

School Year:

March 2025 – March 2026



School Plan for Student Achievement (SPSA) Template

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 (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

School Name	Janie P. Abbott Elementary School
Address	5260 East Clark Street. Lynwood, CA 90262
County-District-School (CDS) Code	19647746020234
Principal	Kevin Cano
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 21, 2025
Local Board Approval Date	March 27, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	4
Educational Partner Involvement	5
Resource Inequities	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement.....	26
Conditions & Climate.....	29
Needs Assessment.....	31
Annual Review and Update	35
Goal 1.....	35
Goal 2.....	37
Goal 3.....	39
Goal 4.....	41
Goal 5.....	43
School Plan for Student Achievement: Data Analysis and Evaluation.....	45
Goals, Strategies, & Proposed Expenditures.....	49
Goal 1.....	49
Goal 2.....	52
Goal 3.....	54
Goal 4.....	57
Goal 5.....	59
Budget Summary and Consolidation	61
Budget Summary	61
Allocations by Funding Source.....	61
Expenditures by Funding Source	62
Expenditures by Budget Reference	63
Expenditures by Budget Reference and Funding Source	64
Janie P. Abbott Elementary School Parent and Family Engagement Policy	65

Janie P. Abbott Elementary School Parent and Family Engagement Policy (Spanish).....67

Lynwood District Parent and Family Engagement Policy69

Lynwood District Parent and Family Engagement Policy (Spanish)74

School Site Council Membership80

Recommendations and Assurances81

Addendum.....82

 Instructions: Linked Table of Contents82

 Appendix A: Plan Requirements for Schools Funded Through the ConApp.....85

 Appendix B: Select State and Federal Programs.....87

School Vision and Mission

District Vision and Mission Statement

The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by:

- People of great character who inspire and lead by example
- The instilling of courage to be creative
- The transformative uses of technology
- Safe and clean environments
- The honoring of all voices of our community

Supporting the mission of LUSD are the following objectives:

- All students graduate college-ready to achieve their highest academic and personal aspirations.
- All students possess noble character.
- Each student fulfills his or her vision of personal and professional success.
- Each student actualizes his or her true identity through leading a purposeful life.
- All students exceed grade level achievement and college content readiness assessments.

J.P. Abbott's Mission Statement

The mission of Janie P. Abbott Elementary School is to develop inquisitive and versatile lifelong learners who will achieve their full academic and creative potential. Collaboration among staff, parents and students will provide a caring, inclusive and rigorous learning environment, which will develop students of the utmost character, who value integrity in their pursuit of academic excellence.

School Profile

The city of Lynwood is a part of the greater Los Angeles metropolitan area. Lynwood borders the cities of Compton, South Gate, Long Beach, and Downey. Abbott School provides a Transitional Kindergarten through sixth grade academic program to a student population of 508. Janie P. Abbott's faculty is comprised of one Principal, one Instructional Lead, one RSP teacher, and twenty classroom teachers. The support staff includes one secretary, one attendance assistant, one library media assistant, one testing assistant, one health technician, one community liaison, and seven instructional assistants. Support services include one Speech and Language Pathologist, one School Psychologist and one Social Emotional Learning Specialist.

A school-wide Code of Conduct or Positive Behavior Intervention System (PBIS) is in place that promotes respect, cooperation, courtesy, and acceptance of others. Currently, Abbott is recognized as a Platinum level school for the year 2024-2025.

PERFORMANCE DATA

District unit/common assessments provide ongoing data to assist in the planning of instruction. Data is retrieved via the Illuminate Education System, Class time, Let's Go Learn, and SWUN Math. This data is analyzed by teachers and discussed with the principal during "Data Reflection Meetings". Curriculum embedded, Journeys; as well as Math assessments serve as other sources of performance based data which is considered when lesson planning is taking place.

Students who are having difficulties mastering grade level standards are provided additional support to achieve such mastery. Teachers provide various instructional strategies, one on one assistance, and small group instruction to address the varied learning styles and needs of students. Currently, teachers are implementing Targeted Reading Interventions. These interventions address the needs of struggling learners. Differentiated instruction is integrated within every classroom. Guided Reading is provided at each student's instructional reading level. Specific strategies for re-teaching and intervention are addressed through program materials. When difficulties persist, instruction continues to be modified or/and participation in the after school intervention program will be recommended. Additionally, Abbott will offer before-school math fact workshops for students to hone and develop math fact automaticity. Abbott also provides an extended day kindergarten program to assist students develop a strong academic base. Report Cards, progress reports, bi-annual school-wide conferences, individual conferences, and district and state assessment results inform parents about student progress towards mastering grade level standards. When needed, referrals are made to the Student Study Team (SST). This team is a general education process. The team reviews and analyzes individual student performance and recommends regular education accommodations and strategies for referred learners.

Abbott School monitors and balances class size throughout the school year in an effort to maintain the state mandated grade level class size.

