

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Washington Middle School

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

The current observation of English Language Arts (ELA) classrooms has revealed a significant gap between what teachers are asking students to demonstrate and the expectations outlined in the Common Core State Standards (CCSS). Specifically, there has been an observed misalignment in the way learning intentions and success criteria are being set by teachers, leading to inconsistencies in instructional goals and student outcomes.

During classroom observations and analysis of instructional materials, it became clear that teacher's learning intentions and success criteria often lack direct alignment with the rigor and specificity required by the Common Core Standards. In numerous instances, the learning intentions were either too broad or too narrow, not fully encompassing the standards' demands. Success criteria- the metrics by which students' mastery should be assessed have similarly failed to reflect the complexity or depth of the standards' requirements. This misalignment creates a disconnect, leaving students unclear on what is expected of them to achieve proficiency.

According to the 2023-2024 ELA SBAC data, 29% of our students scored Met/Exceeded and 48% of our students made above or accelerated growth. In ELA, our students had an average scale score change of 15. This is below the 21 by all middle schools and 30 by the district. 6th Grade had an average scale score change of 9. This is close to the middle school average of 9. The district average of 12- 7th Grade had an average ss change of 29 8th grade with an average ss change of 821% of our African American students met/exceeded the standards, and 45% made above or accelerated growth. Their average scale score change of 14.8% of our ELs met/exceeded the standards, and 48% made above/accelerated growth. They had an average scale score change of 13. Based on the analysis of the data above, the majority of our students need to meet grade-level standards. The focus with the teachers is to ensure the level of rigor of their teaching matches the level of rigor of the standard. PD will be provided for all teachers through the Quality Core Instruction PD offered by the district and followed up at our site with district coaches.

Based on the 2023 Dashboard Report, three student subgroups performed at the RED level in their academic progress: English learners, Homeless, and Students with Disabilities. During the school year, at our SSC, ELAC, Leadership Team, and Staff meetings, we will review data from various metrics to monitor their progress.

According to our ATSI Addendum, our Homeless Student Subgroup is a focus for our school site. Based on the analysis of 23-24 SBAC Data, the results are as follows:

In ELA, 51 out of 57 students were tested. 62.75% of the students were at the Not Met; 19.61% performed at the Nearly Met level; 13.73% met the standard, while 3.92% exceeded the standard. Our site has developed an action plan to address these literacy needs based on these results.

ELA Goals

SMART Goal:

By June 2025, literacy teachers will be observed monthly and provided practical, actionable feedback, documented in their digital teacher folders, to support instructional growth and alignment in ELA standards.

By June 2025

Throughout the year, departments will complete the Rigorous Task Evaluation tool and make the necessary revisions to specific tasks. By June, departments will analyze at least six tasks using the tool.

Action Plan Summary:

Focus on U1 & U2 - Throughout the year, teachers will:

U1 Practice 3: Plan daily lessons that provide access to on-or-above-grade-level content, including scaffolds and supports, while maintaining the rigor of the standard

U2 Practice 1: Deliver lessons and facilitate experiences guided by clear learning intentions

U2 Practice 2: Provide opportunities for students to build conceptual understanding that leads to knowledge transfer

U2 Practice 3: Help students understand the world in-depth and build critical consciousness.

Implementation of Plan

Teachers will craft, make accessible, and reflect on at least three additional learning intentions with success criteria, including corresponding evidence on the Learning Intention and success criteria reflection tool

Frequent observations will determine to what degree teachers are:

Engaging in a task analysis of the standards within each unit

Communicating or assisting students in uncovering the learning intention w/ success criteria

Developing a progression of questions, from factual to conceptual, to engage students in analytical and evaluative thinking

Progress Monitoring:

By December 2024

All teachers will craft, make accessible, and reflect on at least three learning intentions with success criteria, including corresponding evidence on the Learning Intention and success criteria reflection tool.

(10/17) (11/1)

All teachers will analyze student progress using the LASW protocol, documenting trends in student work, their reflection upon the instruction, and implications for classroom practice at least 3 times.

(10/1) (11/1)

By March 2025

Students will 'formally' demonstrate evidence of analytical and evaluative thinking resulting from a progression of questions: Factual, Convergent, Divergent, Evaluative, and Combination. Teachers will share the questions asked and, with colleagues use the LASW protocol.

Evaluation: During the school year, the administration and leadership team will review observational data to monitor the effectiveness of implementing instructional strategies. Ongoing monitoring will occur.

SMART Goal Homeless Student Subgroup

By June 2025, the percentage of homeless students will demonstrate a positive growth in ELA on the SBAC, with an increase of 10% from the previous year.

Action & Implementation Plan

Data Analysis & Identification - review previous SBAC scores and other formative assessments.

Work with the district's homeless liaison to identify and connect with families for comprehensive needs assessments.

Offer small group sessions focusing on areas of greatest need identified from data.

Organize and conduct family engagement workshops on literacy and school/community resources.

Conduct training on trauma-informed practices, culturally responsive instruction

Progress Monitoring & Evaluation

Monthly Progress Monitoring - review student attendance, engagement, and academic progress through formative assessments

Use district benchmarks or interim SBAC assessments to measure growth quarterly.

Program Effectiveness

Gather student feedback on intervention effectiveness and perceived support.

By June 2025, literacy teachers will have developed and implemented clearly defined success criteria aligned to Common Core English Language Arts standards for each grade level, ensuring all students have a clear understanding of expected outcomes for mastery in English Language Arts.

Action Plan Summary:

Identify specific skills and learning intentions for each grade level to facilitate that teachers align student performance with success criteria

Teachers collaboratively develop success criteria for identified skills and learning intentions

Use formative assessments to gauge student understanding and alignment with success criteria

Provide ongoing feedback and adjust criteria as needed based on student progress

Teaches will embed Depth of Knowledge (DOK) levels in their daily lessons and continue a level of progression to reach Level 4

Use of Universal Design Learning strategies to ensure the success of all students

Use of variety of teaching methods that eliminate barriers for students

Use of ELLevation strategies in daily lessons

Implementation Plan:

Use formative assessments to gauge student understanding and alignment with success criteria

Provide ongoing feedback and adjust criteria as needed based on student progress

Teaches will embed Depth of Knowledge (DOK) levels in their daily lessons and continue a level of progression to reach Level 4

Use of Universal Design Learning strategies to ensure the success of all students

Use of variety of teaching methods that eliminate barriers for students

Use of ELLevation strategies in daily lessons

Progress Monitoring & Evaluation:

Quarterly review of student performance data - analyze formative assessment results to determine if students are meeting the success criteria

End of Year Teacher Reflections - gather teacher reflections on the success criteria's effectiveness and any challenges they encountered

Compile a report summarizing the effectiveness of success criteria, its impact on student understanding, and next steps for improvement

This structure action plan will help ensure that the success criteria are effectively defined, aligned, and impactful in helping students meet the Common Core English Language Standards.

Comprehensive Needs Assessment: Mathematics

Math Findings

According to 2023-2024 SBAC data below are the findings analysis as follows:

SBAC—English Language Arts: 29% of our students scored Met/Exceeded, and 48% of our students made above-or-accelerated growth. School-wide, in the area of English Language Arts, our students had an average scale score change of 15. This is below the 21 by all middle schools and 30 by the district. 6th Grade had an average scale score change of 9. This is close to the middle school's average of 9 and the district's average of 12. 7th Grade had an average scale score change of 29. 8th grade had an average scale score change of 8.

21% of our African American students met/exceeded the standards, and 45% made above-or-accelerated growth. Their average scale score change was 14.

8% of our English Learners met/exceeded the standards, and 48% made above-average/accelerated growth. They had an average scale score change of 13.

Based on the analysis of the data above, the majority of our students need to meet grade-level standards. The focus with the teachers is to ensure the level of rigor of their teaching matches the level of rigor of the standard. PD will be provided for all teachers through the Quality Core Instruction PD offered by the district and followed up at our site with district coaches.

Based on the Dashboard Report 2023, three subgroups of students perform at the RED level of academic progress. The breakdown of the groups and progress is as follows:

Mathematics: The number of English Learner students decreased by 16.4 points, the number of Homeless Students decreased by 23.8 points, and the number of Students with Disabilities decreased by 14.2 points.

According to the SBAC - Math data for 2023-2024 for our ATSI Homeless Student Subgroup, There were a total of 57 enrolled, and 54 of the students were tested. The breakdown of the results is as follows:

74.07% of our students scored at the Not Met

18.52% of our students scored at the Nearly Met

5.56% of our students scored at the Met

1.85% of our students scored at Exceeding the standard

On this year ATSI SPSA Addendum, our Homeless Student Subgroup is a focus group, therefore, we have included a math goal and action and monitoring plan for this specific subgroup.

Math Goals

By June 2024, all math teachers will be observed and will receive effective feedback, monitored through their digital teacher folders.

By June:

Throughout the year, departments will complete the Rigorous Task Evaluation tool and make the necessary revisions to specific tasks. By June 2025, departments will use the tool to analyze at least six tasks.

All teachers will craft, make accessible, and reflect on at least three additional learning intentions with success criteria, including corresponding evidence on the Learning Intention and success criteria reflection tool.

Action Plan Summary:

Frequent observations will determine to what degree teachers are:

Engaging in a task analysis of the standards within each unit

Communicating or assisting students in uncovering the learning intention w/ success criteria

Developing a progression of questions, from factual to conceptual, to engage students in analytical and evaluative thinking

Implementation Plan: Math Teacher Progress Goal:

By December:

All teachers will craft, make accessible and reflect on at least 3 learning intentions with success criteria including corresponding evidence on the Learning Intention and success criteria reflection tool

(10/17) (11/1)

All teachers will analyze student progress using the LASW protocol documenting trends in student work, their reflection upon the instruction, and implications for classroom practice at least 3 times.

(10/1) (11/1)

By March:

Students will 'formally' demonstrate evidence of analytical and evaluative thinking resulting from a progression of questions: Factual, Convergent, Divergent, Evaluative, & Combination. Teachers will share the questions asked and with colleagues use the LASW protocol

All teachers will craft, make accessible, and reflect on at least 3 additional learning intentions with success criteria, including corresponding evidence on the Learning Intention and Success Criteria reflection tool.

Progress Monitoring: We will monitor progress on an ongoing basis to ensure that action-planned instruction is effectively implemented to achieve our goal for all students.

Evaluation: During our Administration and Leadership Team meetings, staff members collect and analyze data and plan the next instruction steps to monitor

progress and growth. If any barriers are identified or if implementation is ineffective, adjustments will be discussed and implemented to ensure positive growth in our student outcomes.

SMART Goal:

By the end of the 2024-2025 school year, all students will decrease negative growth by 10% as measured by the SBAC data.

Action Plan Summary:

Common Planning with Course - alike teams on exit slip

1. Create a google slide per grade level
2. Write a lesson plan
3. Hyperlink the exit slip for that lesson
4. Hyperlink the plus/delta/next steps for that exit slip (collaboration)

6th grade - Exit Tickets/Canvas quizzes (common questions to assess students)

Meet once a month (last Monday)

7th grade - Exit slips (common questions to assess students)

8th grade - Common quizzes - once a month as a whole Math department (last Wednesday of the month)

Implementation Plan:

Formative Assessments:

use of vertical whiteboards

use of horizontal whiteboards

Exit slips

Khan Academy

The administrative team will conduct monthly Internal Learning Walkthroughs and weekly classroom observations to provide effective feedback as teachers implement best practices and research-based instructional strategies to impact positive student outcomes.

Progress Monitoring:

Administrative team will conduct monthly Internal Learning Walkthroughs and weekly classroom observations to provide effective feedback as teachers implement best practices and research-based instructional strategies to impact positive student outcomes. On-going monitoring will be conducted on a weekly

basis as administrative team provides weekly feedback for each teacher based on their classroom observation.

Evaluation: During the course of the school year, the administration and leadership team will review observational data to monitor for effectiveness of implementation of instructional strategies. On-going monitoring will occur.

Based on the 2023 Dashboard Report, there are three student subgroups that performed at the RED level in their academic progress. The subgroups are as follows: English learners, Homeless and Students with Disabilities. During the course of the school year, at our SSC, ELAC, Leadership Team and Staff meetings, we will conduct ongoing review of data from various metrics to monitor their progress.

SMART Goal Homeless Student Subgroup

By June 2025, the percentage of homeless students will demonstrate a positive growth in Math on the SBAC, with an increase of 10% from the previous year.

Action & Implementation Plan

Data Analysis & Identification - review previous SBAC scores and other formative assessments.

Work with the district's homeless liaison to identify and connect with families for a comprehensive needs assessments.

Offer small group sessions focusing on areas of greatest need identified from data.

Organize and conduct family engagement workshops focused on literacy and school/community resources.

Conduct training on trauma-informed practices, culturally responsive instruction

Progress Monitoring

Monthly Progress Monitoring - review student attendance, engagement, and academic progress through formative assessments

Use district benchmarks or interim SBAC assessments to measure growth quarterly.

Evaluation

Gather student feedback on intervention effectiveness and support services provided.

Comprehensive Needs Assessment: English Learners

English Learner Findings

According to the data from the 23-24 ELPAC Summative Assessment Results by grade level, the data findings are as follows:

Grade 6th - 19% scored at the Beginning level; 30% scored at the Somewhat Developed, 31% scored at the Moderately Developed, and 19% achieved at the

Well-Developed

Grade 7th - 36% scored at the Beginning level; 29% scored at the Somewhat Developed, 30% scored at the Moderately Developed, and 5% achieved at the Well-Developed

Grade 8th - 17% scored at the Beginning level; 39% scored at the Somewhat Developed, 35% scored at the Moderately Developed, and 10% scored at the Well-Developed.

Based on the analysis of the data above, a majority of our ELL students still do not demonstrate high levels of English language proficiency to meet the rigor and demands of the ELPAC Assessment to be able to score at the Well-Developed stage (Level 4) on the state assessment. Therefore, our ELL students do not meet the eligibility criteria for reclassification. We must ensure that our ELL students are provided with both integrated and designated ELD to increase their language proficiency in English. In addition, students must actively engage in collaborative discussions through intentional and purposeful activities that will provide them ample opportunities to engage in the four domains of language proficiency (listening, speaking, reading, and writing).

According to the 23-24 SBAC Assessment, the data findings are as follows:

English Language Arts

76% of our EL students scored at the Not Met Standards (Level 1)

16.29% of our EL students scored at the Nearly Met Standard (Level 2)

7.24% of our EL students scored at the Met Standard (Level 3)

0.45% of our EL students scored at the Exceeded Standard (Level 4)

Mathematics

83.68% of our EL students scored at the Not Met Standard (Level 1)

14.64% of our EL students scored at the Nearly Met Standard (Level 2)

1.26% of our EL students scored at the Met Standard (Level 3)

0.42% of our EL students scored at the Exceeded Standard (Level 4)

222 of 251 English Learner students were tested on the SBAC (ELA & Math).

There are 139 RFEP students; 39 are currently being monitored for the 4-year cycle. Data results for our RFEP students are as follows: 50% are performing 3+ grade levels below, 17% at 2-grade levels, 21% at 1 grade level below, 9% at early on grade level, and 4% are meeting the standards. Regarding our Long-Term English Learners, we currently have 218 students, making up 79% of our total English language learners.

Our analysis reveals that 39 students have scored a four and met the eligibility criteria for reclassification. To ensure these students meet the i-Ready requirements of the reclassification criteria, it's crucial that we provide scaffold support in language arts.

Based on the 2023 Dashboard Report, the English Learner subgroup of students have been identified as performing in the RED level. The breakdown of their academic progress is as follows:

English Language Arts - our EL subgroup decreased by 28.7 points as compared from previous years

Mathematics - our EL subgroup decreased by 23.8 points as compared from previous years

Homeless - there are currently 43 of 93 students who are homeless and identified as English learners, of these students, there was a decreased by 22.1 points in ELA and 23.8 points in mathematics

Students with Disabilities - Of the 130 students identified in this subgroup, a total of 97 are current English Learners, they had a slight increased by 2.4 points in the area of ELA and 14.2 decreased in the area of mathematics.

Throughout the year, we will analyze current data from various metrics to monitor their academic progress and plan services for our three subgroups identified in the RED category on the Dashboard. We will also discuss how to best support our English learners in our SSC, ELAC, Leadership Team, and administrative meetings.

Our Homeless Students are one of the focus subgroups in our ATSI Addendum. Therefore, these are the data findings for our English Learner Homeless Subgroup as follows:

There are currently 43 EL students who are part of our Homeless subgroup. According to the 23-24 ELPAC Summative data, the findings are as follows:

21 students scored at Beginning Level (Level 1)

10 students scored at the Somewhat Developed Level (Level 2)

8 students scored at the Moderately Developed Level (Level 3)

4 students scored at the Well Developed Level (Level 4)

22 of the 43 students have been in a U.S. school for less than 36 months. These students are identified as newcomer/immigrant students. The remaining 21 students have attended a U.S. school for six years or more. We need to support our Homeless English Learner subgroup in English language acquisition within a reasonable time to facilitate growth in their academic success.

After analyzing the ELPAC data, SBAC in both English Language Arts and Mathematics, our site will conduct 1:1 supporting meetings with each student to set growth goals.

English Learner Goals

SMART Goal for English Learners:

By June 2025, English Learner (EL) students will demonstrate an increase in their English Language Proficiency Assessment (ELPAC) raw scale scores by at

least 10% as measured by the summative assessment, the progress will be monitored through formative assessments, and teacher observations; teachers will implement research-based strategies and utilize ELLevation activities, ensuring targeted support for EL students, including differentiated instruction, language scaffolding, and vocabulary development.

Relevancy of Goal: Improvement of ELPAC scores aligns with the school's mission to enhance academic performance and English proficiency for all students, especially English learners.

Action/Implementation Plan Summary

1. Implement Research-Based Strategies

Plan an effective lesson plans that make content comprehensible while supporting language development.

Use visuals, realia, and graphic organizers to present content.

Provide sentence frames and structured conversations to practice academic language.

Encourage peer interaction and group discussions that require speaking and listening practice.

Language Scaffolding: Gradually increase complexity in language tasks, providing scaffolds such as sentence starters and word banks at the beginning of the year and gradually removing them as students gain confidence.

Differentiate reading and writing tasks based on language proficiency.

Provide ongoing feedback on oral and written language use.

Vocabulary Instruction: Focus on academic vocabulary across content areas.

Integrate Tier 2 and Tier 3 vocabulary words into daily lessons.

Utilize tools like word walls and interactive notebooks to reinforce vocabulary acquisition.

2. Incorporate ELLevation Activities

ELLevation Collaboration: ELLevation provides structured activities and data-tracking tools to support English learners. Teachers will use this platform to monitor student progress and tailor instruction.

Teachers will regularly update individual student language goals in the ELLevation platform based on formative assessments.

Use the "Sentence Starters" and "Conversation Builders" activities from ELLevation to improve speaking and listening skills.

Implement "Reading Comprehension" activities in ELLevation to build students' ability to understand and analyze texts.

3. Professional Development for Teachers

Ongoing Training on ELPAC Strategies: Teachers will participate in professional development on research-based ELPAC preparation strategies.

Attend workshops on differentiated instruction and formative assessment for English learners.

Engage in peer coaching and lesson study to reflect on and improve teaching strategies for English Learner students.

Collaborative Planning: Teachers will work together in Professional Learning Communities (PLCs) to plan and implement lessons that integrate language development into content instruction.

Plan units that incorporate explicit language instruction with subject area content.

Share best practices and resources for teaching English learners during PLC meetings.

Progress Monitoring and Adjustments

Monthly Data Review: Student performance data will be reviewed monthly to assess progress toward the 10% improvement goal.

Adjust instruction based on data trends and student needs.

Provide additional support to students not meeting progress benchmarks, such as after-school tutoring or targeted interventions.

Evaluation:

Program services will be monitored for effectiveness mid-year to ensure that they are being adequately implemented to positively impact student achievement.

If services meet the goals for our ELL, newcomers, and LTEL students, then programs will continue to be delivered. However, if services are not meeting our progress goal, changes must be made to ensure positive student outcomes. This underscores the importance of the progress goal in our program evaluation.

SMART Goal for our Newcomer Students:

By June 2025, our newcomer students will demonstrate an increase in their scale score or overall proficiency level in their English language proficiency by utilizing research-based instructional strategies and interventions that will facilitate language acquisition and progression to improve their listening, speaking, reading, and writing skills as measured by the annual summative ELPAC state assessment.

SMART Goal for Long-Term English Learners

By June 2025, Long Term English Learner (LTEL) students will demonstrate a 10% improvement in reading comprehension and writing proficiency as teachers implement research-based instructional strategies as measured by formative and summative assessments and standardized assessments. This improvement will be evident in their ability to accurately summarize and critically analyze texts, as well as compose coherent and well-organized essays.

