. Facilitar traducciones orales y escritas para los padres hispanohablantes y jermes para permitir discusiones

2. La escuela secundaria Stephens tomará las siguientes medidas para distribuir a los padres y a la comunidad local las Directrices de Participación de los Padres de la escuela: • En una reunión del SSC y ELAC • Sección del boletín informativo

- Reunión anual del Título I •
- Mostrador de la oficina principal •
- Noche de inicio de clases • Sitio web de la escuela • Chromebooks para padres • Mensajería escolar •
- Carpa de la escuela

3. La Escuela Secundaria Stephens actualizará periódicamente sus Directrices de Participación de los Padres para satisfacer las necesidades cambiantes de los padres y la escuela: •

- Notificaciones sobre la libre elección de escuela pública • Servicios complementarios proporcionados por el Distrito • Intervenciones •
- Reuniones del SSC y del ELAC •
- Reuniones informativas para padres • Canvas •
- Capacitaciones del Centro para Padres • El consejo escolar debe votar para aprobar las directrices • ParentVUE •
- Noches departamentales •
- Noche de padres de materias optativas

4. La Escuela Secundaria Stephens celebrará una Reunión Pública Anual sobre el Título I para informar a los padres sobre lo siguiente: •

- Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y los derechos de los padres estar involucrado
- Se ofrecen reuniones con un número flexible de sesiones en distintos horarios. • Se envían notificaciones y folletos a casa en un idioma que los padres comprendan.
- Se realiza un anuncio en la marquesina de la escuela, a través de Schoolloop y mediante teleconferencia. • Se ofrecen incentivos, refrigerios y servicio de guardería.

5. La escuela secundaria Stephens proporcionará información actualizada a los padres sobre los programas del Título I durante todo el año escolar: •

- Sección del boletín informativo
- En el mostrador de la oficina principal
- En las reuniones del SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.) • En la Reunión Anual del Título I • En las Conferencias de Padres y Maestros
- En la Noche de Regreso a Clases • Lienzo
- Calendario mensual de talleres de los Centros de Recursos para Padres del Distrito Postal

- En el sitio web de Educación para Padres del Distrito
- Mensajero escolar

6. La Escuela Secundaria Stephens proporcionará a los padres una descripción y explicación del currículo que se utiliza en la escuela, las formas de evaluación académica empleadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen. La escuela también ofrecerá oportunidades para reuniones periódicas con el fin de formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos: • Talleres para padres; encuestas para padres • Charlas con el director • Boletines informativos

de la escuela • Reunión de inicio de clases •

Reuniones del Consejo

Escolar y del Comité Asesor de

Educación

7. La escuela secundaria Stephens presentará al distrito cualquier comentario de los padres si el plan para toda la escuela según la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- En las reuniones del consejo escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La escuela secundaria Stephens fortalecerá la capacidad de la escuela y de los padres para una participación parental sólida, con el fin de garantizar una participación efectiva de los padres y apoyar una alianza entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación: (Enumere las acciones, como la descripción de los procesos, la identificación de quién será responsable de llevar a cabo las actividades y la explicación del papel que desempeñarán los padres).

- Capacitaciones del distrito ofrecidas para padres y personal •

Talleres de educación para padres en el sitio proporcionados por el Centro para Padres •

Conferencias de padres y maestros coordinadas por el personal docente • Calendarios

mensuales de talleres para padres publicados en el sitio web del distrito • DCAC, DELAC y otros

foros/reuniones de padres del distrito

2. La Escuela Secundaria Stephens incorporará el Pacto Escuela-Hogar como parte de sus Directrices de Participación de los Padres: • Define la responsabilidad compartida entre el

hogar, la escuela y el estudiante en el éxito académico. • Se desarrolla, discute y revisa en las primeras reuniones del Consejo Escolar y del Comité Asesor de Aprendizaje (ELAC). • El

consejo escolar debe votar para aprobar el pacto. • Se

distribuye a los padres: se envían copias impresas a casa con cada estudiante, redactadas en un lenguaje apropiado y incluidas en las agendas escolares.

3. La escuela secundaria Stephens, con la ayuda de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas tales como los siguientes: • los estándares de contenido académico del estado • las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. La Escuela Secundaria Stephens, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar su rendimiento académico, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, mediante:

- Talleres para padres o Pruebas SBAC o Reuniones de padres y maestros o Estándares Básicos Comunes o Talleres mensuales para padres

5. La Escuela Secundaria Stephens, con la ayuda de su distrito y los padres, capacitará a sus docentes y demás personal sobre cómo acercarse a los padres, comunicarse con ellos y trabajar con ellos como socios en igualdad de condiciones, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas para padres y fortalecer los lazos entre padres y escuelas, mediante:

- Capacitaciones para docentes y personal (presentadores invitados) o Comunicación positiva con los padres o Comprensión y enseñanza a estudiantes de diferentes culturas o Cómo llegar a los padres de difícil acceso

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

El siguiente personal se encargará de las traducciones de los materiales escritos y notificaciones que se envían a los padres:

- Maricela Enriquez, Asistencia de la IOA • Maricruz Vaca, Inscripción de la IOA

PARTE IV.

COMPONENTES DE LAS DIRECTRICES DE PARTICIPACIÓN DISCRECIONAL DE LOS PADRES EN LA ESCUELA

NOTA: Las Directrices de Participación de los Padres en la Escuela pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus padres, elija emprender para desarrollar la capacidad de los padres para participar en la escuela y apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- Involucrar a los padres en el desarrollo de la capacitación para maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proporcionar la capacitación en alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar tiene agotó todas las demás fuentes de financiación razonablemente disponibles para esa formación;

- pagar los gastos razonables y necesarios relacionados con las actividades de participación de los padres, incluyendo gastos de transporte y cuidado infantil, para permitir que los padres participen en reuniones relacionadas con la escuela y sesiones de entrenamiento;
- capacitar a los padres para mejorar la participación de otros padres;
- con el fin de maximizar la implicación y participación de los padres en la educación de sus hijos, organizando reuniones escolares en diversos horarios, o la realización de conferencias domiciliarias entre profesores u otros educadores, que trabajan directamente con los niños participantes, con los padres que no pueden asistir a esas sesiones conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- Establecer un consejo asesor de padres a nivel distrital (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con participación de los padres en los programas del Título I, Parte A;
- Desarrollar roles apropiados para organizaciones y empresas comunitarias, incluidas las religiosas. organizaciones, en actividades de participación de los padres; y
- proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres conforme al artículo 1118, en calidad de padres puede solicitarlo.

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~~PARTE V. ADOPCIÓN~~ _____

Estas directrices de participación de los padres de la escuela secundaria Stephens se han desarrollado conjuntamente con, y consensuadas por los padres de los niños que participan en los programas del Título I, Parte A. Las directrices fueron adoptadas por los miembros del Consejo Escolar del sitio el 10 de octubre de 2025 y entrarán en vigor por un período de 1 año. La escuela distribuirá las directrices a todos los padres el día anterior o el día siguiente. El 30 de octubre de 2025 y, cuando sea posible, se proporcionará una copia de estas Directrices a los padres en un lenguaje que los padres puedan entender.



Firma del director

~~10 de octubre de 2025~~ _____
Fecha