Average Class Size:
Transitional Kindergarten = 20
Kindergarten = 26
First Grade = 26
Second Grade = 30
Third Grade = 30
Fourth Grade = 30
Fifth Grade = 30
Sixth Grade = 30



Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council/SSC meets though out the year to analyze data and listen to input/suggestions from English Language Advisory Committee (ELAC) about how to allocate Title I funds to supplement instruction for All students, including but not limited to English Learners Students, but all other subgroups such as intervention programs, supplies, and materials to supplement instruction to improve student achievement. All this is done through the needs assessment form sent home to all students and discussed with both SSC and ELAC. Parents needs are also addressed in our Coffee with the Principal and regular school hours.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Also, in need of additional after-school intervention support from certificated staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.20%	0.21%	%	1	1	
African American	2.41%	2.5%	2.23%	12	12	10
Asian	0.40%	0.21%	0.22%	2	1	1
Filipino	%	0%	%		0	
Hispanic/Latino	95.78%	96.04%	96.21%	477	461	432
Pacific Islander	%	0%	0.45%		0	2
White	0.20%	0.21%	%	1	1	
Multiple/No Response	1.00%	0.83%	0.89%	5	4	4
Total Enrollment				498	480	449

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	100	69
Grade 1	72	50	45
Grade 2	57	68	53
Grade 3	65	56	62
Grade 4	78	62	59
Grade 5	76	67	58
Grade 6	88	77	64
Total Enrollment	498	480	449

Data Trends:

- Abbott's enrollment declined from the 2022-2023 school year to 2023-2024 school year by 31 students.
- There was a 31% decrease in students enrolled in Grade 1 during the 2023-2024 school year as compared to the enrollment of students in Grade 1 in 2022-2023
- Grade 3 is the only grade that showed an increase in enrollment during the 2023-2024 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	95	87	85	16.90%	19.1%	18.9%
Fluent English Proficient (FEP)	140	99	83	31.20%	28.1%	18.5%
Reclassified Fluent English Proficient (RFEP)	12	8		9.6%	12.6%	

Data Trends:

1. The number of English Learners enrolled declined by 0.2% during the 2023-2024 school year from the previous 2022-2023 school year.
2. The number of FEP students decreased 9.6% during the 2023-2024 school year from the previous 2022-23 school year.
3. The number of Reclassified Fluent English Proficient students has shown a decline 3 years in a row (2021-2022=12 students, 2022-2023=8 students, 2023-2024=6 students)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	58	63	66	57	63	66	57	63	100.0	98.3	100
Grade 4	77	62	58	74	61	55	74	61	55	96.1	98.4	94.8
Grade 5	79	65	56	76	64	56	76	64	56	96.2	98.5	100
Grade 6	89	70	64	88	70	64	88	70	64	98.9	100.0	100
All Grades	311	255	241	304	252	238	304	252	238	97.7	98.8	98.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2375.	2383.	2389.	13.64	12.28	15.87	13.64	21.05	19.05	28.79	15.79	25.40	43.94	50.88	39.68
Grade 4	2418.	2389.	2424.	13.51	8.20	14.55	14.86	13.11	23.64	25.68	22.95	20.00	45.95	55.74	41.82
Grade 5	2421.	2458.	2438.	2.63	9.38	14.29	13.16	26.56	17.86	27.63	21.88	8.93	56.58	42.19	58.93
Grade 6	2512.	2468.	2519.	18.18	10.00	15.63	28.41	17.14	35.94	21.59	22.86	25.00	31.82	50.00	23.44
All Grades	N/A	N/A	N/A	12.17	9.92	15.13	18.09	19.44	24.37	25.66	21.03	20.17	44.08	49.60	40.34

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.61	17.54	4.76	56.06	56.14	65.08	33.33	26.32	30.16
Grade 4	8.11	6.56	12.73	60.81	54.10	61.82	31.08	39.34	25.45
Grade 5	5.26	10.94	5.36	72.37	54.69	53.57	22.37	34.38	41.07
Grade 6	22.73	11.43	15.63	50.00	50.00	53.13	27.27	38.57	31.25
All Grades	12.17	11.51	9.66	59.54	53.57	58.40	28.29	34.92	31.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	3.51	12.70	40.00	47.37	49.21	52.31	49.12	38.10
Grade 4	2.70	1.64	9.09	56.76	49.18	43.64	40.54	49.18	47.27
Grade 5	3.95	7.81	10.71	40.79	56.25	44.64	55.26	35.94	44.64
Grade 6	11.36	4.29	7.81	52.27	42.86	67.19	36.36	52.86	25.00
All Grades	6.60	4.37	10.08	47.85	48.81	51.68	45.54	46.83	38.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.61	14.04	6.35	69.70	63.16	77.78	19.70	22.81	15.87
Grade 4	8.11	3.28	9.09	70.27	62.30	78.18	21.62	34.43	12.73
Grade 5	3.95	3.13	8.93	65.79	79.69	62.50	30.26	17.19	28.57
Grade 6	9.09	7.14	14.06	71.59	74.29	76.56	19.32	18.57	9.38
All Grades	7.89	6.75	9.66	69.41	70.24	73.95	22.70	23.02	16.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.12	10.53	11.11	57.58	59.65	61.90	30.30	29.82	26.98
Grade 4	10.81	8.20	10.91	54.05	55.74	67.27	35.14	36.07	21.82
Grade 5	5.26	14.06	12.50	60.53	59.38	37.50	34.21	26.56	50.00
Grade 6	23.86	18.57	15.63	57.95	51.43	71.88	18.18	30.00	12.50
All Grades	13.49	13.10	12.61	57.57	56.35	60.08	28.95	30.56	27.31