English Language Learner Program/Services for EL, Newcomer and Long-Term English Learners

English Learners:

Incorporate Research-based Action Strategies:

Plan and deliver purposeful and meaningful instruction (integrated and designated ELD) tailored to the proficiency levels and needs of the students
Implement the district's adopted Beginning ELD & CCR course curriculum focused on grammar, vocabulary development, pronunciation, and language functions & structures driven by the ELD standards.

Organize regular conversation groups with native English speakers to encourage natural language acquisition and application.

Encourage participation in extracurricular activities that promote language immersion.

Integrate students into mainstream classes while providing additional language support to facilitate real-life language usage and integration.

Provide access to language learning apps and online platforms to enhance vocabulary development, reading comprehension, and listening skills.

Encourage students to use technology for language practice through interactive exercises, podcasts, and language learning websites.

Incorporate multimedia resources and interactive language software to make learning engaging and interactive, tailored to each student's pace and learning style.

A CCR course focusing on reading, writing, listening, and speaking will provide students additional literacy support. CCR teacher will continue to integrate ELPAC task types and ELlevation strategies/collections to strengthen students' critical thinking skills while improving their listening, speaking, reading, and writing skills. Additionally, Saturday school is available for students in need of additional support in literacy and math.

Newcomer Students

Incorporate Research-Based Actionable Instructional Strategies:

Differentiated Instruction - Tailored lesson plans based on a student's language proficiency level, learning styles, and interests to ensure optimal engagement and comprehension.

Language Immersion - Encourage students to participate in extracurricular activities, school activities, and events that promote using English in authentic settings, enhancing their speaking and listening skills.

Peer Collaboration -Facilitate group activities and peer interactions, encouraging students to work together using the targeted language and fostering language development and communication skills.

Vocabulary and Language Structures -Implement explicit vocabulary instruction using word walls, flashcards, and interactive games to enhance students' vocabulary breadth and accuracy.

Reading comprehension -Incorporate extensive reading practices with appropriate reading materials to improve reading comprehension, critical thinking, and academic vocabulary.

Writing Workshops -Conduct regular writing workshops focusing on grammar, sentence structure, and coherent paragraph formation, providing constructive feedback for improvement.

Language Assessment and Feedback -Regularly assess students' language skills using formative and summative assessments, providing timely and specific feedback to guide their language development.

Digital Learning Resources -Integrate technology and interactive language learning apps that align with the curriculum to supplement classroom instruction

and allow for independent language practice outside of school (such as Rosetta Stone)

Professional Development for Teachers- Provide ongoing professional development and training for teachers to enhance their knowledge and skills in teaching newcomer students, ensuring they can implement effective strategies and adapt to student's needs.

Long-Term English Learners

Incorporate Research-based Actionable Instructional Strategies:

Implement research-based instructional strategies, such as sheltered instruction (SIOP) and formative assessment, to support long-term English learners in mastering academic English.

Monitor student progress using formative assessments to adapt instruction in real-time and assess the impact of sheltered instructional strategies on language development.

Provide professional development to teachers to ensure the effective implementation of instructional strategies using the ELlevation platform.

Provide professional development to teachers on research-based strategies, focusing on the best practices for long-term English learners.

Tailor the instructional strategies to the unique needs of long-term English learners.

Collaborate with OCIPD - Multilingual Office to request support with instructional materials and strategies to address the specific language challenges faced by long-term English learners, such as advanced grammar and nuanced vocabulary.

Implementation Timeline of Programs/Services for EL, Newcomer, and Long-Term English Learners

WMS will implement programs and services outlined in the previous section throughout the academic school year. Currently, our newcomer students are enrolled in the ENLACE Program (Engaging Newcomers in Language and Content). As a school with a high population of newcomers, students are grouped in the ENLACE Program for the first three periods of the day. In this course, students receive their designated ELD instruction, ELD workshop, and History instruction. For the remainder of their three periods, they receive push-in support for math and science by their ENLACE teachers. In addition, students receive additional support through college aides funded by the central office. The ENLACE program serves students in grades 6th-8th who have been in the U.S. for less than 16 months and have scored as a novice beginner on their Initial ELPAC assessment. The goal of this program is to provide newcomer students with the academic and linguistic foundation and socio-emotional support that will allow them to transition successfully and quickly into the mainstream school environment. Through this process, we will empower our students to proudly and purposefully develop their multilingual and multicultural identities.

WMS will invite our newcomer, ELL, and LTEL students to participate in our after-school study hall program, which provides academic support in content areas. Study Hall is available to our students three days a week. Additionally, our students will be invited to participate in our Saturday School Program. During our Saturday School Program, we will invite 35 LTEL students who have already scored a four (4) on the ELPAC assessment but need additional support in reading and writing to increase their comprehension and writing skills. In this intervention, we will use the 3D curriculum that targets reading and

writing support. This supplemental curriculum provides students with relevant topics and texts, translanguaging, contrastive analysis, and home language connections. Lessons and assessments align with the content students will encounter on their state English Language Proficiency assessment, ensuring they advance toward reclassification.

Action/Implementation Summary Plan:

1. Implement Scaffolded Reading Strategies:

Develop reading materials at varying levels of complexity tailored to each student's current reading proficiency.
Assess students' reading comprehension through regular quizzes and track their progress in understanding increasingly challenging texts.
Provide appropriate support, such as pre-reading activities, vocabulary building, and guided discussions to facilitate comprehension.
Ensure the reading materials align with academic standards and curriculum to enhance subject-specific knowledge.
Conduct monthly progress assessments and adjust reading materials to meet the goal by the end of the academic year.

2. Structured Writing Workshops:

Organize writing workshops focusing on sentence structure, grammar, vocabulary usage, and organization of ideas.
Evaluate writing assignments using a rubric that measures improvement in grammar, vocabulary richness, coherence, and organization.
Provide individualized feedback to each student based on their writing strengths and areas for improvement.
Incorporate writing topics related to their academic subjects to enhance subject-specific writing skills.
Conduct weekly writing workshops, review progress, and set new writing goals for the following week.

3. Peer Review and Collaboration:

Implement regular peer review sessions where students critique each other's writing and provide constructive feedback.
Monitor students' ability to incorporate peer feedback into their revisions, improving the quality of their written work.
Train students on effective feedback strategies and encourage a supportive and constructive peer review environment.
Foster collaboration and communication skills by promoting teamwork and cooperation during the peer review process.
Integrate peer review sessions into the writing workshop schedule, ensuring consistent practice and improvement over the academic year.

Progress Monitoring:

Regular progress monitoring and analysis of assessment data will be conducted to track the student's progress toward the SMART goal. Adjustments to

strategies will be made as needed to maximize effectiveness and ensure the achievement of the desired improvement in reading and writing proficiency.

Program Evaluation for Effectiveness

Program services will be monitored for effectiveness mid-year to check that services are being adequately implemented to have a positive outcome on student achievement. If services meet the goals for our ELL, newcomers, and LTEL students, then programs will continue to be delivered. However, if services are not meeting our progress goal, service changes must be made to ensure positive student outcomes.

SMART Goal for Homeless English Learner Subgroup

By the end of the academic year, 75% of homeless English Learner (EL) students will increase their ELPAC Summative assessment raw scores by at least 20% compared to their previous year's scores. This improvement will support their success in content-area courses, with progress measured monthly through formative assessments in listening, speaking, reading, and writing, and reviewed quarterly with targeted instructional interventions.

Action/Implementation Plan Summary

Initial Assessment

Implement daily language instruction focused on vocabulary, reading comprehension, speaking, and writing skills.

Engage students in bi-weekly small-group or one-on-one tutoring sessions with a language specialist.

Provide EL students with bilingual resources and access to educational technology that supports language development.

Build Partnerships with Community Resources

Objective: Address external barriers

Action Steps:

Coordinate with local shelters and community organizations to provide students with stable Wi-Fi access to facilitate access to Canvas

Arrange for resources like transportation vouchers to ensure students are able to attend school on a daily basis and be able to participate in tutoring sessions offered by Community Based Organizations

Host monthly family meetings to update parents on language development, provide strategies for supporting language learning at home, and address any concerns.

Distribute bilingual handouts and resources that families can use to practice English with their children.

Progress Monitoring and Assessment

1. Monthly Formative Assessments

Conduct language assessments to track students' progress in listening, speaking, reading, and writing.
Review results with teachers and EL support staff to adjust individualized goals and instructional strategies as needed.

2. Quarterly Data Reviews

Track students' growth through quarterly reviews, focusing on language proficiency data and formative assessments.
Use progress reports to adjust support levels and interventions, focusing on areas needing the most improvement before the ELPAC assessment.

3. ELPAC Summative Assessment

Conduct the annual ELPAC assessment to measure final progress.
Use data from the summative ELPAC to refine instructional practices and support strategies for the following academic year.

Implementation Timeline

August: Initial assessment and goal-setting.

September - May: Monthly formative assessments, ongoing tutoring and instructional supports, family workshops.

December, March, June: Quarterly data reviews.

April: ELPAC summative assessment.

By using structured, research-based approaches and continuous monitoring, Washington Middle School aims to support the growth and confidence of homeless EL students as they improve their English language skills and succeed academically.

Evaluation

This goal and action plan will support EL students in building English proficiency, while the frequent progress checks will allow for timely adjustments to the support plan. This plan will be monitored for its effectiveness on a quarterly basis.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Culture/Climate Domain - All Students

There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2023/24 Spring Survey:

According to the PULSE survey, these are findings:

Climate of Support for Learning - there is a positive student perception of teacher support in classroom discussions (81%) and help with school work (77%), 79% of students feel empowered in their learning while there was a 4% increase in this area component as compared from the previous survey.

Safe & Civil - student reported that there is a strong presence of adults available to support them (85%).

Sense of Belonging increased by 7% as compared from the previous survey, with 85% of students reporting that they feel close to people at school and are happy to be part of the school.

Cultural Awareness and Identity - 79% of students have a strong sense of identity, up 5% from the last survey. A majority of students (89%) understand that personal backgrounds influence values and beliefs, showing growth in cultural awareness.

Social Awareness & Relationship Skills - a high percentage of students reported having friends at school at 89%; 82% of students reported feeling safe at school, which is a significant strength. This high percentage suggest that the school's environment promotes physical and emotional safety.

Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.

Based on the 2023 Dashboard Report, our Homeless student subgroup was identified in the RED performance level in School Climate. There was a very slight increase of 3.6 points as compared to our other subgroups. In addition, this subgroup had a slight increased of 5.7 points as compared to our other subgroup of students who had at least double the points. We have developed a goal to address our homeless student subgroup to ensure that we are providing a school climate where they can feel a sense of belonging and thrive academically.

Culture/Climate Goals

The identified need for Culture and Climate Domain is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.

SMART Goal for ALL Students - Sense of Belonging

By the end of the academic year, students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.

Action Plan

Possible next steps for the Restorative Justice Coach

1. The Restorative Justice Coach will support and collaborate with the Wolf Support Team in creating interventions that will continue to build on students, and staff to focus on Sense of Belonging and historic strengths for our school community.

Aim to improve our students' Sense of Belonging, there will be an emphasis and focus on integrating Cultural Awareness and Socio-Emotional Competencies Facilitate Ubuntu circles of belonging with strategic groups of students with chronic absenteeism, affinity groups, and answered less favorably on the PULSE and CORE Survey.

a. Ubuntu: Circles of Belonging were developed by the Restorative Justice team to support groups of students in connecting with their peers. The community circle curriculum is comprised of administering a pre and post Survey as well 6 Circle meetings over the course of six weeks that touch on topics of Compassion, Respect, etc.

1. The Pre and Post Survey will mirror the Pulse/Core Survey and gauge possible growth as well as invaluable feedback from student participants.

b. The community circle curriculum was developed with the use and guidance of California's Transformational Socioemotional Learning Competencies.

c. Work with the Wolf Team in doing Ubuntu Community Circles regularly with targeted groups.

d. After the 6 weeks of the first Ubuntu Community Circles, the Restorative Justice Coaching to interested faculty and staff.

e. The culminating activity of each Ubuntu group is a Service Project

Progress Monitoring

Restorative Coach will work on developing and administering surveys to gather both qualitative and quantitative feedback from those students participating in his small groups.

Students will complete the PULSE Survey during the Fall and Spring of the 2024-2025 academic year

Schedule Listening Sessions for students to lift up their voice to gather input and feedback

Evaluation:

Surveys

Focus groups a(gather data from in various metrics)

SMART Goal for ALL Staff - Sense of Belonging

By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.

Action Plan Summary

Implementation of Activities for Students & Staff:

Sports Staff-Student Activities

WMS Family Fun Day/Picnic

Monthly/Annual Focus Pin with an incentive for Free Dress Day

More Spirit Days/Weeks

Back to School - extend the visit for parents and students, including food vendors.

Cupcake for BDay staff

Hispanic Heritage Month & Culture Fair

Black History & Culture Fair

Asian American and Pacific Islander Celebration

Friday Coffee for Staff

Wolfie Awards

Program Monitoring

Monthly Progress Reports: Share concise progress updates with staff and families.

Quarterly Goal Reviews: Present quarterly data to school leadership and adjust the program based on outcomes.

End-of-Year Summary: Compile an end-of-year report detailing growth achieved and lessons learned, which will inform future goals and support strategies.

Evaluation:

This multi-layered evaluation plan ensures that Washington Middle School maintains consistent oversight of our Homeless students' progress, with adjustments made proactively to meet the SMART goal by year-end.

SMART Goal for our Homeless Student Subgroup

By the end of the academic year, 80% of homeless students at Washington Middle School will report feeling safe, supported, and included, as measured by bi-annual student surveys and monthly check-ins with school counselors. This improvement will be driven by intentional initiatives focused on community-building, access to resources, and individualized support, resulting in a positive shift in school culture and climate for homeless students.

Action Plan Summary

Establish a Safe and Inclusive Environment

Objective: Create a welcoming and supportive environment to increase feelings of belonging and safety among homeless students.

Actions:

Implement a buddy program where each homeless student is paired with a student ambassador to help foster connections.

Designate a "safe space" on campus with counseling staff available daily for students needing immediate support or resources.

Conduct training for all staff members on trauma-informed care and sensitivity toward the unique needs of homeless students.

Provide Targeted Social-Emotional and Academic Support

Objective: Address the social-emotional and academic needs of homeless students to increase engagement and reduce barriers.

Actions:

Host monthly support groups led by counselors focused on social-emotional skills and community building.

Ensure access to school supplies, meals, hygiene products, and academic resources through partnerships with local organizations.

Schedule bi-monthly individual check-ins with counselors for goal setting, emotional support, and academic guidance.

Increase Family and Community Engagement

Objective: Involve families and community members to build a network of support around homeless students.

Actions:

Host monthly family engagement nights to provide resources, discuss challenges, and offer information on available support services.

Collaborate with community organizations to provide workshops on financial aid, housing assistance, and other critical resources.

Foster a Positive Peer Community

Objective: Develop a peer-led program to enhance the sense of community among all students.

Actions:

Launch a “Peer Connections” club focused on building empathy and inclusivity schoolwide.
Conduct monthly workshops and activities promoting diversity and inclusion, open to all students, and led by student leaders and counselors.
Recognize and celebrate student accomplishments in assemblies, newsletters, and community events to promote a culture of support and recognition.

Progress Monitoring

Monthly Check-Ins with School Counselors and/or Social Worker and Interns
Document key areas of growth or need after each check-in and adjust support accordingly.
Bi-Annual Student Culture and Climate Survey
Analyze results to identify shifts in perceptions and areas needing targeted intervention.
Feedback from Family Engagement Nights
Collect feedback from families regarding school support efforts, resource availability, and areas for improvement.
Use feedback to refine family outreach initiatives and ensure family needs are met.
Track the use of school resources, such as the safe space, counseling services, and buddy program participation.
Review data to ensure resources align with student needs and make adjustments based on usage trends.
End-of-Year Climate Survey and Reflection

Program Effectiveness/Evaluation:

Re-administer the climate survey at year-end to assess overall progress.
Conduct a reflection session with students, families, and staff to celebrate achievements and gather insights for further improvement.
By proactively engaging homeless students and their families and monitoring progress consistently, Washington Middle School aims to foster a more inclusive, supportive, and positive school environment for all students.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness	
---------------------------	--

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Focus on U2 & U6 - Throughout the year, teachers will:</p> <ul style="list-style-type: none"> * Plan Daily lessons that provide access to on-or-above grade level content, including scaffolds and supports, while maintaining the rigor of the standard * Design lessons and facilitate experiences guided by clear learning intentions * Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication <p>By June 2023 all teachers will be observed and will receive effective feedback as monitored through the observations folder</p> <p>Implementation of Plan Frequent observations will determine to what degree teachers are:</p> <ul style="list-style-type: none"> * Communicating or assisting students in uncovering the learning intentions 	Goal Partially or Not Met	<p>The data collected was not set to match our goal from last year.</p> <p>i-Ready diagnostics does not reflect the standards taught in ELA directly. It assesses general skills and domains of Phonological Awareness High-Frequency words Vocabulary Comprehension: Literature Comprehension: Informational Text</p> <p>What we were implementing was not targeting the skills assessed in our data collection.</p> <p>There was not ongoing administration and leadership team review of observational data to monitor for effectiveness of implementation of instructional strategies nor on-going monitoring.</p>	<p>The modifications that will be made is as follows: Clearly defined success criteria that is aligned with ELA standards</p> <p>Depth of Knowledge progression to reach Level 4 incorporated in daily lessons</p> <p>Increase observations and internal learning walkthroughs to increase reflection and utilization and application of U2 and U6.</p> <p>Use of UDL strategies to ensure the success of all students by using a variety of teaching methods that eliminate barriers students from achieving success and demonstrating growth progress.</p> <p>Use of Ellevation strategies in daily lessons</p>

- * Providing explanations on how learning intentions fit within the learning progression and new contexts
- * Referring to learning intentions and success criteria throughout the lesson, encouraging students to monitor their own progress
- * Ensure the level of rigor of instruction matches the level of rigor of the standard

Students will make at least the minimum growth target based on their grade level,
By June 2024, WMS students would at least meet the minimum growth target:

- * 6th Grade - an average scale score change of 27
 - * 7th Grade - an average scale score change of 25 while 23% of 7th graders will have accelerated growth
 - * 8th Grade - an average scale score change of 14 while 39% of 8th graders will have accelerated growth
- . In the prior year:
6th Grade had an average growth of 3
7th Grade had an average growth of 24 with 20% accelerated growth

8th Grade had an average growth of 1 with 36% accelerated growth

Accelerated growth is at least double the minimum growth target. The accelerated growth goal is 3% higher than last year's accelerated growth

Evaluation: During the course of the school year, the administration and leadership team will review observational data to monitor for effectiveness of implementation of instructional strategies. On-going monitoring will occur.

Math	<p>1) SMART Goal: By June 2024, 80% of all students will reach at least Above Target growth as measured on the SBAC assessment.</p> <p>Action Plan Summary: Teachers will attend the district's Quality Core Instruction and implement best practices and research-based instructional strategies that will affect student outcomes in their performance in math.</p> <p>Monitoring of Implementation: There will be ongoing progress monitoring to ensure that action-planned instruction is effectively implemented to achieve our goal for all students.</p> <p>Evaluation: During our Administration and Leadership Team meetings, staff members collect, analyze data, and plan the next instruction steps to monitor progress and growth. If any barriers are identified or if implementation is ineffective, adjustments will be discussed and implemented to ensure positive growth in our student outcomes.</p>	Goal Partially or Not Met	<p>Goal was not attained:</p> <ul style="list-style-type: none"> -didn't utilize the unit analysis reflection tool as frequently as we planned -Teachers spent a lot of their time gathering the raw data, but never interpreting what the data said so create an effective action plan -As a department we met every other Friday to discuss pacing guide, LBNSI partnership/compliance/adversity, and best practices -Visited each classrooms, observing and providing feedback/takeaways on those who were visited. -As a department everyone came to an agreement to use/implement vertical whiteboards in the classroom once/twice a week. 	<p>Exit Slips:</p> <ul style="list-style-type: none"> -Collaborate with course -alike teams on creating exit slips weekly and have follow up discussions and next steps <p>Unit Assessment Reflection Tool (focusing on the hitting target growth)</p> <ul style="list-style-type: none"> -teachers will be provided the data ahead of time to analyze -teachers will look at the data to create next steps <p>DOK</p> <ul style="list-style-type: none"> -Increase the level of questions that have the rigor to represent DOK 2-4
English Learner	1) SMART Goal for English Learners:	Goal Partially or Not Met	Goal was not met for our EL subgroup based on the ELPAC	Ensured the implementation of research-based strategies to meet the needs of the different

By June 2024, English language learners will increase their English language proficiency score by at least one level on the English Language Proficiency Assessment by providing targeted English language support through research-based instructional strategies (such as academic vocabulary development, reading comprehension, and writing skills); differentiated instruction and resources and by teachers integrating ELPAC task types and ELlevation strategies in their daily instruction.