Data Trends:

1. The overall participation for all students who completed the CAASPP ELA Assessment was 97.7% in 2022, 98.8% in 2023, and 98.8% in 2024.
The overall percent of students who met or exceeded the standard was 30.26% in 2022, 29.36% in 2023, and 39.5% in 2024.
The percent of students who nearly met the standards was 25.66% in 2022, 21.03% in 2023, and 20.17% in 2024.
The percent of students who did not meet the standard was 44.08% in 2022, 49.60% in 2023, and 40.34% in 2024.
2. All grades indicate a gain in students who scored above standard from 2023 to 2024 in the area of writing: Grade 3=9.19% increase, Grade 4=7.45% increase, Grade 5=2.9% increase, and Grade 6=3.52% increase.
3. Although the data indicates an increase across all grade levels, scoring a or above standard in the area of Writing, the data also indicates that Writing is the area in which the most students (38.24%) scoring below standard as compared to other areas of the assessment (Listening=13.69% below standard, Reading=31.93% below standard, and Research and Inquiry= 27.31% below standard).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	58	63	66	56	63	66	56	63	100.0	96.6	100
Grade 4	77	62	58	75	61	56	75	61	56	97.4	98.4	96.6
Grade 5	79	65	56	77	64	56	77	64	56	97.5	98.5	100
Grade 6	89	70	64	87	70	64	86	70	64	97.8	100.0	100
All Grades	311	255	241	305	251	239	304	251	239	98.1	98.4	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2394.	2401.	2387.	13.64	14.29	7.94	18.18	23.21	20.63	24.24	21.43	23.81	43.94	41.07	47.62
Grade 4	2436.	2421.	2448.	6.67	8.20	10.71	21.33	13.11	28.57	25.33	31.15	25.00	46.67	47.54	35.71
Grade 5	2441.	2469.	2455.	7.79	12.50	10.71	9.09	7.81	10.71	24.68	32.81	28.57	58.44	46.88	50.00
Grade 6	2515.	2472.	2519.	25.58	12.86	20.31	18.60	15.71	18.75	18.60	21.43	32.81	37.21	50.00	28.13
All Grades	N/A	N/A	N/A	13.82	11.95	12.55	16.78	14.74	19.67	23.03	26.69	27.62	46.38	46.61	40.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.64	12.50	7.94	34.85	42.86	42.86	51.52	44.64	49.21
Grade 4	12.00	6.56	12.50	49.33	40.98	50.00	38.67	52.46	37.50
Grade 5	7.79	6.25	8.93	32.47	50.00	41.07	59.74	43.75	50.00
Grade 6	18.60	14.29	18.75	50.00	38.57	43.75	31.40	47.14	37.50
All Grades	13.16	9.96	12.13	42.11	43.03	44.35	44.74	47.01	43.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.09	16.07	7.94	60.61	51.79	60.32	30.30	32.14	31.75
Grade 4	6.67	6.56	17.86	57.33	60.66	55.36	36.00	32.79	26.79
Grade 5	2.60	9.38	5.36	58.44	56.25	58.93	38.96	34.38	35.71
Grade 6	18.60	10.00	14.06	60.47	47.14	60.94	20.93	42.86	25.00
All Grades	9.54	10.36	11.30	59.21	53.78	59.00	31.25	35.86	29.71

Data Trends:

1. The overall participation of students who completed the Math CAASPP Assessment has shown a consistent increase throughout the previous 3 years: 2022=98.1%, 2.23=98.4%, and 99.2%.
2. The overall achievement for all students indicates an increase of 0.6% of students who have exceeded the standard in 2024, as compared to 2023. Although there was an overall increase, Grade 3 shows to be the only grade that showed a decrease in the amount of students who exceeded the standard.
3. When comparing Problem Solving and Modeling/Data Analysis to Communicating and Reasoning, data indicates that during the 2023-2024 school year, students performed better in the area of Communication and Reasoning with an average of 70.29% of students performing above/at or near standard and 29.71 performing at below standard. Data indicates that in the area of Problem Solving and Modeling/Data Analysis, 56.48% of students performed above/at or near standard while 43.51% of students performed below grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1464.8	1385.4	1410.8	1469.3	1415.8	1426.7	1454.1	1314.4	1373.3	12	16	31
1	1422.8	*	*	1452.8	*	*	1392.4	*	*	18	7	5
2	1441.4	1442.5	*	1470.0	1461.9	*	1412.1	1422.9	*	11	17	10
3	1494.7	*	1477.2	1517.4	*	1476.1	1471.4	*	1477.9	15	9	17
4	1507.5	1519.8	*	1528.7	1536.3	*	1485.7	1502.7	*	12	11	9
5	1516.4	1524.1	*	1524.2	1547.0	*	1508.1	1500.8	*	17	11	9
6	1513.9	1527.5	*	1522.5	1540.2	*	1504.7	1514.4	*	12	15	8
All Grades										97	86	89

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	6.25	0.00	58.33	18.75	38.71	8.33	18.75	54.84	8.33	56.25	6.45	12	16	31
1	11.11	*	*	33.33	*	*	33.33	*	*	22.22	*	*	18	*	*
2	18.18	5.88	*	36.36	47.06	*	9.09	11.76	*	36.36	35.29	*	11	17	*
3	6.67	*	5.88	46.67	*	41.18	33.33	*	35.29	13.33	*	17.65	15	*	17
4	16.67	18.18	*	58.33	45.45	*	16.67	27.27	*	8.33	9.09	*	12	11	*
5	11.76	18.18	*	35.29	36.36	*	47.06	45.45	*	5.88	0.00	*	17	11	*
6	8.33	20.00	*	50.00	46.67	*	33.33	20.00	*	8.33	13.33	*	12	15	*
All Grades	13.40	11.63	8.05	44.33	33.72	39.08	27.84	30.23	39.08	14.43	24.42	13.79	97	86	87

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	25.00	3.23	41.67	18.75	38.71	0.00	12.50	51.61	8.33	43.75	6.45	12	16	31
1	50.00	*	*	22.22	*	*	5.56	*	*	22.22	*	*	18	*	*
2	45.45	11.76	*	27.27	58.82	*	18.18	0.00	*	9.09	29.41	*	11	17	*
3	46.67	*	23.53	33.33	*	47.06	13.33	*	17.65	6.67	*	11.76	15	*	17
4	50.00	63.64	*	41.67	27.27	*	0.00	0.00	*	8.33	9.09	*	12	11	*
5	47.06	45.45	*	41.18	54.55	*	5.88	0.00	*	5.88	0.00	*	17	11	*
6	50.00	46.67	*	33.33	40.00	*	8.33	13.33	*	8.33	0.00	*	12	15	*
All Grades	48.45	32.56	22.99	34.02	43.02	37.93	7.22	6.98	29.89	10.31	17.44	9.20	97	86	87

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	66.67	31.25	16.13	33.33	31.25	80.65	0.00	37.50	3.23	12	16	31
1	50.00	*	*	33.33	*	*	16.67	*	*	18	*	*
2	54.55	23.53	*	36.36	70.59	*	9.09	5.88	*	11	17	*
3	46.67	*	17.65	33.33	*	70.59	20.00	*	11.76	15	*	17
4	50.00	36.36	*	50.00	54.55	*	0.00	9.09	*	12	11	*
5	12.50	18.18	*	87.50	81.82	*	0.00	0.00	*	16	11	*
6	8.33	14.29	*	75.00	78.57	*	16.67	7.14	*	12	14	*
All Grades	40.63	25.88	24.14	50.00	60.00	68.97	9.38	14.12	6.90	96	85	87

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	12.50	6.45	66.67	62.50	80.65	8.33	25.00	12.90	12	16	31
1	38.89	*	*	38.89	*	*	22.22	*	*	18	*	*
2	45.45	29.41	*	45.45	41.18	*	9.09	29.41	*	11	17	*
3	66.67	*	35.29	26.67	*	52.94	6.67	*	11.76	15	*	17
4	75.00	81.82	*	16.67	9.09	*	8.33	9.09	*	12	11	*
5	64.71	90.91	*	29.41	9.09	*	5.88	0.00	*	17	11	*
6	75.00	60.00	*	16.67	40.00	*	8.33	0.00	*	12	15	*
All Grades	55.67	44.19	29.89	34.02	43.02	58.62	10.31	12.79	11.49	97	86	87

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	6.25	0.00	75.00	37.50	93.55	8.33	56.25	6.45	12	16	31
1	16.67	*	*	38.89	*	*	44.44	*	*	18	*	*
2	18.18	5.88	*	36.36	58.82	*	45.45	35.29	*	11	17	*
3	0.00	*	0.00	40.00	*	47.06	60.00	*	52.94	15	*	17
4	0.00	0.00	*	50.00	72.73	*	50.00	27.27	*	12	11	*
5	12.50	9.09	*	37.50	45.45	*	50.00	45.45	*	16	11	*
6	0.00	0.00	*	50.00	33.33	*	50.00	66.67	*	12	15	*
All Grades	9.38	3.49	1.15	45.83	44.19	67.82	44.79	52.33	31.03	96	86	87