SMART Goal for our Newcomer Students:

By the end of May 2024, our newcomer students will demonstrate an increase in their scale score or overall proficiency level in their English language proficiency by utilizing research-based instructional strategies and interventions that will facilitate language acquisition and progression to improve their listening, speaking, reading, and writing skills as measured by the

Summative Data for 23-24 as reviewed. While, 15% of our students increased at least one level of English proficiency on the ELPAC. The majority of our EL and LTEL students did not demonstrate growth on the state assessment. (ELPAC).

There was a slight growth among our 27 newcomers during the 23-24 school year.

1 of 27 students increased from Novice EL to Level 4 (Well-developed) in just one year.

2 of 27 students increased from Beginning EL to Level 3 (Moderately Developed) in one year.

4 of 27 students increased from Beginning EL to Level 2 (Somewhat Developed) in one year.

Therefore, 7 of 27 students showed tremendous growth.

A research-based 12-week program was provided to a group of 42 students during the spring 2024. A total of only 8 students completed the entire program. This intervention program was designed to meet the needs of LTEL who are currently at Level 3 - Moderately

typologies of our EL students.

Our site's professional development includes various dates throughout the year on the use of the Ellevation platform as we target our Newcomer/English Learners and Long-Term English Learners. Our first site PD on Ellevation is scheduled on Friday, November 1st. The PD series will build capacity in our site's team to integrate activities on Ellevation with a purpose to meet the various needs of our multi-lingual learners.

In addition, our site will reach out to OCIPD - Multilingual Office to inquire about any intervention programs they will offer our students this year. The Parent Facilitator will meet with the student's parents to discuss in detail the purpose of the intervention program to ensure their child's participation in intervention programs we will offer either after-school or Saturday School Program. The program had a positive impact but there was a lack of student participation.

annual summative ELPAC state assessment.

SMART Goal for Long-Term English Learners

By June 2024, Long Term English Learner (LTEL) students will demonstrate a 20% improvement in reading comprehension and writing proficiency as teachers implement research-based instructional strategies as measured by formative and summative assessments and standardized assessments. This improvement will be evident in their ability to accurately summarize and critically analyze texts, as well as compose coherent and well-organized essays.

English Language Learner Program/Services for EL, Newcomer and Long-Term English Learners

English Learners:

Incorporate Research-based Action Strategies:

Developed and are at the cusp of scoring a Level 4 - Well Developed to become eligible for reclassification. The students that completed the program did increase in their scale scores. Positive Impact on student outcome.

Plan and deliver purposeful and meaningful instruction (integrated and designated ELD) tailored to the proficiency levels and needs of the students

Implement the district's adopted Beginning ELD & CCR course curriculum focused on grammar, vocabulary development, pronunciation, and language functions & structures driven by the ELD standards.

Organize regular conversation groups with native English speakers to encourage natural language acquisition and application.

Encourage participation in extracurricular activities that promote language immersion.

Integrate students into mainstream classes while providing additional language support to facilitate real-life language usage and integration.

Provide access to language learning apps and online platforms to enhance vocabulary development, reading comprehension, and listening skills.

Encourage students to use technology for language practice

through interactive exercises, podcasts, and language learning websites.

Incorporate multimedia resources and interactive language software to make learning engaging and interactive, tailored to each student's pace and learning style.

A CCR course focusing on reading, writing, listening, and speaking will provide students additional literacy support. CCR teacher will continue to integrate ELPAC task types and ELLevation strategies/collections to strengthen students' critical thinking skills while improving their listening, speaking, reading, and writing skills. Additionally, Saturday school is available for students in need of additional support in literacy and math.

Newcomer Students

Incorporate Research-Based Actionable Instructional Strategies:

Differentiated Instruction - Tailored lesson plans based on a student's language proficiency level, learning styles, and interests to ensure optimal

engagement and comprehension.

Language Immersion -

Encourage students to participate in extracurricular activities, school activities, and events that promote using English in authentic settings, enhancing their speaking and listening skills.

Peer Collaboration -Facilitate group activities and peer interactions, encouraging students to work together using the targeted language and fostering language development and communication skills.

Vocabulary and Language

Structures -Implement explicit vocabulary instruction using word walls, flashcards, and interactive games to enhance students' vocabulary breadth and accuracy.

Reading comprehension -

Incorporate extensive reading practices with appropriate reading materials to improve reading comprehension, critical thinking, and academic vocabulary.

Writing Workshops -Conduct

regular writing workshops focusing on grammar, sentence structure, and coherent paragraph formation, providing

constructive feedback for improvement.
Language Assessment and Feedback -Regularly assess students' language skills using formative and summative assessments, providing timely and specific feedback to guide their language development.
Digital Learning Resources - Integrate technology and interactive language learning apps that align with the curriculum to supplement classroom instruction and allow for independent language practice outside of school (such as Rosetta Stone)
Professional Development for Teachers- Provide ongoing professional development and training for teachers to enhance their knowledge and skills in teaching newcomer students, ensuring they can implement effective strategies and adapt to student's needs.

Long-Term English Learners

Incorporate Research-based Actionable Instructional Strategies:

Implement research-based instructional strategies, such as sheltered instruction (SIOP) and formative assessment, to support long-term English learners in mastering academic English. Monitor student progress using formative assessments to adapt instruction in real-time and assess the impact of sheltered instructional strategies on language development. Provide professional development to teachers to ensure the effective implementation of instructional strategies using the ELLevation platform. Provide professional development to teachers on research-based strategies, focusing on the best practices for long-term English learners. Tailor the instructional strategies to the unique needs of long-term English learners. Collaborate with OCIPD - Multilingual Office to request support with instructional materials and strategies to address the specific language challenges faced by long-term English learners, such as advanced grammar and nuanced

vocabulary.

Implementation Timeline of Programs/Services for EL, Newcomer, and Long-Term English Learners

WMS will implement programs and services outlined in the previous section throughout the academic school year. Currently, our newcomer students are enrolled in the ENLACE Program (Engaging Newcomers in Language and Content). As a school with a high population of newcomers, students are grouped in the ENLACE Program for the first three periods of the day. In this course, students receive their designated ELD instruction, ELD workshop, and History instruction. For the remainder of their three periods, they receive push-in support for math and science by their ENLACE teachers. In addition, students receive additional support through college aides funded by the central office. The ENLACE program serves students in grades 6th-8th who have been in the U.S. for less

than 16 months and have scored as a novice beginner on their Initial ELPAC assessment. The goal of this program is to provide newcomer students with the academic and linguistic foundation and socio-emotional support that will allow them to transition successfully and quickly into the mainstream school environment. Through this process, we will empower our students to proudly and purposefully develop their multilingual and multicultural identities.

WMS will invite our newcomer, ELL, and LTEL students to participate in our after-school study hall program, which provides academic support in content areas. Study Hall is available to our students three days a week. Additionally, our students will be invited to participate in our Saturday School Program. During our Saturday School Program, we will invite 35 LTEL students who have already scored a four (4) on the ELPAC assessment but need additional support in reading and writing to increase their

comprehension and writing skills. In this intervention, we will use the 3D curriculum that targets reading and writing support. This supplemental curriculum provides students with relevant topics and texts, translanguaging, contrastive analysis, and home language connections. Lessons and assessments align with the content students will encounter on their state English Language Proficiency assessment, ensuring they advance toward reclassification.

Instructional Strategies for LTEL during Saturday School Program

1. Implement Scaffolded Reading Strategies:

Develop reading materials at varying levels of complexity tailored to each student's current reading proficiency.

Assess students' reading comprehension through regular quizzes and track their progress in understanding increasingly challenging texts.

Provide appropriate support, such as pre-reading activities, vocabulary building, and guided

discussions to facilitate comprehension.
Ensure the reading materials align with academic standards and curriculum to enhance subject-specific knowledge.
Conduct monthly progress assessments and adjust reading materials to meet the goal by the end of the academic year.

2. Structured Writing Workshops:

Organize writing workshops focusing on sentence structure, grammar, vocabulary usage, and organization of ideas.

Evaluate writing assignments using a rubric that measures improvement in grammar, vocabulary richness, coherence, and organization.

Provide individualized feedback to each student based on their writing strengths and areas for improvement.

Incorporate writing topics related to their academic subjects to enhance subject-specific writing skills.

Conduct weekly writing workshops, review progress, and set new writing goals for the

following week.

3. Peer Review and Collaboration:

Implement regular peer review sessions where students critique each other's writing and provide constructive feedback.

Monitor students' ability to incorporate peer feedback into their revisions, improving the quality of their written work.

Train students on effective feedback strategies and encourage a supportive and constructive peer review environment.

Foster collaboration and communication skills by promoting teamwork and cooperation during the peer review process

Integrate peer review sessions into the writing workshop schedule, ensuring consistent practice and improvement over the academic year.

Regular progress monitoring and analysis of assessment data will be conducted to track the student's progress toward the SMART goal. Adjustments to strategies will be made as

	<p>needed to maximize effectiveness and ensure the achievement of the desired improvement in reading and writing proficiency.</p> <p>Program Effectiveness</p> <p>Program services will be monitored for effectiveness mid-year to check that services are being adequately implemented to have a positive outcome on student achievement. If services meet the goals for our ELL, newcomers, and LTEL students, then programs will continue to be delivered. However, if services are not meeting our progress goal, service changes must be made to ensure positive student outcomes.</p>			
Culture/Climate	<p>1) Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council</p>	Goal Met	<p>Climate of Support for Learning</p> <p>Positive student perception of teacher support in classroom discussions (81%) and help with schoolwork (77%). 79% of students feel empowered in their learning, a 4% increase from the previous survey. .</p>	<p>Possible next steps for the Restorative Justice Coach</p> <p>Core Survey Strengths Pulse Survey</p> <p>1. Restorative Justice Coach support and collaborate with the Wolf Support Team in creating interventions that will continue to build on students, staff, faculty sense of Belonging and historic strengths of the Washington community.</p>

collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.

SMART Goal for Newcomers
(Sense of Belonging)

By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.

Orientation Programs: Newcomer students can benefit from orientation programs that provide

Agency
Safe & Civil
Strong presence of adults available for support (85%).
Belonging increased by 7% from the previous survey, with 85% of students reporting that they feel close to people at school and are happy to be part of the school.
Sense of Belonging
Moderate levels of feeling close to others (59%) and being happy at school (54%).
Area of High Concern
Belonging increased by 7% from the previous survey, with 85% of students reporting that they feel close to people at school and are happy to be part of the school.
Belonging
Cultural
Awareness and Identity
Area of High Concern 36%
79% of students have a strong sense of identity, up 5% from the last survey. A majority of students (89%) understand that personal backgrounds influence values and beliefs, showing growth in

a. In this support on improve students' sense of Belonging, there will be an emphasis on integrating Cultural Awareness and Socio-Emotional Competencies.
2. Restorative Justice Coach will facilitate Ubuntu: Circles of Belonging with strategic groups of students with chronic absenteeism, affinity groups, and answered less favorably on the PULSE and CORE Survey.
a. Ubuntu: Circles of Belonging were developed by the Restorative Justice team to support groups of students in connecting with their peers. The community circle curriculum is comprised of a Pre and Post Survey as well 6 Circle meetings over the course of 6 weeks that touch on topics of Compassion, Respect, etc.
1. The Pre and Post Survey will mirror the Pulse/Core Survey and gauge possible growth as well as invaluable feedback from student participants.
b. The community circle curriculum was developed with guidance of California's Transformational Socioemotional Learning Competencies.
c. Work with Wolf Team in doing Ubuntu Community Circles regularly with targeted groups.
d. After the 6 weeks of the first Ubuntu Community Circles, the Restorative Justice Coaching to interested faculty and staff.

them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.

Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.

Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.

Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space

cultural awareness

Identity

Social

Awareness &

Relationship

Skills

High percentage of students having friends (89%).

82% of students reported feeling safe at school, which is a significant strength. This high percentage suggests that the school's environment promotes physical and emotional safety

Safety

e. The culminating activity of each Ubuntu group is a Service Project

i. Public service announcement

ii. Plant a garden

iii. Green team

to express their feelings and seek guidance.

Culture/Climate Domain - All Students

There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:

Student Data:

* 68% Climate of support for Academic Learning (-13%)

- * 49% Safety (-4%)
- * 45% Sense of Belonging (-3%)
 - Self-Management 62% (1%)
 - Social Awareness 56% (0%)
 - Self-Efficacy 45% (-3%)

Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.

SMART Goal for ALL Students - Sense of Belonging

By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered

annually by the district.

SMART Goal for ALL Staff -
Sense of Belonging

By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.

Implementation of Activities for Students & Staff:
Sports Staff-Student Activities
WMS Family Fun Day/Picnic
Grade Level Shirt
Monthly/Annual Focus Pin with an incentive for Free Dress Day
More Spirit Days/Weeks

Back to School - extend the visit for parents and students, including food vendors
Cupcake for BDay staff
Hispanic Heritage Month &
Culture Fair
Friday Coffee
Wolfie Awards
Sports

--	--	--	--	--

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SST's to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth (IN 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability (IN 3)	(Does not apply to this goal)	Strong Positive Impact	(Does not apply to this goal)	(Does not apply to this goal)
The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Resident substitute will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus (IN 5)	(Does not apply to this goal)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it (IN 6)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)
Provide additional time for staff (counselor, IIC, TOSA and Facilitator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Materials needed for parent workshop - Families Learning Together parent workshop (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
---	------------------------	------------------------	------------------------	------------------------

Accountability Measure 1: Increase Achievement

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

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

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

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

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	<p>At Washington PLUS Middle School, we pride ourselves on ensuring a seamless and supportive transition for 5th-grade students entering 6th grade. Central to this effort is our comprehensive 2-day WEB (Where Everybody Belongs) Orientation program, designed to equip students and their families with the tools and confidence needed to thrive in their new middle school environment.</p> <p>During the orientation, parents engage in informative sessions where they gain in-depth knowledge about the school's policies, uniform guidelines, daily schedules, and the values that drive our school community. This time serves as an essential primer for families to familiarize themselves with the expectations and opportunities available at Washington PLUS. Parents leave feeling informed, empowered, and reassured about the transition.</p> <p>While parents are learning, the incoming 6th-grade students dive into a vibrant and interactive experience. Through carefully planned activities led by enthusiastic WEB leaders, students begin building connections with their peers in an inclusive, welcoming environment. These activities focus on teamwork, fostering friendships, and creating a sense of belonging that sets the tone for their middle school journey.</p>	<p>At Washington PLUS Middle School, we prioritize supporting our 8th-grade students and their families as they navigate the critical transition to high school. Recognizing the importance of this milestone, our dedicated school counselor and parent facilitator take a proactive approach to ensure families are well-informed and prepared for the district's High School Choice process.</p> <p>Our commitment begins with parent meetings, during which comprehensive information about the High School Choice process is shared. These meetings are designed to provide families with a thorough understanding of the available high school options, application timelines, and selection criteria. Parents leave these sessions equipped with the knowledge to make informed decisions that best suit their child's academic and personal aspirations.</p> <p>In January and February, the support continues as our school counselor and parent facilitator hold daily office hours during the week. Families receive personalized assistance completing the online High School Choice application during these sessions. Whether they need technical support, clarification on specific requirements, or guidance on evaluating their options, we are here to help every step of the way.</p>

By the end of the two-day program, students and parents alike feel prepared and excited for the school year ahead. The WEB Orientation is a cornerstone of our commitment to cultivating a strong, unified school community where every student can thrive.

At Washington PLUS Middle School, we understand the importance of families making informed decisions about their child's education. We actively promote and encourage participation in the district's Middle School Informational Nights to support this. These events allow students and their families to visit various middle schools within the district, explore the unique programs offered by each school, and ask questions to ensure the best fit for their academic and personal goals. By engaging in these opportunities, families gain a comprehensive understanding of the resources and experiences available, empowering them to make confident, well-informed choices for their child's educational journey.

To further enhance the experience, Washington PLUS actively promotes the district's High School Choice Fair held annually at Cabrillo High School. This event is a valuable opportunity for families to explore various high schools, interact with staff, and gather detailed information about programs and extracurricular opportunities.

Through these intentional efforts, Washington PLUS Middle School ensures that all 8th-grade students and their families feel confident and supported as they take the next step in their educational journey. We aim to empower families to make choices that align with their goals while fostering a seamless transition to high school.

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

At Washington PLUS Middle School, teachers are empowered to play a pivotal role in shaping the school's direction, fostering a sense of shared responsibility, and ensuring that every voice is heard. Recognizing that our educators bring invaluable experience and insights, we've created multiple forums for them to contribute to a school environment actively, prioritizing safety, respect, and community engagement.

One of the primary ways teachers participate is through the Leadership Team meetings. Here, department staff members from different grade levels and content areas gather monthly to discuss strategies, address school-wide challenges, and propose improvements. This team tackles everything from curriculum enhancements to student support initiatives, allowing teachers to advocate for the specific needs of their classroom while also contributing to the school's larger goals. It's a collaborative space where teachers bring real-world classroom experiences to the table, shaping policy and practices that align with the everyday realities of teaching.

In addition, teachers are integral to our Safe and Civil Program. This initiative focuses on creating a welcoming school climate conducive to learning for all students. Teachers participate in professional development sessions to voice concerns, share ideas, and contribute to strategies supporting positive behavior and conflict resolution. Because they are on the front lines with students, teachers' insights into maintaining a respectful, supportive environment are crucial, helping to make Washington PLUS a safe space for everyone.

Furthermore, elected teachers are active School Site Council (SSC) members. This council brings teachers, parents, administrators, and students together to discuss the school's budget, instructional programs, and improvement plans. SSC teachers directly impact resource allocation decisions, which means they can advocate for materials, technology, or programs that will benefit their students. They are instrumental in ensuring that our school's funds are directed toward initiatives that enhance learning outcomes and support our shared mission.

Finally, through these diverse forums and structured meetings, teachers at Washington PLUS Middle School are given the space to participate and lead. We empower them to become changemakers within our school community by elevating their voices in decision-making. This collaborative approach ensures that all aspects of our school, from classroom instruction to school-wide policies, reflect our dedicated educators' collective wisdom and commitment.