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	6.25	29.03	50.00	37.50	45.16	8.33	56.25	25.81	12	16	31
1	5.56	*	*	38.89	*	*	55.56	*	*	18	*	*
2	9.09	11.76	*	54.55	47.06	*	36.36	41.18	*	11	17	*
3	13.33	*	0.00	60.00	*	88.24	26.67	*	11.76	15	*	17
4	0.00	18.18	*	75.00	54.55	*	25.00	27.27	*	12	11	*
5	0.00	0.00	*	82.35	72.73	*	17.65	27.27	*	17	11	*
6	0.00	6.67	*	91.67	80.00	*	8.33	13.33	*	12	15	*
All Grades	9.28	6.98	16.09	63.92	58.14	62.07	26.80	34.88	21.84	97	86	87

Data Trends:

1. The number of EL students assessed in Kindergarten and Grade 3 nearly doubled in 2024 as compared to the number of students in these grades who were assessed in 2023.
2. The data for Overall Language Percentage of Students at Each Performance Level indicates that the majority of students assessed in 2024 (78.6%) are performing equally between Levels 2 and 3.
3. The Reading Domain has the fewest number of students (1.15%) scoring at the Well Developed level as compared to the other domains (Writing Domain=16.39%, Listening Domain=24.14%, and Speaking Domain=29.89%)

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
449	94%	18.9%	1.1%
Total Number of Students enrolled in Janie P. Abbott Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	18.9%
Foster Youth	5	1.1%
Homeless	17	3.8%
Socioeconomically Disadvantaged	422	94%
Students with Disabilities	32	7.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.2%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	432	96.2%
Two or More Races	4	0.9%
Pacific Islander	2	0.4%
White	0	0.0%

Conclusions based on this data:

- 2023-2024 Student Population: There was a total enrollment of 449 students, with 94% of them classified as socioeconomically disadvantaged; 18.9% English Learners, and 1.1% Foster Youth.

2. 2023-2024 Enrollment for All Students/Student Group: 18.1% of students were classified as English Learners, 1.1% Foster Youth, 3.8% Homeless, 94% socioeconomically disadvantaged, and 7.1% students with disabilities.
3. 2023-2024 Enrollment by Race/Ethnicity indicates that 96% of students are Hispanic. Therefore Hispanic students were the majority of those who were also classified as being socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. The overall academic performance of Abbott students on the SBAC-ELA & MATH is at mid level. The progress of English Learners has improved from the lowest level to high in 2024.
2. In terms of Academic Engagement, Abbott's chronic absenteeism has improved and is now at mid level.
3. Conditions and Climate shows that Abbott's suspension rate is very low.

School and Student Performance Data

Academic Performance English Language Arts

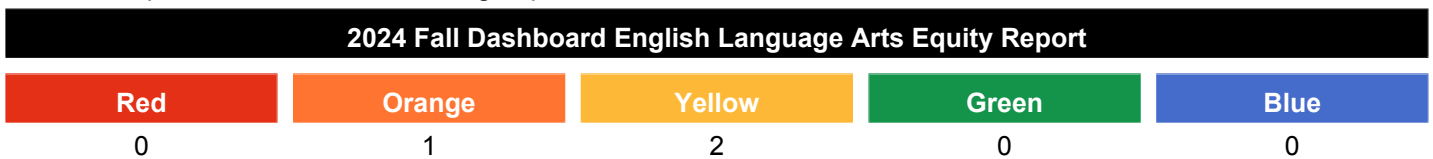
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>37.7 points below standard</p> <p>Increased 22.4 points</p> <p>230 Students</p>	<p>English Learners</p> <p>Orange</p> <p>74.3 points below standard</p> <p>Increased 46.3 points</p> <p>55 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>40.4 points below standard</p> <p>Increased 21.6 points</p> <p>219 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>127.8 points below standard</p> <p>Increased 5.5 points</p> <p>21 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>38.6 points below standard</p> <p>Increased 21.1 points</p> <p>221 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. The 2024 Fall Dashboard for English Language Arts indicates that 230 students completed the assessment. Data also indicates that there was an increase of 22.4 points. Students, however, are 37.1 points below standards in this area.
2. The 2024 Fall Dashboard for English Language Arts indicates that 55 English Learners completed the assessment. Data also indicates, that although there was an increase of 46.3 points in this area, this subgroup is working at 74.3 points below standard.
3. The 2024 Fall Dashboard for English Language Arts indicates that 219 students classified as socioeconomically disadvantaged completed this portion of the assessment. These students showed an increase of 21.6 points, but are still 40.4 points below standard.