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)	236516
Title I Parent and Family Involvement (3008)	7257

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	99120

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Dr. Roshann Williams	06-13-2025
Staff	Classroom Teacher	Erin Antes	06-13-2025
Staff	Classroom Teacher	Luz Ochoa	06-13-2025
Staff	Classroom Teacher	Rosio Osuna-Urrutia	06-13-2025
Staff	Classroom Teacher	Davy Yap	06-13-2026
Staff	Other School Personnel	Dr. Trinisha Williams	06-13-2025
Community	Parent/Community Member	██████████ Ibanez	06-13-2025
Community	Parent/Community Member	██████████ Aguilar	06-13-2026
Community	Parent/Community Member	██████████ Robles	06-13-2026
Community	Student	M ██████████	06-13-2025
Community	Student	M ██████████	06-13-2025
Community	Student	S ██████████	06-13-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Ibañez
DELAC Representative	Parent of EL Student (required)	██████ Robles
Principal or Designee	Staff Member (required)	Martha Ensminger
Secretary	Parent of EL Student (required)	██████ Suarez

Name	Representing
██████ Ramos	Parent of EL Student
██████ Ibañez	Parent of EL Student
██████ Castillo	Parent of EL Student
██████ Valvidia	Parent of EL Student
██████ Estrada	Parent of EL Student
██████ Gomez	Parent of EL Student
██████ Casillas	Parent of EL Student
██████ Aguilar	Parent of Non-EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/18/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Increase targeted Intervention Support by implementing additional support programs, like after-school tutoring, focused on reading and writing skills for students performing below grade level.</p> <p>Offer small group instruction to provide personalized attention to students needing more help.</p> <p>Provide professional development for teachers to encourage focus on differentiated instruction, literacy strategies, and using data to inform instruction in reading and writing.</p> <p>Establish clear, achievable reading and writing goals based on individual student needs and regularly track progress.</p> <p>Hold regular check-ins with parents and students to monitor goal attainment and adjust strategies as necessary.</p> <p>Provide targeted support to increase the English language proficiency of LTEL students to improve their scores on the ELPAC to Well-Developed, as this is a criterion for reclassification.</p> <p>The school should communicate regularly on student progress and create a way for parents to receive regular updates</p>

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 CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/19/2024
6. What was SSC's response to ELAC recommendations?	<p>ELAC Committee provided specific recommendations that we will consider at our SSC meeting throughout the year as we continue to review and analyze data to develop and implement academic support for our English Learners.</p> <p>As an SSC, we agree that there is a great need to support our Long-Term English Learners and newcomer students.</p> <p>The administrative and leadership team will be working with staff to provide professional development per your recommendation to ensure that teachers are equipped to serve the needs of our EL students. Also, your recommendation for differentiated instruction is essential and will be a topic for a scheduled PD for our staff. Furthermore, SSC will work closely with Ms. Ensminger and teachers to develop interventions that can provide additional targeted support for our Long Term English learners either after-school or on Saturdays. We will also commit to scheduling celebration assemblies for students who reclassify at least thrice yearly.</p> <p>Thank you, ELAC, for the</p>

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/19/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/08/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/25/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/05/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

SBAC ELA 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	841	71%	44	26	23	6	29%	↑3		↑2	
	All Middle	52%	27	24	31	17	48%	↑3		↑1	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 06	270	72%	48	24	22	6	28%	↑4		↓5
		All Middle	56%	29	27	28	16	44%	↑1		↓7
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	281	71%	43	28	24	5	29%	↑3		↑6
		All Middle	49%	27	22	32	19	51%	↑2		↑8
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	290	69%	43	27	24	7	31%	↑2		↑4
		All Middle	50%	25	25	33	17	50%	↑5		↑1
		District	50%	25	24	32	18	50%	↑3		↑1
Ethnicity	Hispanic	682	70%	44	26	25	5	30%	↑4		↑2
		All Middle	58%	30	28	30	12	42%	↑3		↑-
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	96	79%	46	33	18	3	21%	↑1		↓3
		All Middle	65%	39	26	26	9	35%	↑5		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	20	70%	40	30	20	10	30%	↓11		-
		All Middle	34%	15	19	36	30	66%	↑1		↑1
		District	32%	15	18	29	38	68%	↑2		↑4
	Other	20	70%	55	15	10	20	30%	↓2		-
		All Middle	33%	15	17	34	33	67%	↑3		↓-
		District	32%	16	15	28	41	68%	↑1		↑-

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

SBAC ELA 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Cambodian	17*	71%	35	35	18	12	29%	↓2		-
		All Middle	37%	16	21	35	28	63%	↑2		↑-
		District	37%	18	20	30	33	63%	↑2		↑3
	White	13*	69%	38	31	15	15	31%	↓24		-
		All Middle	27%	13	15	36	37	73%	↓-		↓2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	5*	60%	20	40	20	20	40%	↑7		-
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	4*	75%	75		25		25%	↓75		-
		All Middle	54%	24	30	35	11	46%	↑6		↑8
		District	57%	28	29	31	11	43%	↑5		↑2
American Indian	1*	0%			100		100%	↑100		-	
	All Middle	40%	25	15	50	10	60%	↑7		↓6	
	District	46%	31	15	44	10	54%	↓5		↓5	
Gender	Female	418	66%	39	27	27	8	34%	↑2		↑1
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	419	76%	51	25	20	4	24%	↑4		↑2
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	4*	100%←	25	75			0%	-		-	
	All Middle	42%	17	25	42	17	58%	↑2		↑12	
	District	46%	24	22	34	20	54%	↓6		↑3	

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

SBAC ELA 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	518	70%	47	24	25	5	30%	↑5		↑3
		All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	222	92%	76	16	7		8%	↑4		↓1
		All Middle	93%	65	27	7		7%	↓1		-
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	296	54%	24	29	38	8	46%	↑7		↑6
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	6*	83%	67	17	17		17%	↓23		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	129	24%	5	19	49	27	76%	↑1		↓1
		All Middle	13%	2	11	39	48	87%	↑3		↑-
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	74	82%	59	23	15	3	18%	↑3		↑4
All Middle		69%	43	26	25	6	31%	↓1		↑1	
District		69%	45	24	22	9	31%	↓5		↑2	
Homeless/Foster	80	83%	60	23	15	3	18%	↑1		↑3	
	All Middle	70%	44	26	24	6	30%	↓1		-	
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	674	70%	44	26	24	5	30%	↑4		↑2	
	All Middle	59%	32	27	29	11	41%	↓-		↑1	
	District	60%	35	25	25	15	40%	↓1		↑2	

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

Washington

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	123	89%	76	14	10	11%	↑6		↑4	
		All Middle	85%	65	20	12	3	15%	↑2		↑1
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	95	86%	71	16	13	1	14%	↑8		↑5
		All Middle	80%	57	24	15	4	20%	↑2		↑1
		District	79%	57	22	14	7	21%	↑-		↑2

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

SBAC Math 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	853	84%	59	25	11	5	16%	↑2		↑1	
	All Middle	68%	42	26	17	15	32%	↑2		↓-	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 06	274	88%	58	31	8	4	12%	↓4		↓4
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	281	86%	61	25	11	3	14%	↓1		↓1
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	298	78%	57	20	13	9	22%	↑11		↑7
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	Hispanic	694	84%	57	27	11	5	16%	↑2		-
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	96	88%	69	19	10	2	13%	↑4		↑2
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Other	20	75%	65	10	10	15	25%	↑4		-
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓2
Asian	20	75%	60	15	15	10	25%	↓11		↑5	
	All Middle	50%	28	22	22	28	50%	↑2		↓1	
	District	45%	24	22	21	33	55%	↑3		↓2	

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

SBAC Math 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	16*	88%	69	19	6	6	13%	↓3		-
		All Middle	53%	30	24	21	25	47%	↑3		↓1
		District	50%	26	24	23	28	50%	↑5		↓2
	White	13*	69%	46	23	15	15	31%	↑13		-
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Filipino	5*	80%	60	20	20		20%	↓13		-
		All Middle	38%	17	21	26	36	62%	↑13		↑9
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	4*	75%	75		25		25%	↓75		-
		All Middle	75%	45	30	16	9	25%	↑4		-
		District	70%	43	28	21	9	30%	↑5		↓2
American Indian	1*	100%	100				0%	-		-	
	All Middle	75%	45	30	10	15	25%	↑9		-	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	422	84%	57	27	10	6	16%	↑1		↑1
		All Middle	69%	42	27	17	14	31%	↑2		↑-
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	427	84%	60	24	11	5	16%	↑3		↓-
		All Middle	67%	42	25	17	17	33%	↑2		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	4*	100%	75	25			0%	-		-
		All Middle	75%	38	38	17	8	25%	↓14		↑5
		District	76%	40	36	14	10	24%	↓14		↑3

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

SBAC Math 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	EL + RFEP	535	84%	60	24	10	6	16%	↑2		↑2
		All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	239	98%	84	15	1		2%	↓-		↓1
		All Middle	96%	79	17	3		4%	↑-		↓-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	296	72%	41	31	18	10	28%	↑6		↑4
		All Middle	66%	34	32	21	14	34%	↑3		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	6*	83%	67	17	17		17%	↑17		-
		All Middle	87%	70	17	11	2	13%	↑1		↓1
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	129	45%	13	32	29	26	55%	↑4		↓2
		All Middle	26%	7	19	27	47	74%	↑4		↓1
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	79	90%	75	15	6	4	10%	↑2		↑2
		All Middle	84%	61	23	10	6	16%	↓1		↓1
		District	82%	56	25	11	7	18%	↓4		↓1
Homeless/Foster	85	89%	74	15	7	4	11%	↑3		↑3	
	All Middle	84%	62	22	10	6	16%	↓-		↓1	
	District	82%	57	25	11	7	18%	↓4		↓2	
Low SES	671	84%	58	26	11	6	16%	↑2		↑1	
	All Middle	76%	49	27	14	10	24%	↓1		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	

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

Washington

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	120	96%	84	12	3	2	4%	↑3		↑1
		All Middle	92%	78	14	5	3	8%	↑1		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	93	95%	80	15	3	2	5%	↑4		↑1
		All Middle	89%	72	17	6	5	11%	↑-		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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

SBAC Science 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	299	90%	32	59	9	10%	↑1		-	
	All Middle	75%	18	57	19	6	25%	↑3		
	District	73%	17	57	19	7	27%	↑1		
Grade	299	90%	32	59	9	10%	↑1		-	
	All Middle	75%	18	57	19	6	25%	↑3		
	District	75%	18	56	19	7	25%	↑2		
	Gr. 07	All Middle*	100%	100			0%	-		-
Ethnicity	Hispanic	247	91%	34	57	9	9%	↑1		-
		All Middle	82%	22	60	15	3	18%	↑2	
		District	80%	20	60	16	4	20%	↑1	
	African American	28	96%	25	71	4	4%	↓1		-
		All Middle	86%	22	64	12	2	14%	↑2	
		District	86%	24	62	12	2	14%	↑1	
	Other	10*	70%	30	40	20	10	30%	↑15	
		All Middle	55%	9	46	31	14	45%	↑7	
		District	56%	10	46	28	16	44%	↑1	
	White	5*	60%	20	40	40		40%	↑40	
		All Middle	51%	9	42	30	19	49%	↑1	
		District	50%	6	44	30	19	50%	↑1	
	Asian	5*	100%	100			0%	↓75		-
		All Middle	56%	6	50	33	11	44%	↑5	
		District	55%	7	48	30	15	45%	↑2	
Cambodian	2*	100%	100			0%	↓17		-	
	All Middle	58%	6	52	29	13	42%	↑13		

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

SBAC Science 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	District	63%	8	55	26	11	37%	↑3		-
		2*	100%	100				0%	-		-
	Filipino	All Middle	55%	6	49	33	12	45%	↑9		-
		District	55%	6	49	32	13	45%	↓1		-
	Pacific Islander	2*	100%	50	50			0%	-		-
		All Middle	90%	20	70	7	3	10%	↑1		-
Gender	Female	District	91%	14	76	6	4	9%	↓2		-
		144	89%	32	57	10		11%	↑1		-
		All Middle	76%	16	60	19	5	24%	↑1		-
	Male	District	73%	15	58	20	7	27%	↑1		-
		154	92%	32	60	8		8%	↓-		-
		All Middle	75%	21	54	18	7	25%	↑4		-
Nonbinary	District	73%	18	55	19	8	27%	↑-		-	
	1*	100%	100				0%	-		-	
	All Middle*	75%	75	25			25%	↑7		-	
Special Populations	EL + RFEP	District	61%	9	52	26	13	39%	↑7		-
		202	91%	33	57	9		9%	↑1		-
		All Middle	84%	24	59	13	3	16%	↑3		-
	ELL	District	84%	22	62	13	3	16%	↓-		-
		60	100%	57	43			0%	-		-
		All Middle	99%	48	51	1		1%	↑1		-
RFEP	District	98%	40	58	2		2%	↑-		-	
	142	87%	23	63	13		13%	↓-		-	
	All Middle	78%	15	63	18	5	22%	↑2		-	

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

SBAC Science 2024 :: School Data by Subgroup

Washington

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	RFEF	District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100				0%	-		-
		All Middle	97%	37	60	3		3%	↓-		-
	GATE/Excel	District	89%	32	57	8	2	11%	↓1		-
		32	47%	47	47	6		53%	↑11		-
		All Middle	34%	2	32	43	24	66%	↑14		-
	Homeless	District	35%	3	33	39	25	65%	↑8		-
		25	100%	40	60			0%	↓6		-
		All Middle	88%	28	60	11	1	12%	↑3		-
	Homeless/Foster	District	86%	28	59	12	1	14%	↑-		-
		26	100%	42	58			0%	↓5		-
		All Middle	89%	29	60	10		11%	↑3		-
	Low SES	District	87%	28	59	12	1	13%	↓-		-
		234	90%	29	61	9		10%	↑1		-
		All Middle	83%	22	61	14	3	17%	↓-		-
	Special Ed.	District	82%	20	61	15	4	18%	↓1		-
38		100%	47	53			0%	-		-	
All Middle		94%	43	51	5	1	6%	↑2		-	
Spec Ed. Speech/RSP	District	92%	41	51	6	2	8%	↑1		-	
	27	100%	41	59			0%	-		-	
	All Middle	92%	36	56	7	2	8%	↑3		-	
		District	89%	34	55	8	3	11%	↑1		-

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	785	15	39	12	13	35	
		All Middle	21	37	13	13	37	
		District	30	33	15	16	36	
	Grade	Gr. 06 (Minimum Growth Target: 27)	251	9	40	18	17	25
			All Middle	11	43	16	16	25
			District	12	42	16	16	26
		Gr. 07 (Minimum Growth Target: 25)	259	29	32	12	17	39
			All Middle	37	28	14	16	42
			District	37	28	14	15	42
	Gr. 08 (Minimum Growth Target: 14)	275	8	47	7	7	40	
		All Middle	19	39	8	8	45	
		District	19	40	8	8	44	
	Ethnicity	Hispanic	645	15	39	12	13	36
			All Middle	21	37	13	13	37
			District	29	34	15	16	36
African American		84	14	44	11	13	32	
		All Middle	23	37	12	12	40	
		District	28	34	15	15	37	
Asian		20	-	35	20		45	
		All Middle	24	35	14	13	39	
		District	35	31	14	15	40	

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

*Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A	Other	17 [^]	-	29	18	29	24
		All Middle	22	35	13	14	38
		District	32	30	16	19	35
	Cambodian	16 [^]	-	31	25	6	38
		All Middle	20	36	14	12	38
		District	34	30	16	16	38
	White	11 [^]	-	55	9	9	27
		All Middle	18	38	12	14	35
		District	28	33	15	18	34
	Pacific Islander	4 [^]	-	75	25	0	
		All Middle	34	30	11	13	46
		District	30	34	13	17	37
	Filipino	3 [^]	-			33	67
		All Middle	34	28	12	15	45
		District	35	29	16	17	38
American Indian	1 [^]	-	100	0			
	All Middle [^]	11	39	11	6	44	
	District	26	32	21	13	34	
Gender	Female	395	19	36	14	13	37
		All Middle	25	35	13	14	38
		District	32	31	15	17	36

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

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	386	10	43	10	14	33	
		All Middle	19	39	13	12	37	
		District	27	35	15	15	35	
	Nonbinary	4 [^]	-	25	25		50	
		All Middle	10	50	5	18	27	
		District	5	53	6	12	29	
	Special Populations	EL + RFEP	487	16	38	11	13	37
			All Middle	23	36	12	13	38
			District	29	34	14	14	38
		ELL	195	13	37	14	16	32
			All Middle	24	36	13	13	38
			District	33	32	17	16	35
RFEP		292	18	39	9	11	40	
		All Middle	22	36	12	13	38	
		District	26	35	12	13	40	
Foster		6 [^]	-	67		17	17	
		All Middle	-1	41	16	12	31	
		District	9	40	19	13	28	
GATE/Excel	129	18	38	14	11	37		
	All Middle	23	35	14	14	37		
	District	31	31	16	18	35		

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

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A Special Populations	Homeless	62	16	40	10	16	34
		All Middle	19	39	12	12	38
		District	27	35	14	14	37
	Homeless/Foster	68	14	43	9	16	32
		All Middle	17	39	12	12	37
		District	25	35	15	14	36
	Low SES	651	15	39	12	14	35
		All Middle	21	37	13	13	37
		District	29	33	15	16	35
	Special Ed.	119	13	38	13	18	30
		All Middle	21	38	13	12	37
		District	28	35	15	15	35
	Spec Ed. Speech/RSP	93	20	34	14	17	34
		All Middle	21	37	14	12	37
		District	31	34	15	15	36

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	789	7	43	12	13	32	
		All Middle	15	40	12	13	35	
		District	22	35	19	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24)	250	-1	48	13	18	21
			All Middle	15	40	15	15	30
			District	14	39	15	15	30
		Gr. 07 (Minimum Growth Target: 17)	260	2	45	13	12	31
			All Middle	17	38	11	11	40
			District	16	39	11	11	39
	Gr. 08 (Minimum Growth Target: 19)	279	20	38	10	11	42	
		All Middle	13	42	11	12	36	
		District	14	42	11	12	36	
Ethnicity	Hispanic	650	6	44	12	14	30	
		All Middle	13	41	13	12	34	
		District	20	36	20	18	26	
	African American	83	5	45	11	14	30	
		All Middle	8	44	12	12	32	
		District	18	38	18	17	26	
	Asian	20	15	40	5	15	40	
		All Middle	17	38	12	14	36	
		District	25	32	18	21	28	

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

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Washington

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	17 [^]	-	35	18	47	
		All Middle	21	38	12	12	37
		District	27	32	18	20	30
	Cambodian	15 [^]	-	47	7	20	27
		All Middle	15	40	12	14	34
		District	24	33	19	21	27
	White	11 [^]	-	9	9	9	73
		All Middle	25	33	12	15	41
		District	27	31	20	21	28
	Pacific Islander	4 [^]	-	25			75
		All Middle	18	40	10	9	41
		District	24	34	19	20	28
	Filipino	3 [^]	-	67			33
		All Middle	41	24	10	16	50
		District	37	25	19	22	35
American Indian	1 [^]	-				100	
	All Middle [^]	16	39	6	33	22	
	District	24	35	16	30	19	
Gender	Female	399	10	43	11	14	32
		All Middle	16	39	13	13	35
		District	21	35	19	19	26

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

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	386	6	44	12	13	31	
		All Middle	13	41	12	12	35	
		District	23	34	19	19	28	
	Nonbinary	4 [^]	-	75	25	0		
		All Middle	7	50	9	41		
		District	11	45	15	6	33	
Math	EL + RFEP	498	7	44	11	14	32	
		All Middle	13	42	12	11	35	
		District	20	37	19	16	27	
	ELL	207	-1	46	10	16	27	
		All Middle	8	45	12	10	33	
		District	24	34	20	18	27	
	Special Populations	RFEP	291	13	42	11	12	35
			All Middle	15	40	12	12	36
			District	15	40	18	15	28
		Foster	6 [^]	-	50	17	17	17
			All Middle	-3	45	16	10	29
			District	11	39	20	14	27
		GATE/Excel	129	18	40	13	11	36
			All Middle	26	31	14	15	40
			District	28	29	21	22	29

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

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Washington

11/19/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M at h	Special Populations	Homeless	64	15	38	14	11	38
			All Middle	9	45	12	10	33
			District	20	37	19	17	27
	Homeless/Foster	70	12	39	14	11	36	
		All Middle	8	45	13	10	32	
		District	19	37	19	16	27	
	Low SES	653	9	42	12	14	32	
		All Middle	12	42	12	12	33	
		District	21	36	19	18	27	
	Special Ed.	116	8	46	9	12	33	
		All Middle	7	46	11	10	33	
		District	20	38	18	17	28	
	Spec Ed. Speech/RSP	91	5	47	10	13	30	
		All Middle	7	46	11	11	32	
		District	20	37	18	17	28	

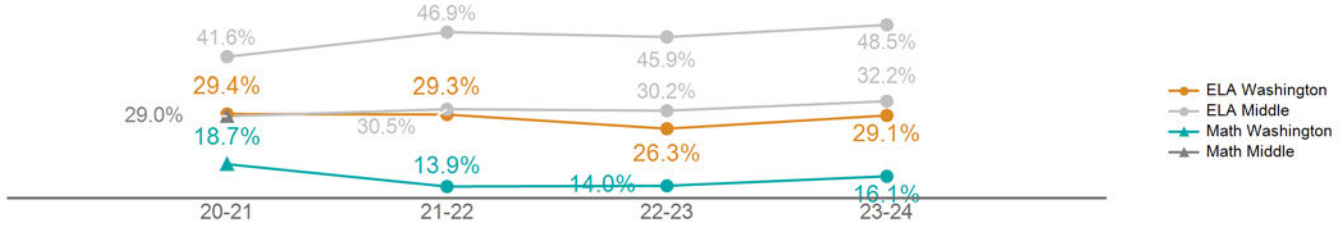
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

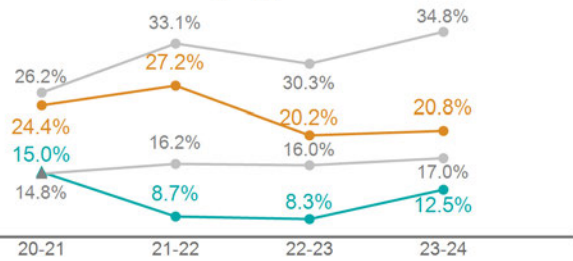
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

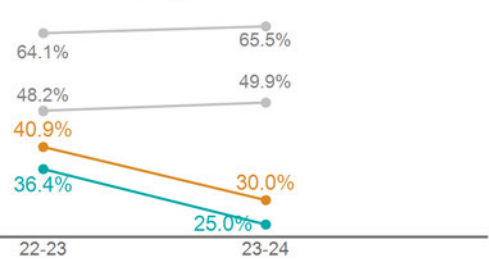
**Washington
All Students
N = 853**



**African American
N = 96**



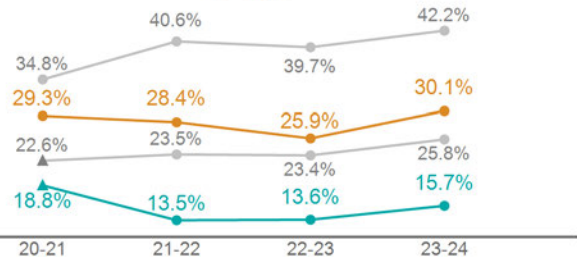
**Asian
N = 20**



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 694**



Pacific Islander

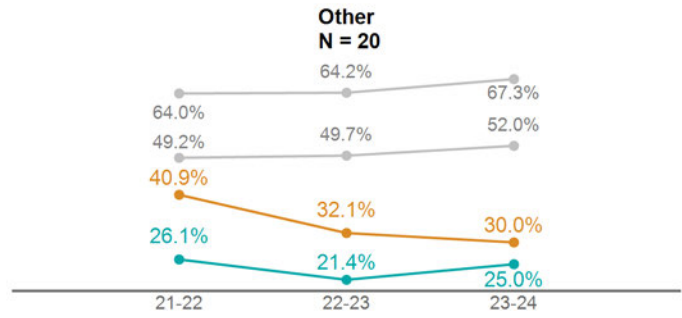
Subgroup with fewer than 20 students.

White

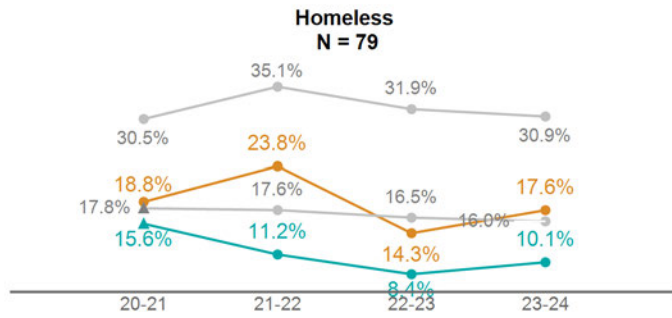
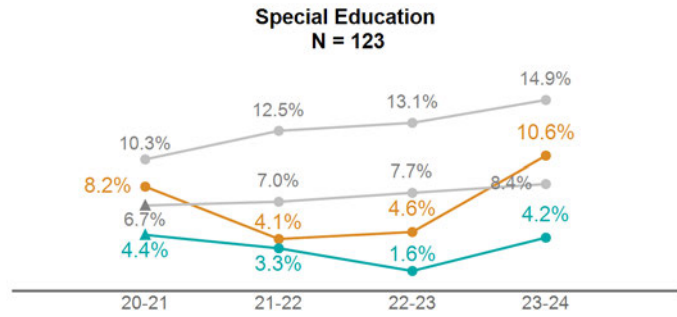
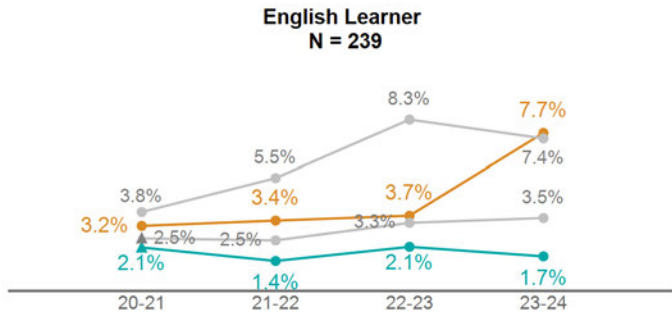
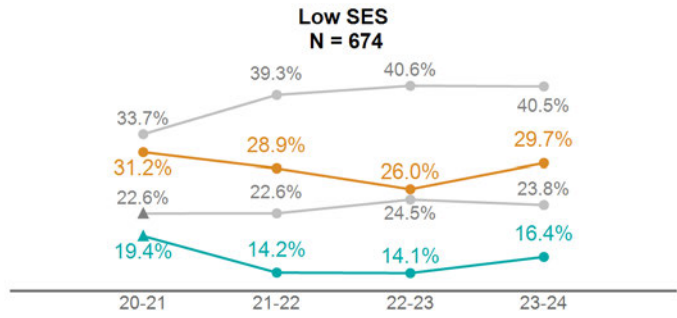
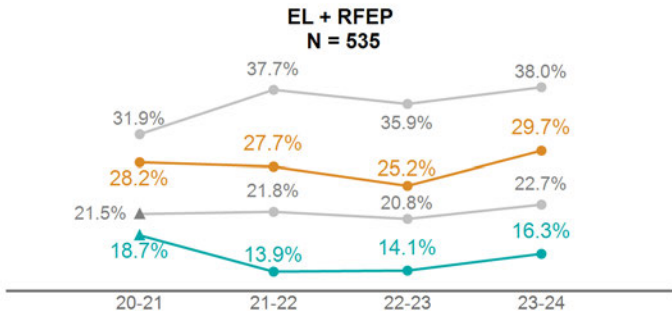
Subgroup with fewer than 20 students.

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

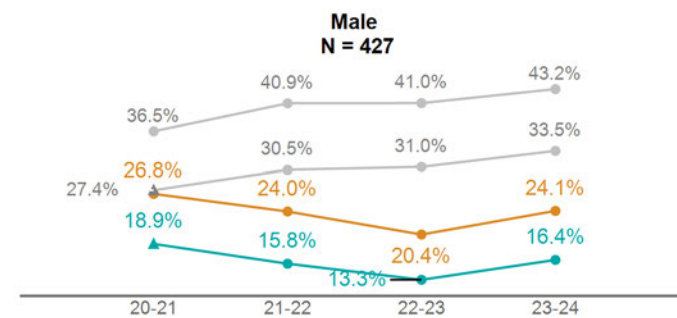
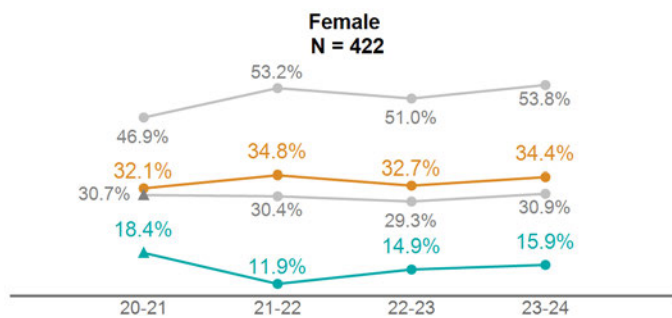
Native American
Subgroup with fewer than 20 students.



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



Foster Youth
Subgroup with fewer than 20 students.



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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/19/24

All


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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/19/24

All

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/19/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%	↑1		-

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

SBAC ELA 2024

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	23.7%	-2.4%	17.6%	-8.2%	29.0%	-3.5%	17.5%	-3.6%	Hispanic	20.2%	-0.1%
Bancroft	53.1%	-1.8%	47.1%	-1.8%	55.2%	-5.0%	57.1%	1.8%	African American	38.0%	-5.3%
Cubberley	68.9%	1.3%	71.7%	20.0%	67.2%	4.4%	59.8%	-7.7%	African American	43.2%	-2.1%
Franklin	34.9%	-0.7%	26.9%	-7.2%	40.0%	0.5%	37.2%	4.0%	African American	30.1%	0.9%
Hamilton	36.8%	7.3%	33.9%	1.1%	37.0%	6.8%	39.2%	13.8%	African American	33.0%	15.2%
Hoover	45.0%	10.8%	38.7%	-2.5%	50.9%	23.9%	45.2%	10.7%	African American	32.8%	6.3%
Hughes	49.8%	0.9%	48.7%	5.4%	49.2%	-5.1%	51.4%	2.4%	African American	37.4%	3.1%
IVA	0.0%	-100.0%			0.0%						
Jefferson	50.8%	0.3%	41.2%	-2.5%	52.9%	-3.7%	58.2%	6.5%	African American	44.8%	8.3%
Keller	65.2%	2.0%	57.0%	-2.7%	70.7%	1.4%	68.5%	8.0%	Hispanic	61.7%	1.8%
Lindbergh	34.5%	4.1%	35.2%	11.2%	36.9%	7.6%	31.5%	-6.0%	African American	25.0%	1.7%
Lindsey	35.0%	3.2%	33.8%	3.0%	37.2%	4.6%	33.9%	1.8%	African American	20.3%	3.4%
Marshall	62.2%	4.6%	57.8%	6.4%	62.9%	0.3%	65.9%	7.3%	Hispanic	53.5%	4.4%
Muir	40.7%	-0.6%	40.2%	2.0%	43.9%	-11.5%	51.5%	4.3%	Hispanic	36.2%	-2.6%
Nelson	32.8%	-3.5%	29.9%	-5.7%	38.3%	-0.8%	30.3%	-4.0%	African American	16.3%	3.1%
Newcomb	79.2%	-1.9%	84.2%	1.4%	81.8%	0.0%	81.5%	-9.1%	African American	62.5%	-12.5%
Powell	32.4%	-3.6%	21.9%	-5.4%	35.5%	0.0%	26.0%	-4.7%	Other	18.2%	0.0%
Robinson	28.8%	-2.6%	21.4%	-14.6%	49.5%	17.5%	28.6%	-8.5%	African American	25.5%	2.7%
Rogers	65.3%	-5.9%	60.4%	-7.1%	65.9%	-6.8%	69.3%	-3.9%	African American	37.0%	5.8%
Stanford	67.9%	0.9%	64.5%	-3.9%	73.1%	5.1%	65.6%	1.1%	African American	44.1%	-7.7%
Stephens	54.1%	17.1%	49.3%	16.5%	56.5%	13.3%	56.4%	21.8%	Hispanic	47.7%	13.8%
Tincher	72.3%	3.5%	70.5%	6.4%	72.2%	1.4%	67.7%	-2.6%	African American	51.2%	1.2%
Washington	29.1%	2.8%	27.8%	3.8%	28.8%	2.5%	30.7%	2.0%	African American	20.8%	0.6%

SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
100	44.1%	Filipino	39	41.1%	-3.1%	30.8%	-15.2%	25.6%	6.3%	23.1%	6.8%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
123	38.3%	Cambodian	57	33.3%	1.0%	31.3%	6.7%	9.7%	0.5%	7.1%	0.2%
100	32.4%	Asian	26	33.3%	4.6%	25.5%	9.0%	12.5%	-1.6%	8.2%	-1.5%
116	30.4%	Asian	38	43.2%	10.6%	41.4%	21.4%	23.3%	11.5%	16.7%	7.6%
203	33.0%	Asian	98	41.0%	1.3%	33.3%	-0.5%	17.9%	-2.5%	14.9%	-1.2%
				0.0%							
154	33.8%	White	42	46.9%	-1.9%	35.6%	0.2%	20.2%	-4.2%	15.9%	-0.9%
371	22.3%	Other	25	50.3%	1.0%	46.2%	1.7%	5.9%	-29.4%	5.9%	-29.4%
92	11.5%	Hispanic	249	34.2%	4.9%	28.6%	-2.7%	7.5%	-8.6%	6.3%	-4.8%
118	33.8%	Cambodian	24	35.9%	3.1%	32.3%	-0.8%	8.8%	2.2%	8.2%	3.0%
488	38.8%	Filipino	26	46.5%	4.7%	39.2%	-5.0%	30.2%	8.4%	23.5%	5.6%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
98	43.1%	Other	37	27.5%	-6.8%	14.3%	-11.4%	13.6%	1.1%	10.3%	1.4%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%
46	40.2%	White	319	40.7%	-8.2%	33.3%	-4.8%	31.0%	-0.6%	21.8%	0.4%
111	36.5%	Other	124	43.3%	-8.2%	32.1%	-19.0%	37.1%	-0.6%	29.1%	0.6%
436	38.0%	Filipino	63	51.4%	17.3%	31.9%	5.4%	13.1%	10.4%	9.6%	6.9%
41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%	-2.8%
96	9.2%	Hispanic	682	29.7%	4.6%	17.5%	0.7%	13.7%	7.7%	10.6%	6.0%

SBAC ELA 2024

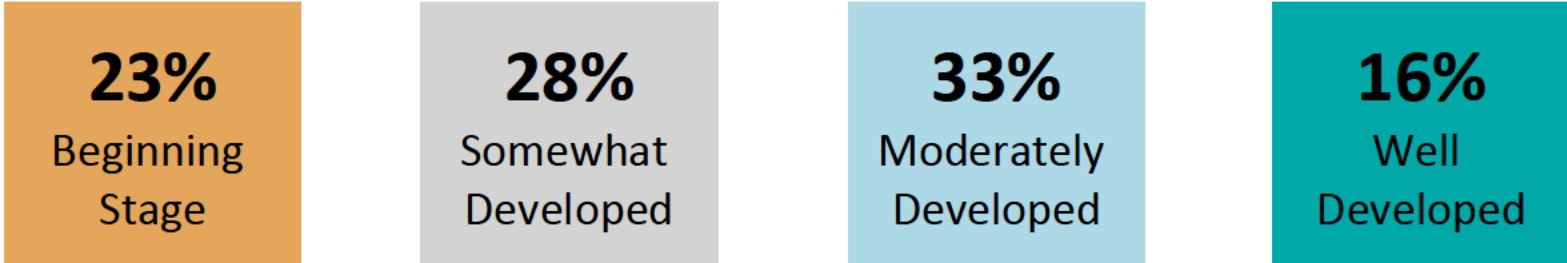
Gender Diff
3.4%
9.0%
10.9%
14.6%
9.6%
13.9%
11.2%
2.8%
18.0%
7.8%
14.9%
13.5%
13.0%
7.8%
15.6%
7.4%
11.0%
3.1%
13.4%
8.5%
13.7%
10.3%



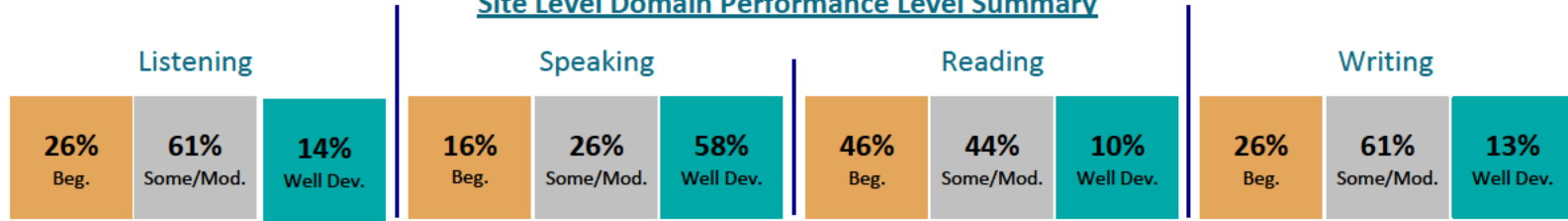
ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Washington

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

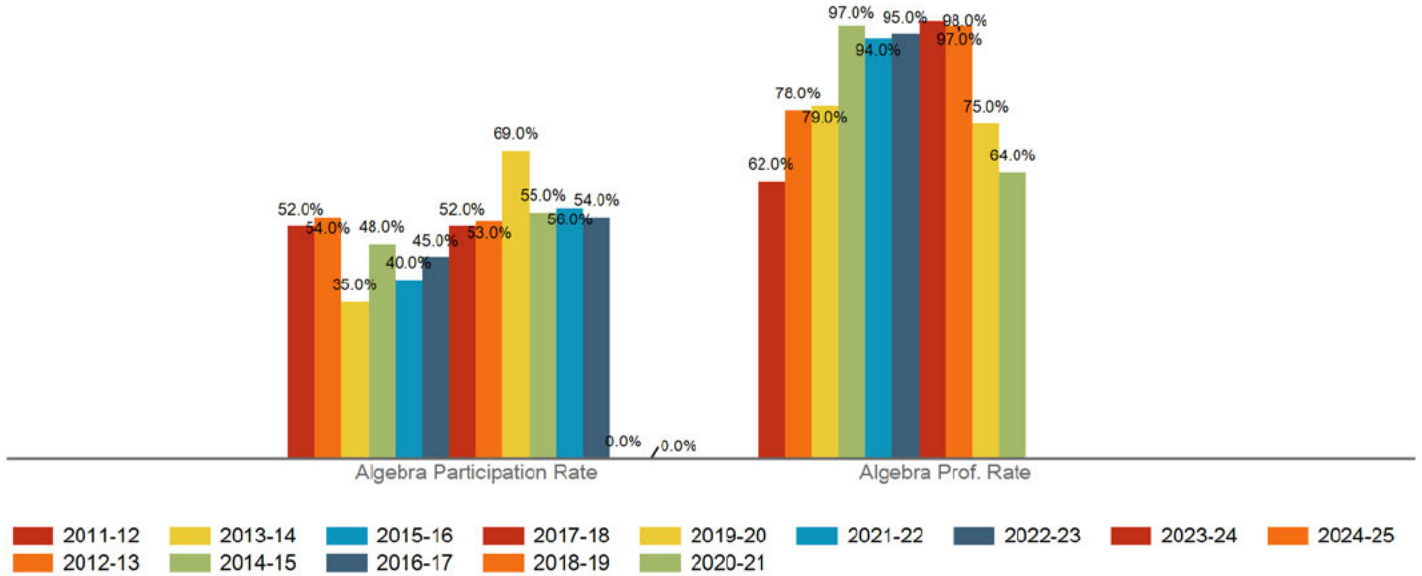
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	16%	31%	42%	9%	16%	63%	19%	11%	31%	58%	34%	57%	7%	23%	64%	9%
07	26%	25%	29%	19%	29%	63%	8%	18%	25%	57%	54%	38%	8%	25%	56%	19%
08	30%	23%	23%	22%	36%	53%	10%	22%	19%	59%	56%	28%	15%	28%	57%	14%

School Demographics			
	School	District	State

Algebra Participation/Pass

School Year: 23-24

Goals	
Area	Description
Math Goals	<p>SMART Goal: By June 2024, 80% of all students will reach at least Above Target growth as measured on the SBAC assessment.</p> <p>Action Plan Summary: Teachers will attend the district's Quality Core Instruction and implement best practices and research-based instructional strategies that will affect student outcomes in their performance in math.</p> <p>Monitoring of Implementation: There will be ongoing progress monitoring to ensure that action-planned instruction is effectively implemented to achieve our goal for all students.</p> <p>Evaluation: During our Administration and Leadership Team meetings, staff members collect, analyze data, and plan the next instruction steps to monitor progress and growth. If any barriers are identified or if implementation is ineffective, adjustments will be discussed and implemented to ensure positive growth in our student outcomes.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability		Asst. Principal Middle
5	Resident substitute will provide teacher coverage when needed, provide additional math support to students. Resident Sub will provide additional supervision to ensure safe campus		Substitute teacher full day
Total			

Attendance/Chronic Absenteeism Rate

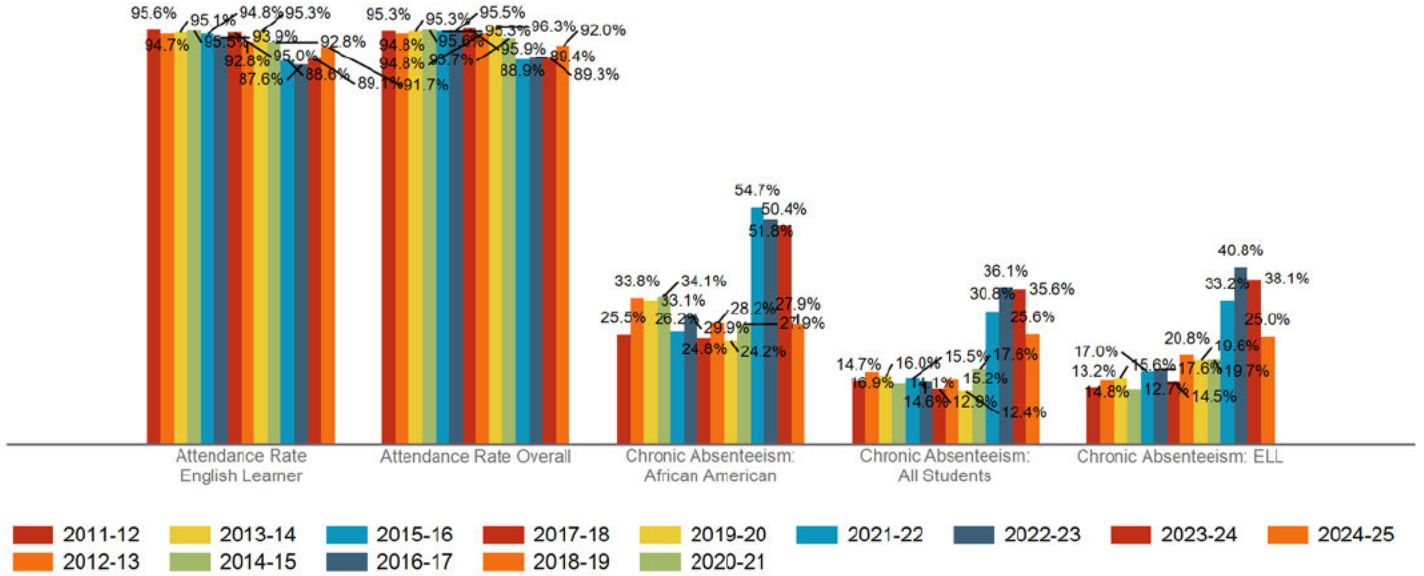
School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.</p> <p>SMART Goal for Newcomers (Sense of Belonging)</p> <p>By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.</p> <p>Orientation Programs: Newcomer students can benefit from orientation programs that provide them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.</p> <p>Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.</p> <p>Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.</p> <p>Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space to express their feelings and seek guidance.</p> <p>Culture/Climate Domain - All Students</p> <p>There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:</p> <p>Student Data:</p> <ul style="list-style-type: none"> * 68% Climate of support for Academic Learning (-13%) * 49% Safety (-4%) * 45% Sense of Belonging (-3%) <ul style="list-style-type: none"> Self-Management 62% (1%) Social Awareness 56% (0%) Self-Efficacy 45% (-3%) <p>Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.</p> <p>SMART Goal for ALL Students - Sense of Belonging</p> <p>By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.</p> <p>SMART Goal for ALL Staff - Sense of Belonging</p> <p>By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.</p> <p>Implementation of Activities for Students & Staff:</p> <ul style="list-style-type: none"> Sports Staff-Student Activities WMS Family Fun Day/Picnic Grade Level Shirt Monthly/Annual Focus Pin with an incentive for Free Dress Day More Spirit Days/Weeks <p>Back to School - extend the visit for parents and students, including food vendors</p> <ul style="list-style-type: none"> Cupcake for BDay staff Hispanic Heritage Month & Culture Fair Friday Coffee Wolfie Awards