School and Student Performance Data

Academic Performance Mathematics

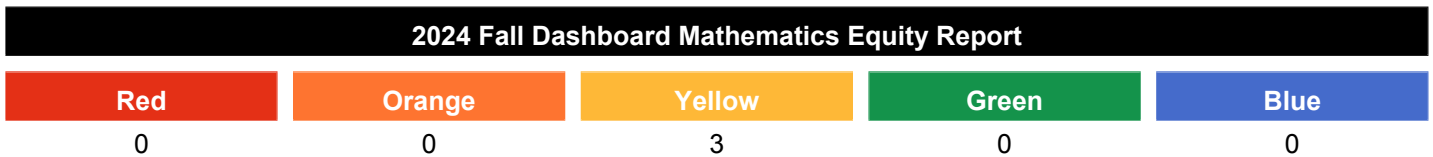
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>44.3 points below standard</p> <p>Increased 16.3 points</p> <p>231 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>75.6 points below standard</p> <p>Increased 28.6 points</p> <p>56 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>47.2 points below standard</p> <p>Increased 14.7 points</p> <p>220 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 132.7 points below standard Increased 16.2 points 21 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 6 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Yellow 45.3 points below standard Increased 14.9 points 222 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 0 Students</p>

Conclusions based on this data:

1. The performance for all students in mathematics indicates that 231 students took the SBAC assessment. It shows all students scored 44.3 points below standard. The performance for English Learners in mathematics indicates that 56 students took the SBAC assessment. English Learner students scored at mid range on this assessment and are 75.6 point below standard. The socioeconomically disadvantaged subgroup scored at mid range on the SBAC math assessment and are 47.2 points below the standard.
2. The performance for Hispanic students in mathematics indicates that 222 students took the SBAC assessment. It shows Hispanic students scored at mid range on this assessment and are 45.3 point below standard.
3. Data indicates that 21 students with disabilities completed the math portion of this assessment. This subgroup had an increase of 16.2 points, but are 132.7 points below standard.

School and Student Performance Data



Academic Performance English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 51.9% making progress. Number Students: 52 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.4%	32.7%	0%	51.9%

Conclusions based on this data:

1. The data indicates that 15.4% of EL students decreased One ELPI level in 2024.
2. The data indicates that 32.7% of EL students maintained ELPI level 1, 2L, 2H, 3L, or 3H.
3. The data indicates that 51.9% of EL students progressed at least one ELPI level in 2024.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>27.5% Chronically Absent</p> <p>Declined 9.7</p> <p>469 Students</p>	<p>English Learners</p>  Orange <p>37.5% Chronically Absent</p> <p>Declined 8.7</p> <p>96 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Homeless</p>  No Performance Color <p>50% Chronically Absent</p> <p>Declined 31.8</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>27.6% Chronically Absent</p> <p>Declined 10.5</p> <p>445 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>30.4% Chronically Absent</p> <p>Declined 19.6</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>Increased 21</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>27.2% Chronically Absent</p> <p>Declined 10.6</p> <p>453 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. The 2024 Fall Dashboard Chronic Absenteeism Equity Report for All Students indicates mid level chronic absenteeism in all subgroups; English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students.
2. The 2024 Fall Dashboard Chronic Absenteeism Equity Report for the English Learner Student subgroup indicates that 37.5% of 96 students were chronically absent; their status was very high. The Socioeconomically Disadvantaged subgroup also indicates 27.6% of 445 students were chronically absent; their status was at mid range. The dashboard also shows that 30.4% of 46 students with disabilities were chronically absent; their status was at mid range.
3. Chronic absenteeism by race and ethnicity was at mid range for Hispanic students. It shows that 27.2% of 453 students were chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

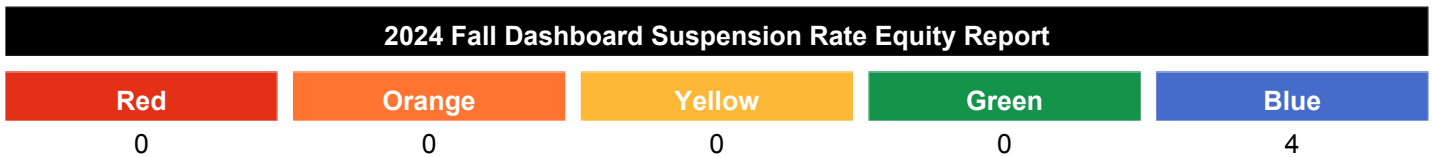
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>476 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>97 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>452 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>460 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. The 2024 Fall Dashboard Suspension Rate for All Students shows that no students were suspended at least one day.
2. The 2024 Fall Dashboard Suspension Rate for English Learners shows that no students were suspended at least one day.
3. The 2024 Fall Dashboard Suspension Rate for Hispanic students shows that no students were suspended at least one day.



Equity, Access, and Instructional Services Department
**2024-2025 School Site Council
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?
*¿Cómo está logrando nuestra escuela las metas del programa del Plan
 Escolar?*

Data Sources/Fuentes de Datos

CAASPP.org
CDE.gov
Dataquest.org

**Progress in Academic Areas - Math
 Progreso en las Áreas Académicas - Matemáticas**

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) The overall achievement of students meeting or exceeding the standard was 32.22%; the English Learners subgroup achievement was 7.5% of students meeting the standard; while the percent of students with disabilities meeting the standard was 0%. There is no data for African American students who met or exceeded the	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) The percent of all students who did not meet the standard was 67.78%. The percent of ELs who did not meet the standard was 92.5%. The Percent of student with disabilities who did not meet the standard was 100%.	The percent of students who will meet or exceed the standard On the Math SBAC in Spring 2025 will be 39%. Intervention: October-December and January-April (In person, Before/After School for at risk students) Tutoring: In person Professional development for teachers Use of scaffolding for all students Integrate real world problems in instruction Utilize games during instruction Differentiated instruction Family Math Nights Parent educational opportunities (math strategies, access to curriculum) Communication with parents/students (reports with instructional strategies to accompany recommendations) Student recognition for successful mastery of facts. Mathematics Competitions (on-site) I Ready Common Core (Consumables/Digital) Parent Involvement/Volunteers

standard on the SBAC Assessment, as less than 11 students in this subgroup completed this portion of the assessment.	There is no data for African American students who met or exceeded the standard on the SBAC Assessment, as less than 11 students in this subgroup completed this portion of the assessment.	
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) <i>Constancia del Progreso (SBAC)</i>		Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i> (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)
<p>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>The overall achievement of students meeting or exceeding the standard was 39.5% The English Learners achievement was 12.82% of students meeting or exceeding the standard; while the percent of students with disabilities was 0%. There is no data for African American students who met or exceeded the standard on the SBAC Assessment, as less than 11 students in this subgroup completed this portion of the assessment.</p>	<p>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>The percent of all students who did not meet the standard was 60.5%.</p> <p>The percent of ELs who did not meet the standard was 91.95%.</p> <p>The Percent of student with disabilities who did not meet the standard was 100%.</p> <p>There is no data for African American students who met or exceeded the standard on the SBAC Assessment, as less than 11 students in this subgroup completed this portion of the assessment.</p>	<p>The percent of students who will meet or exceed the standard in the ELA SBAC in Spring 2025 will be 45.5%.</p> <p>Intervention: October-December and January-April (In person, Before/After School for at risk students)</p> <p>Tutoring: In person</p> <p>Professional development for teachers</p> <p>Use of scaffolding for all students</p> <p>Utilize games in instruction</p> <p>Differentiated instruction</p> <p>Family Literacy Nights</p> <p>Parent educational opportunities (access to curriculum)</p> <p>Communication with parents/students (reports with instructional strategies to accompany recommendations)</p> <p>Utilize a variety of instructional materials (text, videos, magazines, etc.)</p> <p>I Ready Common Core (Consumables/Digital)</p> <p>Increased opportunities for writing</p> <p>Supplement libraries with grade level appropriate books/novels/Audio books</p> <p>Book Clubs</p>

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) <i>Constancia del Progreso (ELPAC/Reclasificación)</i>	Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i> (Write in specific goal(s)/ Escribir metas específicas)
8.05% of students who completed the ELPAC in 2024 scored proficient, 39.08% scored in the	

<p>Moderately Developed category, 39.08% scored in the Somewhat Developed category, and 13.79% scored in the Beginning to Develop category.</p>	<p>Offer the "EL Specific Intervention Program" beginning in October for students to give opportunities to students in grades 2-6 to work on their Speaking, Listening, Reading, and Writing Skills.</p> <p>Offer the "EL Specific Intervention Program" for Newcomers beginning in October to give EL Newcomers the opportunity to practice phonics, fluency, and functional language.</p> <p>Data Chats with 5th and 6th grade students</p> <p>Data chats with parents regarding their child's progress</p> <p>Parent Meetings with parents of EL students to inform them about the Reclassification process and how to access resources available to their students.</p> <p>Use of curriculum with with language scaffolds and supports</p> <p>Family Literacy Nights (ELA, Math, Science, etc)</p> <p>Small group instruction with EL groups</p> <p>Fidelity and Rigor to Designated ELD</p> <p>Materials to practice for ELPAC (Core curriculum/Summit K12, etc.)</p> <p>Book/Reading Clubs</p> <p>Professional Development (teachers)</p> <p>Rallies and Achievement Recognition</p> <p>Library activities to promote literacy</p>
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School Programs
Programas de la Escuela

<p>Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)</p>	<p>Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i></p>
<p>Before and after school intervention programs for at risk students</p> <p>Before and after school intervention programs for at risk students (EL Specific and EL Newcomer)</p> <p>Parent Workshops</p> <p>SEL/PBIS</p>	<p>Offer before and after school in person intervention focusing on Math and ELA for Students at risk.</p> <p>Offer before and after school in person EL Specific intervention focusing on the four domain on the ELPAC.</p> <p>Offer before and after school in person EL Specific intervention focusing on newcomers</p> <p>Parent Workshops (Topics TBD by parent requests-survey)</p>

<p>College Readiness/ <i>preparación para la universidad</i> (Qualitative Measure/Medidas cualitativas)</p>	<p>Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i></p>
<p>N/A</p>	<p>N/A</p>

Also, How is Our School Meeting Your Needs as Parents?
¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?