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Sports



Budgeted Items

Line Number	Description	Cost	Personnel Summary
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school		Program Facilitator
Total			

Attendance/Chronic Absenteeism Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17328	174	8/31/23	6/15/24	180	0.5	90
	174					90

Culture-Climate Survey (Parent)

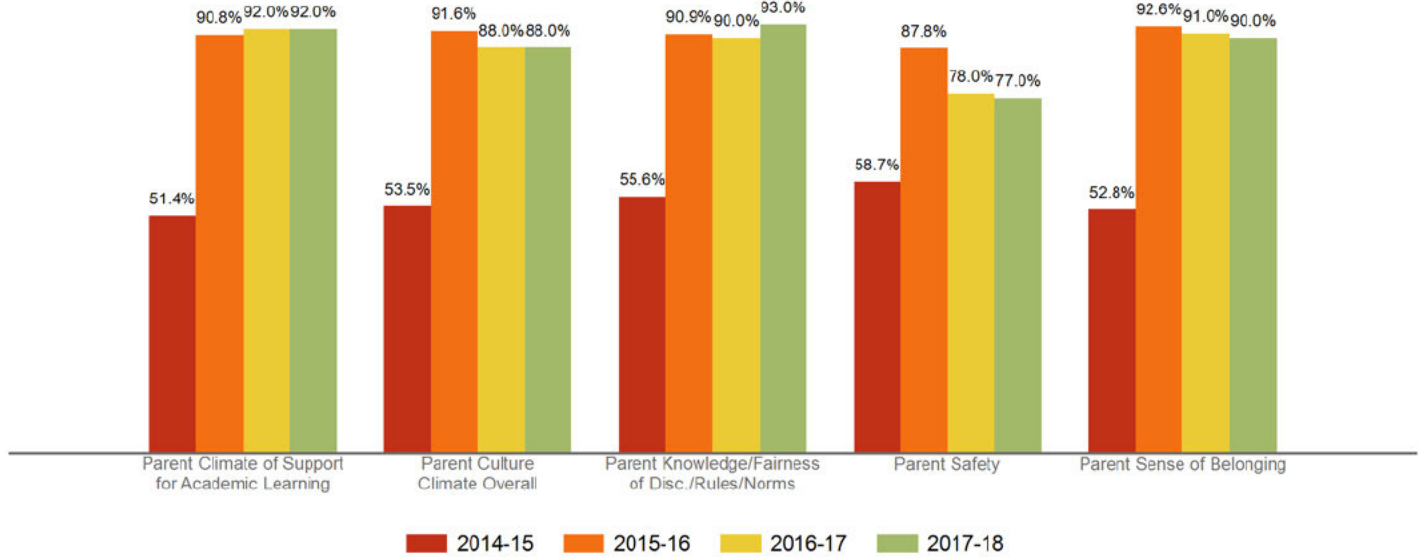
School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.</p> <p>SMART Goal for Newcomers (Sense of Belonging)</p> <p>By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.</p> <p>Orientation Programs: Newcomer students can benefit from orientation programs that provide them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.</p> <p>Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.</p> <p>Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.</p> <p>Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space to express their feelings and seek guidance.</p> <p>Culture/Climate Domain - All Students</p> <p>There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:</p> <p>Student Data:</p> <ul style="list-style-type: none"> * 68% Climate of support for Academic Learning (-13%) * 49% Safety (-4%) * 45% Sense of Belonging (-3%) <ul style="list-style-type: none"> Self-Management 62% (1%) Social Awareness 56% (0%) Self-Efficacy 45% (-3%) <p>Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.</p> <p>SMART Goal for ALL Students - Sense of Belonging</p> <p>By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.</p> <p>SMART Goal for ALL Staff - Sense of Belonging</p> <p>By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.</p> <p>Implementation of Activities for Students & Staff:</p> <ul style="list-style-type: none"> Sports Staff-Student Activities WMS Family Fun Day/Picnic Grade Level Shirt Monthly/Annual Focus Pin with an incentive for Free Dress Day More Spirit Days/Weeks <p>Back to School - extend the visit for parents and students, including food vendors</p> <ul style="list-style-type: none"> Cupcake for BDay staff Hispanic Heritage Month & Culture Fair Friday Coffee Wolfie Awards

Culture-Climate Survey (Parent)

School Year: 23-24

Sports



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness		Services
2	Materials needed for parent workshop - Families Learning Together parent workshop		Materials
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school		Program Facilitator
5	Purchase a HP Color printer for the Parent Center		Materials
Total			

Culture-Climate Survey (Student-Staff)

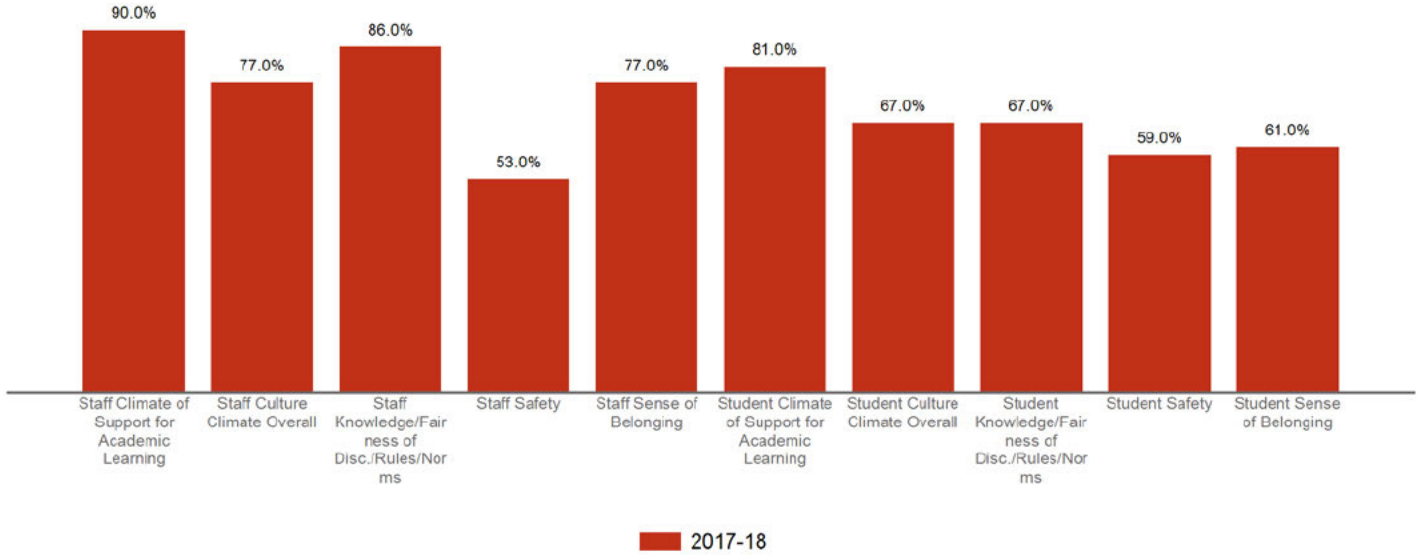
School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.</p> <p>SMART Goal for Newcomers (Sense of Belonging)</p> <p>By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.</p> <p>Orientation Programs: Newcomer students can benefit from orientation programs that provide them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.</p> <p>Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.</p> <p>Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.</p> <p>Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space to express their feelings and seek guidance.</p> <p>Culture/Climate Domain - All Students</p> <p>There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:</p> <p>Student Data:</p> <ul style="list-style-type: none"> * 68% Climate of support for Academic Learning (-13%) * 49% Safety (-4%) * 45% Sense of Belonging (-3%) <ul style="list-style-type: none"> Self-Management 62% (1%) Social Awareness 56% (0%) Self-Efficacy 45% (-3%) <p>Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.</p> <p>SMART Goal for ALL Students - Sense of Belonging</p> <p>By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.</p> <p>SMART Goal for ALL Staff - Sense of Belonging</p> <p>By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.</p> <p>Implementation of Activities for Students & Staff:</p> <ul style="list-style-type: none"> Sports Staff-Student Activities WMS Family Fun Day/Picnic Grade Level Shirt Monthly/Annual Focus Pin with an incentive for Free Dress Day More Spirit Days/Weeks <p>Back to School - extend the visit for parents and students, including food vendors</p> <ul style="list-style-type: none"> Cupcake for BDay staff Hispanic Heritage Month & Culture Fair Friday Coffee Wolfie Awards

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Sports

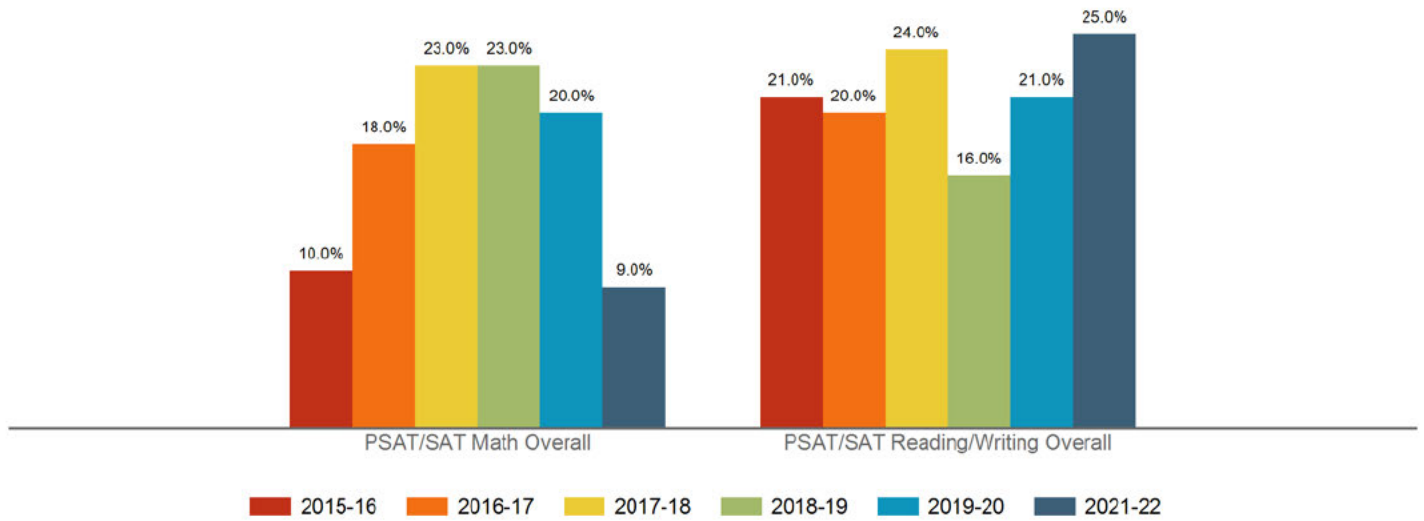


Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth		Psychologist
2	Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom		Materials
Total			

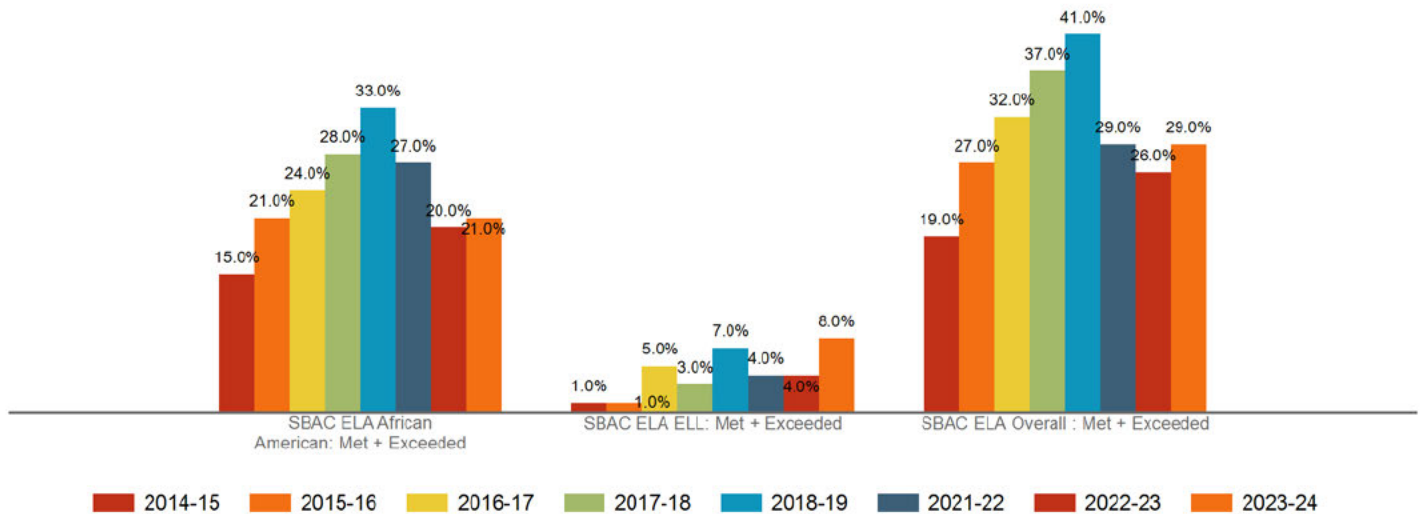
Other College Readiness Measures

School Year: 23-24



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it		Teacher Hourly P Schedule
Total			

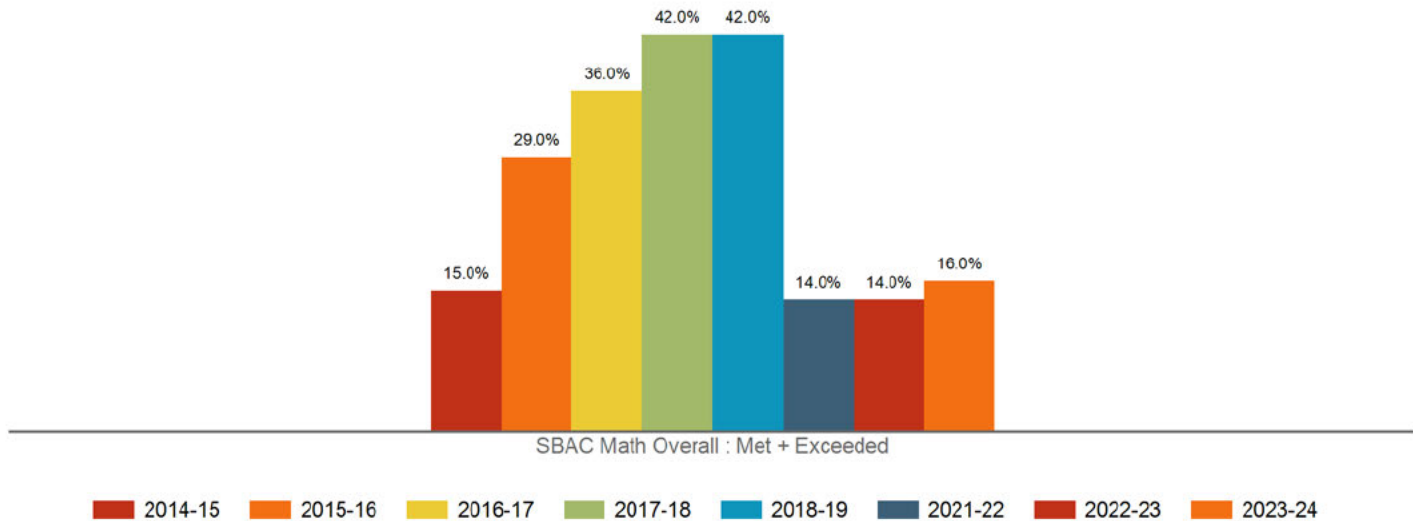
Goals	
Area	Description
ELA Goals	<p>Focus on U2 & U6 - Throughout the year, teachers will:</p> <ul style="list-style-type: none"> * Plan Daily lessons that provide access to on-or-above grade level content, including scaffolds and supports, while maintaining the rigor of the standard * Design lessons and facilitate experiences guided by clear learning intentions * Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication <p>By June 2023 all teachers will be observed and will receive effective feedback as monitored through the observations folder</p> <p>Implementation of Plan Frequent observations will determine to what degree teachers are:</p> <ul style="list-style-type: none"> * Communicating or assisting students in uncovering the learning intentions * Providing explanations on how learning intentions fit within the learning progression and new contexts * Referring to learning intentions and success criteria throughout the lesson, encouraging students to monitor their own progress * Ensure the level of rigor of instruction matches the level of rigor of the standard <p>Students will make at least the minimum growth target based on their grade level, By June 2024, WMS students would at least meet the minimum growth target:</p> <ul style="list-style-type: none"> * 6th Grade - an average scale score change of 27 * 7th Grade - an average scale score change of 25 while 23% of 7th graders will have accelerated growth * 8th Grade - an average scale score change of 14 while 39% of 8th graders will have accelerated growth <p>. In the prior year: 6th Grade had an average growth of 3 7th Grade had an average growth of 24 with 20% accelerated growth 8th Grade had an average growth of 1 with 36% accelerated growth</p> <p>Accelerated growth is at least double the minimum growth target. The accelerated growth goal is 3% higher than last year's accelerated growth</p> <p>Evaluation: During the course of the school year, the administration and leadership team will review observational data to monitor for effectiveness of implementation of instructional strategies. On-going monitoring will occur.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans		Teacher Hourly Extra Comp
2	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other		Teacher on Special Assignment (TOSA)

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.		Teacher Hourly Extra Comp
Total			

Goals	
Area	Description
Math Goals	<p>SMART Goal: By June 2024, 80% of all students will reach at least Above Target growth as measured on the SBAC assessment. Action Plan Summary: Teachers will attend the district's Quality Core Instruction and implement best practices and research-based instructional strategies that will affect student outcomes in their performance in math.</p> <p>Monitoring of Implementation: There will be ongoing progress monitoring to ensure that action-planned instruction is effectively implemented to achieve our goal for all students.</p> <p>Evaluation: During our Administration and Leadership Team meetings, staff members collect, analyze data, and plan the next instruction steps to monitor progress and growth. If any barriers are identified or if implementation is ineffective, adjustments will be discussed and implemented to ensure positive growth in our student outcomes.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans		Teacher Hourly Extra Comp
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability		Asst. Principal Middle
	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.		Teacher Hourly Extra Comp
5	Resident substitue will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus		Substitute teacher full day
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it		Teacher Hourly P Schedule
Total			

SEL Survey

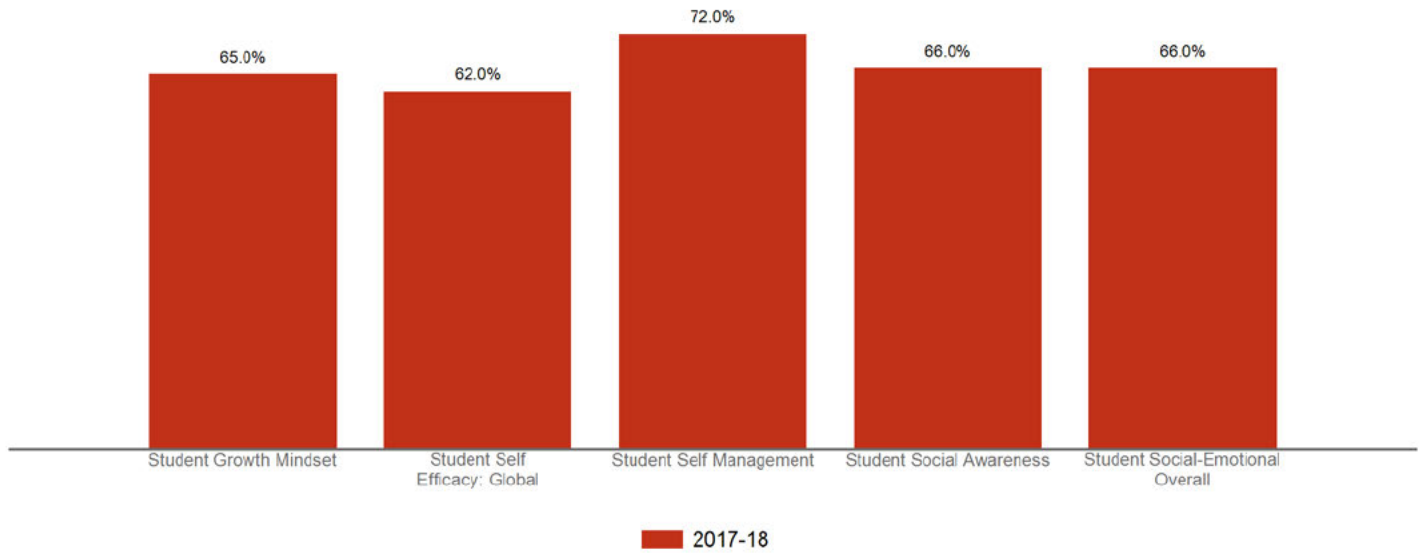
School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.</p> <p>SMART Goal for Newcomers (Sense of Belonging)</p> <p>By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.</p> <p>Orientation Programs: Newcomer students can benefit from orientation programs that provide them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.</p> <p>Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.</p> <p>Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.</p> <p>Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space to express their feelings and seek guidance.</p> <p>Culture/Climate Domain - All Students</p> <p>There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:</p> <p>Student Data:</p> <ul style="list-style-type: none"> * 68% Climate of support for Academic Learning (-13%) * 49% Safety (-4%) * 45% Sense of Belonging (-3%) <ul style="list-style-type: none"> Self-Management 62% (1%) Social Awareness 56% (0%) Self-Efficacy 45% (-3%) <p>Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.</p> <p>SMART Goal for ALL Students - Sense of Belonging</p> <p>By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.</p> <p>SMART Goal for ALL Staff - Sense of Belonging</p> <p>By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.</p> <p>Implementation of Activities for Students & Staff:</p> <ul style="list-style-type: none"> Sports Staff-Student Activities WMS Family Fun Day/Picnic Grade Level Shirt Monthly/Annual Focus Pin with an incentive for Free Dress Day More Spirit Days/Weeks <p>Back to School - extend the visit for parents and students, including food vendors</p> <ul style="list-style-type: none"> Cupcake for BDay staff Hispanic Heritage Month & Culture Fair Friday Coffee Wolfie Awards

SEL Survey

School Year: 23-24

Sports



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth		Psychologist
Total			

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
16181	31	8/30/23	6/13/24	180	0.5	90
17202	29	8/31/23	6/15/24	180	0.5	90
17203	26	8/31/23	6/15/24	180	0.5	90
17204	34	8/31/23	6/15/24	180	0.5	90
17205	27	8/31/23	6/15/24	180	0.5	90
17206	34	8/31/23	6/15/24	180	0.5	90
17222	33	10/2/23	6/15/24	180	1	180
17228	37	8/31/23	8/31/23	180	1	180
17229	104	8/31/23	6/15/24	180	0.5	90
17238	30	8/31/23	6/15/24	180	0.5	90

SEL Survey

School Year: 23-24

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17239	23	8/31/23	6/15/24	180	0.5	90
17240	34	8/31/23	6/15/24	180	0.5	90
17241	24	8/31/23	6/15/24	180	0.5	90
17242	44	8/31/23	6/15/24	180	0.5	90
17243	30	8/31/23	6/15/24	180	0.5	90
17244	25	8/31/23	6/15/24	180	0.5	90
17245	33	8/31/23	6/15/24	180	0.5	90
17246	17	8/31/23	6/15/24	180	0.5	90
17247	27	8/31/23	6/15/24	180	0.5	90
17248	37	8/31/23	6/15/24	180	0.5	90
17249	34	8/31/23	6/15/24	180	0.5	90
17250	34	8/31/23	6/15/24	180	0.5	90
17251	32	8/31/23	6/15/24	180	0.5	90
17252	39	8/31/23	6/15/24	180	0.5	90
17253	27	8/31/23	6/15/24	180	0.5	90
17254	31	8/31/23	6/15/24	180	0.5	90
17255	28	8/31/23	6/15/24	180	0.5	90
17256	21	8/31/23	6/15/24	180	0.5	90
17257	17	8/31/23	6/15/24	180	0.5	90
17258	16	8/31/23	6/15/24	180	0.5	90
17259	19	8/31/23	6/15/24	180	0.5	90
17261	19	8/31/23	6/15/24	180	0.5	90
17262	19	8/31/23	6/15/24	180	0.5	90
17263	24	8/31/23	6/15/24	180	0.5	90
17264	10	8/31/23	6/15/24	180	0.5	90
17266	31	8/31/23	6/15/24	180	0.5	90
17268	44	8/31/23	6/15/24	180	0.5	90
17269	17	8/31/23	6/15/24	180	0.5	90
17279	11	8/31/23	6/15/24	180	0.5	90
17281	14	8/31/23	6/15/24	180	0.5	90
	1166					3780

Suspension/Expulsion Rate

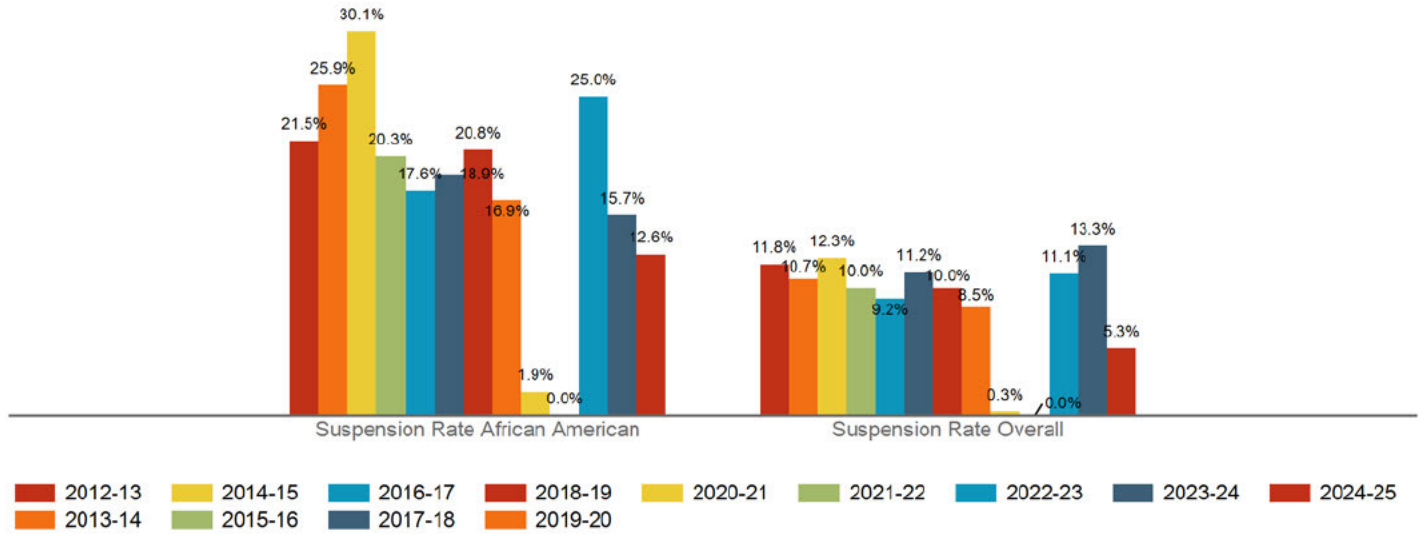
School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Our goal is to increase a sense of belonging in students' perception of safety by ten percentage points as measured by favorable responses on the CORE Survey administered in February 2024, which will be an improvement from the previous year. We are building student agency and enhancing student leadership. Our student council collaborates and plans events for the school community. The administration and support staff develop videos daily that are highly interesting for students to engage in during their WolfDen classes. The Wolf Den is an advisory class where students and teachers build positive and nurturing relationships. Each month, there is an area of focus on self-management, self-efficacy, and growth mindset.</p> <p>SMART Goal for Newcomers (Sense of Belonging)</p> <p>By the end of the academic school year, our newcomer students will increase their reported sense of belonging by 5% or higher through collaboration with school staff and implementation of targeted strategies to create a supportive and inclusive environment based on pre-and post-surveys and/or student interviews conducted at the beginning, mid-year and end of the school year.</p> <p>Orientation Programs: Newcomer students can benefit from orientation programs that provide them with information about the school, community, and resources available. These programs can help our students feel more at ease and connected.</p> <p>Mentoring Programs: Pairing newcomer students with peer mentors or experienced students can be valuable. Mentors can guide them through their challenges and offer a sense of belonging and friendship.</p> <p>Cultural Clubs and Events: Creating clubs or organizing events celebrating diverse cultures can help newcomer students connect with others who share their cultural backgrounds. It can also educate the broader student body about the rich diversity in our school community.</p> <p>Counseling and Support Services: Some newcomer students may face unique emotional and psychological challenges due to adapting to a new environment. WMS will offer counseling and support services to provide them with a safe space to express their feelings and seek guidance.</p> <p>Culture/Climate Domain - All Students</p> <p>There is a focus on building stronger relationships with students by supporting them academically and emotionally/mentally in the variety of services and resources we offer and organizational partnerships. We are continuing our efforts with Restorative Justice by holding regular circles to promote a sense of belonging among our students and promote student agency. School leadership has implemented Wolf Den (P4) so that teachers provide programs that match the needs of our students to promote transformative social-emotional learning; therefore, we have seen a growth in students' perception. The following areas of concern and success were extrapolated from our 2022/23 CORE Survey:</p> <p>Student Data:</p> <ul style="list-style-type: none"> * 68% Climate of support for Academic Learning (-13%) * 49% Safety (-4%) * 45% Sense of Belonging (-3%) <ul style="list-style-type: none"> Self-Management 62% (1%) Social Awareness 56% (0%) Self-Efficacy 45% (-3%) <p>Staff and students build a positive social climate by engaging daily Wolf Den Messages that focus on Transformative Social-Emotional Learning. Lessons and other TSEL resources have been shared with teachers. Students are recognized for their academics and positive behavior through our Scholar of the Month assemblies, Wolf Den Tickets, and incentives.</p> <p>SMART Goal for ALL Students - Sense of Belonging</p> <p>By the end of the academic year, our students will increase their reported sense of belonging by 5% or higher by encouraging them to participate in school activities, clubs, leadership, heritage months activities, sports, Young Black Scholars, and other activities as measured on the CORE Survey administered annually by the district.</p> <p>SMART Goal for ALL Staff - Sense of Belonging</p> <p>By the end of the academic year, our staff will increase their reported sense of belonging by 10% or higher by creating more opportunities for staff to get to know each other and celebrate each other accomplishments and milestones as measured on the CORE Survey administered annually by the district.</p> <p>Implementation of Activities for Students & Staff:</p> <ul style="list-style-type: none"> Sports Staff-Student Activities WMS Family Fun Day/Picnic Grade Level Shirt Monthly/Annual Focus Pin with an incentive for Free Dress Day More Spirit Days/Weeks <p>Back to School - extend the visit for parents and students, including food vendors</p> <ul style="list-style-type: none"> Cupcake for BDay staff Hispanic Heritage Month & Culture Fair Friday Coffee Wolfie Awards

Suspension/Expulsion Rate

School Year: 23-24

Sports



Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other		Teacher on Special Assignment (TOSA)
Total			

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness	\$2,000	
	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth	\$33,409	
	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans	\$82,998	Teacher Hourly Extra Comp
2	Materials needed for parent workshop - Families Learning Together parent workshop	\$400	
	Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom	\$4,400	
	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other	\$163,656	Teacher on Special Assignment (TOSA)
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability	\$189,663	
	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.	\$3,459	Teacher Hourly Extra Comp
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school	\$85,379	
5	Purchase a HP Color printer for the Parent Center	\$450	
	Resident substitute will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus	\$22,804	
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it	\$14,097	
Total		\$602,715	

All Parents
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness	\$2,000	
	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth	\$33,409	
	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans	\$82,998	Teacher Hourly Extra Comp
2	Materials needed for parent workshop - Families Learning Together parent workshop	\$400	
	Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom	\$4,400	
	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other	\$163,656	Teacher on Special Assignment (TOSA)
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability	\$189,663	
	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.	\$3,459	Teacher Hourly Extra Comp
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school	\$85,379	
5	Purchase a HP Color printer for the Parent Center	\$450	
	Resident substitute will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus	\$22,804	
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it	\$14,097	
Total		\$602,715	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness	\$2,000	
	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth	\$33,409	
	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans	\$82,998	Teacher Hourly Extra Comp
2	Materials needed for parent workshop - Families Learning Together parent workshop	\$400	
	Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom	\$4,400	
	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other	\$163,656	Teacher on Special Assignment (TOSA)
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability	\$189,663	
	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.	\$3,459	Teacher Hourly Extra Comp
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school	\$85,379	
5	Purchase a HP Color printer for the Parent Center	\$450	
	Resident substitute will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus	\$22,804	
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it	\$14,097	
Total		\$602,715	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness	\$2,000	
	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth	\$33,409	
	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans	\$82,998	Teacher Hourly Extra Comp
2	Materials needed for parent workshop - Families Learning Together parent workshop	\$400	
	Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom	\$4,400	
	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other	\$163,656	Teacher on Special Assignment (TOSA)
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability	\$189,663	
	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.	\$3,459	Teacher Hourly Extra Comp
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school	\$85,379	
5	Purchase a HP Color printer for the Parent Center	\$450	
	Resident substitute will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus	\$22,804	
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it	\$14,097	
Total		\$602,715	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	ELAC proposed to hire a parent consultant from LACOE who will provide a series of workshops on topics around Social Emotional Learning and Mental Health and Wellness	\$2,000	
	Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. Assists in analysis of learning problems for students with the ED designation and helps the school staff, child, and parent develop a course of action Provide mental health information to families Participates in SSTs to advocate for appropriate services and interventions to maximize student's academic performance Provide individual or group counseling sessions for targeted students related to psychological problems interfering with academic, behavioral or social/emotional growth	\$33,409	
	Provide additional time for teachers to receive additional professional development, analyze student achievement data, plan, update action plans	\$82,998	Teacher Hourly Extra Comp
2	Materials needed for parent workshop - Families Learning Together parent workshop	\$400	
	Purchase document camera for teachers to use for instruction and to increase student interactive engagement in classroom	\$4,400	
	Teacher on special assignment to enhance the culture/climate through the facilitation of community building circles, re-entry circles, & harm/conflict circles. Support the shift in culture from the mindset and continued use of traditional discipline practices to a restorative mindset. Develop student agency in student leaders and building capacity in them to facilitate student community circles. Work with staff to build community with students and each other	\$163,656	Teacher on Special Assignment (TOSA)
3	In addition to monitoring student achievement, attendance, and behavior, the assistant principal will provide supplemental math PD to staff and targeted math support to all math teachers with high teacher accountability. The AP will lead and monitor the implementation of Safe & Civil Strategies, create and monitor behavior interventions and systems, supervise math instruction and plan and implement professional development with high teacher accountability	\$189,663	
	Provide additional time for staff (counselor, IIC, TOSA and Faciliator) to support administrative staff to collaborate, plan, develop PD for teachers to attend. Analyze student data focusing on our subgroups as identified in our ATST Addendum, review and update action plans.	\$3,459	Teacher Hourly Extra Comp
4	The Program Facilitator will mobilize, train and engage parents on the importance and responsibility to support their learners. The facilitator will develop strategies to increase authentic parent and community engagement along with the execution of compliance documentation. The facilitator will conduct a needs assessment to prioritize services, identify integrative supportive service gaps and build on existing supports while working with school staff, agencies and community groups to bring services and resources to the school	\$85,379	
5	Purchase a HP Color printer for the Parent Center	\$450	
	Resident substitute will provide teacher coverage when needed, provide additional math support to students Resident Sub will provide additional supervision to ensure safe campus	\$22,804	
6	Additional section needed for Math Development to ensure all 6th graders who need math development are able to get it	\$14,097	
Total		\$602,715	

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI)

Washington Middle School

If ATSI, identify subgroups:

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

Attestation:

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

SSC conducted a thorough needs assessment based on data to prioritize student needs and analyze interventions/services.

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

When approving the school's SPSA, the SSC specifically adds this Addendum as part of its CSI/ATSI responsibilities.

Date Approved by SSC

10/22/2024

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

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

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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



Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI)

Washington Middle School ▾

Si es ATSI, identifique los subgrupos:

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

Atestación:

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

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

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

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

Fecha de aprobación por el SSC **10/22/2024**

Firma del director

Firma del presidente del SSC

Inequidad de recursos

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

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

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

Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



Washington Middle School PLUS

1400 E. 20th Street

Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

The staff and parents/guardians at Washington PLUS Middle School have high expectations of the students and themselves. To provide the highest quality instructional program to the students at Washington PLUS Middle School, the staff and parents/guardians agree to implement the following activities:

2024-2025 SCHOOL-HOME COMPACT

<ul style="list-style-type: none">• Washington PLUS Middle School will focus its resources on improving the literacy level for all students.• Washington PLUS Middle School will provide a rigorous and challenging academic program.• Washington PLUS Middle School will identify students with special needs and work with parents to plan appropriate interventions.• Washington PLUS Middle School will recognize positive behavior and issue consequences for misbehavior.• Washington PLUS Middle School staff will be positive role models for students.• Washington PLUS Middle School will provide parenting and other classes for parents.• Washington PLUS Middle School staff will communicate with parents/guardians on an ongoing basis regarding their children's academic success.• Washington PLUS Middle School will involve parents/guardians in the school's governance.	<ul style="list-style-type: none">• Parents/Guardians will ensure that students come to school on time and only miss when they are very ill (fever, vomiting, etc.). Students experiencing flu-like symptoms should follow current COVID-19 guidelines before returning to school.• Parents/Guardians will send students to school wearing uniforms and IDs, with backpacks and supplies; they will be prepared and ready to learn.• Parents/Guardians will read to students for at least 15 minutes a night, and students will read on their own for 30 minutes every night.• Parents/Guardians will attend parent-teacher conferences upon request, Back to School Night, Open House, Family activities, and other essential parent meetings to stay current on their child's academic progress.• Parents/Guardians will provide a quiet place for students to do homework and assist them if needed.• Parents/Guardians will be supportive, communicate, and work with the teachers to solve students' learning and/or discipline problems.• Parents/Guardians will visit the school and classes as often as possible and volunteer their time whenever possible.• Parents and students will register for Canvas, ParentVue, and check on students' progress as often as possible.
---	--



Washington Middle School
1450 Cedar Avenue
Long Beach, CA 90813



Dr. Roshann Williams, Principal

Signature of Parent

SSC Approval Date on: October 8, 2024



Escuela Secundaria de Washington PLUS

1400 E. 20th Street
Long Beach, CA 90806

Somos **H**umanitarios quienes **S**uperan con **S**abiduría y **L**iderazgo!

El personal y los padres/tutores de la Escuela Secundaria Washington PLUS tienen altas expectativas de los estudiantes y de ellos mismos. Para brindar un programa de instrucción de la más alta calidad a los estudiantes de la Escuela Secundaria Washington PLUS, el personal y los padres/tutores acuerdan implementar las siguientes actividades:

2024-2025 COMPACTO ESCUELA-HOGAR

<ul style="list-style-type: none">• La Escuela Intermedia de Washington PLUS centrará sus recursos en mejorar el nivel de alfabetización de todos los estudiantes.• La Escuela Intermedia de Washington PLUS proporcionará un programa académico riguroso y desafiante.• La Escuela Intermedia de Washington PLUS identificará a los estudiantes con necesidades especiales y trabajará con los padres para planificar las intervenciones apropiadas.• La Escuela Intermedia de Washington PLUS reconocerá el comportamiento positivo y emitirá consecuencias por el mal comportamiento.• El personal de la Escuela Intermedia de Washington PLUS será un modelo positivo para los estudiantes.• La Escuela Intermedia de Washington PLUS ofrecerá clases para padres y otras clases para padres.• El personal de la Escuela Intermedia de Washington PLUS se comunicará con los padres/tutores de forma continua sobre el éxito académico de sus hijos.• La escuela Intermedia de Washington PLUS involucrará a los padres/tutores en el gobierno de la escuela	<ul style="list-style-type: none">• Los padres/tutores se asegurarán de que los estudiantes lleguen a la escuela a tiempo y solo falten cuando estén muy enfermos (fiebre, vómitos, etc.). Los estudiantes que experimenten síntomas similares a los de la gripe deben seguir las pautas actuales de COVID-19 antes de regresar a la escuela.• Los padres/tutores enviarán a los estudiantes a la escuela con uniformes e identificaciones, con mochilas y útiles; estarán preparados y listos para aprender.• Los padres/tutores leerán a los estudiantes durante al menos 15 minutos por noche y los estudiantes leerán solos durante 30 minutos todas las noches.• Los padres/tutores asistirán a conferencias de padres y maestros previa solicitud, Noche de regreso a clases, jornada de puertas abiertas, actividades familiares y otras reuniones de padres esenciales para mantenerse actualizados sobre el progreso académico de sus hijos.• Los padres/tutores proporcionarán un lugar tranquilo para que los estudiantes hagan la tarea y los ayuden si es necesario.• Los padres/tutores brindarán apoyo, se comunicarán y trabajarán con los maestros para resolver los problemas de aprendizaje y/o disciplina de los estudiantes.• Los padres/tutores visitarán la escuela y las clases con la mayor frecuencia posible y
---	---

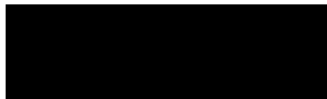


Escuela Secundaria de Washington PLUS

1400 E. 20th Street
Long Beach, CA 90806

Somos **H**umanitarios quienes **S**uperan con **S**abiduría y **L**iderazgo!

<ul style="list-style-type: none"> • Los maestros de la Escuela Intermedia de Washington PLUS publicarán el progreso exacto de los estudiantes en Canvas al menos cada dos semanas y brindarán actualizaciones e información de la escuela a través de School Messenger. • La Escuela Intermedia de Washington PLUS brindará apoyo tecnológico a los padres según sea necesario. 	<p>ofrecerán su tiempo como voluntarios siempre que sea posible.</p> <ul style="list-style-type: none"> • Los padres y estudiantes se registrarán en Canvas, ParentVue y verificarán el progreso de los estudiantes con la mayor frecuencia posible.
--	---



10/08/2024

Directora de la Escuela Secundaria de Washington PLUS

Padre/Tutor

Fecha

Revisado: 10/03/2024

Fecha de aprobación del SSC: 8 de octubre de 2024



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

2024-2025 Parental Involvement Guidelines

As a school receiving Title I, Part A funds, Washington PLUS Middle School Site Council members have jointly developed and distributed the Parental Involvement Guidelines to parents of participating students in Washington. The Parent Involvement Guidelines include the information required by section 1118(b) of the Elementary and Secondary Education Act (known as ESEA). This document establishes Washington PLUS Middle School's expectations for parent involvement and describes how the school will implement specific parent involvement activities. The Home-School Compact is incorporated into the Guidelines for Parental Involvement in School.

PART I. Washington Middle School agrees to implement the following requirements:

- Develop jointly with parents and distribute to parents of participating students in the school.
- The school and the parents of participating students agreed upon Parental involvement guidelines.
- Notify parents of the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent possible, distribute these Guidelines to parents in a language that parents can understand.
- Make the Guidelines for Parent Involvement in School available to the local community.
- Periodically update the School Parent 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 Parent Involvement Guidelines.
- You agree to be bound by the following legal definition of parental involvement and will carry out programs, activities, and procedures per this definition:

PART II. Description of how the school will implement the required components of the school's parent involvement guidelines

1. Washington Middle School will take the following steps to involve parents in the joint development and joint agreement of its School Parent Involvement Guidelines and its school plan, if applicable, in an organized, continuous, and timely manner under section 1118 (b) from ESEA:
 - Attendance at one of the district trainings or in-school training. Topics include:
 - i. Responsibilities and functions of the School Site Council (SSC) and its members



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

- ii. Composition of the School Council (SSC)
- iii. Budget Considerations
- iv. Single Plan for Student Achievement
- v. Role of the English Learner Advisory Committee (ELAC) and other Advisory Committees

Schedule a meeting with SSC and ELAC parents to review the previous year's guidelines and parent involvement activities outlined in the Single Plan for Student Achievement.

- Invite other parents and interested parties to attend the meeting
- Advertise in the Title I Newsletter, on Back-to-School Night, through School Messenger, Canvas, and personal invitations from the Parent Facilitator to participate in such meetings.
- Review the Single Plan for Student Achievement, note changes, and make necessary adjustments (deletions or additions) as a group.
- Write or update Parent Involvement Guidelines and Home-School Compact.
- Oral and written translations will be available for discussion with Spanish and Khmer parents.

2. Washington PLUS Middle School will take the following steps to distribute the school's Parent Involvement Guidelines to parents and the local community:

- At an SSC and ELAC meeting
- Newsletter Section
- Title I Annual Meeting
- Main office desk
- Canvas, ParentVue, and School Messenger
- School website, parent section
- Parent-teacher conferences
- Main Parent Information Bulletin Board (front of the school)
- Parent Meetings and Workshops

3. Washington PLUS Middle School will periodically update its school's Parent Involvement Guidelines to meet the changing needs of parents and the school:

- At the SSC and ELAC meetings at the beginning of the school year.
- Parent Information Meetings
- The School Site Council must vote to approve guidelines.

4. Washington PLUS Middle School will convene an Annual Title 1 Public Meeting to inform parents of the following:



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

- Title I requirements: how Title 1 funds are used at this school, and the right of parents to participate
 - Meetings offered (have a flexible number of sessions at different times)
 - Notifications/flyers sent home in a language parents understand
 - Announcements made on the school marquee, through Canvas and School Messenger
5. Washington PLUS Middle School will provide updated information to parents regarding Title I programs throughout the school year:
- Newsletter Editions
 - At the front office counter
 - At SSC, ELAC meetings, and other parent meetings
 - Canvas
 - School Messenger Notifications
 - ParentVue
 - Workshops for parents
 - Meetings on different days and times.
6. Washington PLUS Middle School will provide parents with 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 achieve. The school will also provide opportunities for regular meetings to make suggestions and participate, as appropriate, in decisions related to your children's education:
- At the Annual Title I Meeting
 - School website, parent section
 - Front Office Flyer Rack
 - Canvas
 - SSC, ELAC meetings, and other parent meetings/workshops
 - Parent-teacher conferences
 - Back to School Night
 - Parent Bulletin Board
 - District Parent Resource Center Monthly Workshop Calendars
 - District Parent Education Website
 - ParentVue
 - Canvas Global Announcements
 - School messenger
 - On social networks



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

7. Washington PLUS Middle School will coordinate and integrate parent engagement programs and activities with other middle and high school sites, district offices, and other programs that encourage and support parents to participate more fully in their children's early education by:
 - Distributing flyers of available workshops through Parent University
 - Sending notifications of district events via School Messenger and on Canvas
8. Washington PLUS Middle School will forward to the district any parent comments on the school-wide plan under section (1114)(b)(2) if it is not satisfactory to the parents of participating children:
 - At School Site Council, ELAC, and parent meetings

PART III. Shared responsibilities for high academic performance of students

1. Washington PLUS Middle School will build the capacity of schools and parents for strong parent engagement to ensure effective parent involvement and support a partnership between the involved school, parents, and the community to improve the achievement and academic performance of students through the following activities specifically described below:
 - District training offered for parents and staff
 - On-site parent education workshops
 - Parent-teacher conferences
 - Monthly parent workshop calendars posted on the district website
 - Monthly parent center event calendar posted on the school's website, through Canvas and social media
 - DCAC, DELAC, and other district parent forums/meetings
 - District Website Resources: Click "P" for Parent Involvement / Parent University
2. Washington PLUS Middle School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:
 - Describes the shared responsibility of the home, school, and student for academic achievement
 - Developed, discussed, and reviewed at the first SSC and ELAC meetings
 - The School Site Council must vote to approve the compact
 - Distributed to parents;
 - Posted on the parent bulletin board in the relevant languages
 - Published on the school website in the parent section in the relevant languages



Washington Middle School PLUS

1400 E. 20th Street

Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

3. Washington PLUS Middle School, with the assistance of its district, will assist parents of students served by the school in understanding topics such as the following
 - State Academic Content Standards (known as Common Core State Standards)
 - State and local academic assessments, including alternative assessments

4. Washington PLUS Middle School, with the assistance of its district, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and technology use, as appropriate, to encourage parental involvement, and will provide workshops that support and build parents' capacity in supporting their child's social-emotional well-being by:
 - Workshops for parents:
 - "Parent Conferences/Study Skills"
 - "Understanding the Common Core State Standards"
 - "Learning styles"
 - "Discipline,"
 - "Self-esteem and Personal Growth"
 - "Positive Parenting"
 - "Creating Confident and Resilient Children"
 - "Communication that Works"
 - "Creating a Structured Environment for Academic Success"
 - "Calm and Kind" (4-part parent workshop series)

5. Washington PLUS Middle School, with its district's and parents' assistance, will educate its teachers and other staff on how to reach, communicate, and work with parents as equal partners in the value and usefulness of parental contributions and how to implement and coordinate parenting programs and create links between parents and schools by:
 - Teacher/Staff Training
 - District Monthly workshops offered by Parent University
 - District Monthly workshops are provided to staff through the Restorative Justice Division and Office of Student Support Services
 - Teacher/Staff Training
 - Parents as Teacher Partners
 - Positive communication with parents
 - Understanding and Teaching Students from Different Cultures
 - Reaching "Hard to Reach" Parents
 - Parenting Partners Program
 - Calm and Kind Program



Washington Middle School PLUS

1400 E. 20th Street

Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

6. To the extent possible and appropriate, the school will take the following steps to ensure that information related to school and parenting programs, meetings, and other activities is sent to parents of participating students in a format understandable and uniform. Including alternative formats upon request and, to the extent possible, in a language parents can understand:
- Translations are available for all materials/notifications sent to parents.
 - Listening devices will be provided to parents for interpretation purposes.
 - Separate meeting times and/or designated language meeting locations will be designated to accommodate parents.

PART IV. Discretionary School Parent Involvement Guidelines Component

USE: The Guidelines for Parental Involvement at School may include additional discretionary activities that list and describe other discretionary activities that the school, in consultation with parents, chooses to undertake to build the capacity of parental involvement in the school to support the academic achievement of their children, such as the following discretionary activities listed in the section 1118(e) of the ESEA:

- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- Involve parents in developing training for teachers, principals, and other educators to improve the effectiveness of that training;
- Provide necessary parent literacy training with Title I, Part A funds if the school district has exhausted all other reasonably available funding sources for that training;
- Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to allow parents to participate in school-related meetings and training sessions;
- Train parents to improve the involvement of other parents;
- To maximize parental participation and involvement in their children's education by hosting school meetings at a variety of times or holding home conferences between teachers or other educators who work directly with participating children, with parents who cannot attend those lectures at school;
- Adopt and implement model approaches to improve parent involvement;
- Establish a district-wide parent advisory council (DCAC) to provide advice on all matters related to parent involvement in Title I, Part A programs;
- Develop appropriate roles for community organizations and businesses, including faith-based organizations, in parent engagement activities and
- Provide other reasonable support for parent involvement activities under section 1118 as requested by parents.

* * * * *




Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

PART V. ADOPTION

These Washington PLUS Middle School Parental Involvement Guidelines have been jointly developed and agreed upon by parents of children participating in Title I, Part A programs. Members of the School Site Council adopted the Guidelines on October 8, 2024, and will be valid for one year. The school will distribute the Guidelines to all parents on or before October 31, 2024. Washington PLUS Middle School will provide parents with a copy of these guidelines in a language they can understand.

Dr. Roshann Williams 

Approved by SSC on October 8, 2024



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

2024-2025

Pautas para la Participación de los Padres de Familia

Como escuela que recibe fondos del Título I, Parte A, los miembros del Concilio Escolar de la Escuela Intermedia de Washington PLUS han desarrollado y distribuido conjuntamente las Pautas para la participación de los padres de familia a los padres de los estudiantes de la Escuela Washington PLUS. Las Pautas de Participación de los Padres de Familia incluyen la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA- según sus siglas en inglés). Este documento establece las expectativas de la Escuela Intermedia de Washington PLUS para la participación de los padres y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres de familia. El Pacto entre el hogar y la escuela está incorporado en las Pautas para la Participación de los Padres en la escuela.

PARTE I. La Escuela Intermedia Washington PLUS acepta implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los estudiantes de la escuela
- Directrices de participación de los padres que acuerdan la escuela y los padres de los estudiantes.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.
- Actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto escuela-padres de la escuela como un componente de sus directrices de participación de los padres en la escuela.
- Acepta registrarse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II. Descripción de cómo la escuela implementará los componentes requeridos de las Pautas de Participación de los Padres de Familia en la escuela

1. La Escuela Intermedia Washington PLUS tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas escolares de participación de los padres y su plan escolar, si corresponde, de manera organizada, continua y oportuna bajo la sección 1118 (b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

- i. Responsabilidades y funciones del consejo del sitio escolar (SSC) y sus miembros
- ii. Composición del Concilio Escolar del Plantel (SSC- según sus siglas en inglés)
- iii. Consideraciones presupuestarias
- iv. Plan Único para el Rendimiento Académico del Estudiantil
- v. Rol del Comité Asesor de Aprendices de Inglés (ELAC) y otros Comités Asesores

Planificar una reunión con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Académico Estudiantil

- Invitar a otros padres y partes interesadas a asistir a la reunión
- Anunciar en el boletín informativo de Título 1, en la noche de regreso a la escuela, a través de School Messenger, School Loop e invitaciones personales del personal de la escuela que trabajará y apoyará a los padres de familia
- Revisar el Plan Único para el Rendimiento Académico Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
- Escribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela
- Las traducciones orales y escritas estarán disponibles para los padres en español y camboyano (jemer) para permitir las discusiones.

2. La Escuela Intermedia Washington PLUS tomará las siguientes medidas para distribuir información a los padres de familia y la comunidad local las Pautas de participación de los padres de la escuela:

- En una reunión de SSC y ELAC
- Sección de Newsletter
- Reunión Anual de Título I
- Mostrador de la oficina principal
- Noche de regreso a la escuela
- Lienzo y ParentVue
- Sitio web de la escuela, sección para padres
- Conferencias de padres y maestros/as

3. La Escuela Intermedia Washington PLUS actualizará periódicamente las Pautas de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- En las reuniones de SSC y ELAC al comienzo del año escolar.
- Reuniones informativas para padres de familia
- Durante reuniones del Concilio Escolar del Plantel (SSC) debe votar para aprobar las pautas

4. La Escuela Intermedia Washington PLUS convocará una Reunión Pública Anual del Título I para informar a los padres de familia de lo siguiente:

- Los requisitos del Título I; cómo se utilizan los fondos del Título I en esta escuela; y el derecho de los padres a participar
- Reuniones ofrecidas (tenga un número flexible de reuniones en diferentes horarios)
- Notificaciones/volantes enviados a casa en un idioma que los padres entiendan
- Anunciar y realizar en la marquesina de la escuela, a través de Canvas y School Messenger
- Se proporcionan incentivos y refrigerios



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

5. La Escuela Intermedia Washington PLUS proporcionará información actualizada a los padres de familia sobre los programas de Título I durante todo el año escolar:

- Sección de Newsletter
- En el mostrador de la oficina principal
- En SSC, reuniones de ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)
- Lienzo
- Notificaciones de School Messenger
- ParentVue
- Talleres para padres de familia
- Reuniones en diferentes días y horarios.

6. La Escuela Intermedia Washington PLUS proporcionará a los padres de familia una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La escuela también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:

- En la Reunión Anual del Título I
- Sitio web de la escuela, sección para padres de familia
- Estante para volantes de la oficina principal
- Panel de lienzo
- SSC, reuniones de ELAC y otras reuniones/talleres para padres
- Conferencias de padres y profesores
- Noche de regreso a la escuela
- Tablero de anuncios para padres
- Calendarios mensuales de talleres de los Centros de Recursos para Padres del Distrito
- Sitio web de educación para padres del distrito
- ParentVue
- Anuncios globales de Canvas
- Mensajero escolar
- En las redes sociales

7. La Escuela Intermedia Washington PLUS coordinará e integrará los programas y actividades de participación de los padres con Head Start, Early Reading First, programas preescolares públicos y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten de Transición en sitios seleccionados
- Promoción/publicidad de los festivales de Kindergarten del Distrito



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

8. La Escuela Intermedia Washington PLUS enviará al distrito cualquier comentario de los padres sobre el plan de toda la escuela bajo la sección (1114) (b) (2) si no es satisfactorio para los padres de los niños participantes:

- En el Concilio Escolar del Plantel (SSC), ELAC y reuniones de padres de familia

PARTE III. Responsabilidades compartidas para el alto rendimiento académico de los estudiantes

1. La Escuela Intermedia Washington PLUS desarrollará la capacidad de las escuelas y los padres de familia para que se brinde la participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas a continuación:

- Capacitaciones del distrito ofrecidas para padres y personal
- Talleres de educación para padres en el sitio
- Conferencias de padres y maestros/as
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Participación de los padres

2. La Escuela Intermedia Washington PLUS incorporará el Pacto entre el Hogar y la Escuela como un componente de sus Pautas de Participación de los Padres de Familia en la Escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
- Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC
- El consejo del sitio escolar debe votar para aprobar el compacto
- Distribuido a los padres;
 - Publicado en el tablón de anuncios para padres en los idiomas correspondientes
 - Publicado en el sitio web de la escuela en la sección para padres en los idiomas correspondientes
 - Firmado por el director, impreso en planificadores estudiantiles y firmado por los padres en planificadores.

3. La Escuela Intermedia Washington PLUS, con la ayuda del distrito, brindará asistencia a los padres de los estudiantes para comprender temas como los siguientes:

- Los estándares de contenido académico del estado (CCSS - según sus siglas en inglés)
- Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. La Escuela Intermedia Washington PLUS, con la asistencia del distrito, proporcionará materiales y capacitación para ayudar a los padres como pueden apoyar a sus hijos para mejorar el rendimiento



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

académico, como alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres y proveer los siguientes servicios:

- Talleres para padres de familia, en temas de:
 - "Conferencias con los padres/habilidades de estudio"
 - "Comprensión de los Estándares Estatales Básicos Comunes"
 - "Estilos de Aprendizaje"
 - "Disciplina Positiva"
 - "Autoestima Personal"

- 5. La Escuela Intermedia Washington PLUS, con la ayuda del distrito y los padres, educará a sus maestros y otro personal sobre cómo comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y cómo implementar y coordinar programas para padres y crear vínculos entre los padres y las escuelas, al:
 - Capacitación para maestros/personal
 - Suscripciones/publicaciones mensuales del distrito "Ideas Staff Can Use"
 - Capacitación para maestros/personal
 - Padres como Maestros Socios
 - Comunicación positiva con los padres
 - Entendiendo y Enseñando a Estudiantes de Diferentes Culturas
 - Llegar a los padres "difíciles de alcanzar"

- 6. La Escuela Intermedia Washington PLUS 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, las reuniones y otras actividades se envíe a los padres de los estudiantes en un formato comprensible y uniforme incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:
 - Las traducciones están disponibles para todos los materiales/notificaciones enviadas a los padres
 - Se proporcionarán dispositivos de escucha a los padres para fines de interpretación
 - Se designarán horarios de reunión separados y/o lugares de reunión con el idioma designado para satisfacer las necesidades de los padres de familia

PARTE IV. Componente de Pautas de Participación de los Padres de Familia en la escuela discrecional

NOTA: Las Directrices para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!

- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- Proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- Capacitar a los padres para mejorar la participación de otros padres; con el fin de maximizar la participación de los padres en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los estudiantes, con padres que no pueden asistir a esas conferencias en la escuela;
- Adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- Establecer un Concilio Asesor de Padres del Distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- Desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- Proporcionar otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

* * * * *

PART V - ADOPTAR

Estas Pautas para la Participación de los Padres de Familia de la Escuela Intermedia Washington PLUS han sido desarrolladas conjuntamente y acordadas por los padres de los estudiantes que participan en los programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Concilio Escolar del Plantel el 8 de octubre de 2024 y estarán vigentes por un período de un año. La escuela distribuirá las Pautas a todos los padres el 31 de octubre de 2024 o antes. La Escuela Intermedia Washington PLUS cuando sea posible, proporcionará una copia de estas Pautas a los padres de familia en un idioma que los padres puedan entender.



Washington Middle School PLUS

1400 E. 20th Street
Long Beach, CA 90806

We are **H**umanitarians Who **O**vercome with **W**isdom and **L**eadership!



Firma de la Directora
Dra. Roshann Williams

10/08/2024
Fecha de Aprobación

10/10/2024
Fecha de Distribución