<p>Evidence of Progress <i>Constancia del Progreso</i> (Qualitative Measure/Medidas cualitativas)</p>	<p>Important Issues to Address <i>Temas Importantes que Discutir</i></p>
<p>Parents participate in the ELAC committee & SSC council which is elected by members</p>	<p>Family Nights (literacy, math, other) may have to be provided during the week in the evening to accommodate working parents.</p>

<p>which consists of parents who are part of the decision making process. Back to School Night, Open House Night, Teacher/Parent Conferences, National Parent Involvement Day, Student Assemblies, Parent Surveys, Parent Workshops, Parent Volunteers, etc. are all different ways to show evidence of progress regarding family engagement.</p>	<p>Provide parents with informational meetings to inform them of grade level curriculum Provide parents with informational meetings regarding ELPAC/Reclassification/ELD Provide parents with strategies about how to help their children with homework (Parent Workshops) Have all teachers communicate student progress to all parents. (utilizing data from unit common assessments, ADAM/DORA, Summit K12, etc.) Parent Involvement Recognitions Utilize social media to inform parents of upcoming events English classes for parents (onsite) Provide opportunities for volunteering on campus</p>
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Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the 37% target in the area of English Language Arts on the SBAC (assessment).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Results -All students	37% of all students in grades 3rd-6th will meet or exceed the standard in 2024 on the SBAC-ELA	39.5% of all students in grades 3rd-6th will meet or exceed the standard in 2024 on the SBAC-ELA

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Improve student performance by offering morning and After School School Interventions Programs throughout the school year. Students will work on Reading- demonstrating understanding of literary and non-fictional texts and in Writing- producing clear and purposeful writing.	Fully Implemented	Teacher Extra Duty Hours 1000-1999: Certificated Personnel Salaries Title I 10,000	Teacher Extra Duty Hours LCAP 0
		Extra Duty Hours for Instructional Lead to Coordinate all Intervention Programs by working an extra hour a day 1000-1999: Certificated Personnel Salaries Title I 2,500	Extra Duty Hours for Instructional Lead to Coordinate all Intervention Programs by working an extra hour a day LCAP 0
		Subs required: Meet state and federal legal requirements to have teacher SSC members as part of the composition. 1000-1999: Certificated Personnel Salaries Title I 10,000	Subs required: Meet state and federal legal requirements to have teacher SSC members as part of the composition. 1000-1999: Certificated Personnel Salaries 540
-Improve student performance by providing students and teacher appropriate supplemental supplies and materials for Intervention Programs	Fully Implemented	-- Purchase Supplemental Workbooks for students in grades Kinder-6th -- Purchase various materials and supplies needed for Intervention Programs -- Purchase Classroom	-- Purchase Supplemental Workbooks for students in grades Kinder-6th -- Purchase various materials and supplies needed for Intervention Programs -- Purchase Classroom

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		libraries for all grade levels - including, but not limited to chapter books, non-fiction, novels, etc. 4000-4999: Books And Supplies Title I 25,705	libraries for all grade levels - including, but not limited to chapter books, non-fiction, novels, etc. 4000-4999: Books And Supplies 19,572
Hire 3 3-hour Instructional Assistants to work with students in small groups during the school day delivering the SIPPS program.	Partially Implemented	Instructional Assistants will provide targeted small group instruction to students at risk. 2000-2999: Classified Personnel Salaries Title I 40,000	Instructional Assistants will provide targeted small group instruction to students at risk. 2000-2999: Classified Personnel Salaries 6,455
Provide appropriate technology tools and programs to support intervention programs.	Fully Implemented	Purchase materials and supplies, including technology tools to support intervention programs. 4000-4999: Books And Supplies Title I 10,000	Purchase materials and supplies, including technology tools to support intervention programs. 6,878

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Extra Duty hours for both teachers and instructional lead was paid via LCAP, so no additional expenditures were necessary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the 37.5% target in the area of Math on the SBAC (assessment).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Results-ALL	34% of students in grades 3rd-6th will meet or exceed the standard on SBAC- Math in 2024	32% of students in grades 3rd-6th met or exceed the standard on SBAC- Math in 2024

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Before and After School Interventions will be offered to all students who have been identified by classroom teachers. SWUN Benchmark Assessment Performance as well as ADAM test results will be also used to identify students at-risk of not meeting the standards.	Fully Implemented	Before and After School Programs for students at risk. 1000-1999: Certificated Personnel Salaries Title I 10,000 Extra duty hours for the Instructional Lead to coordinate the After School Programs 1000-1999: Certificated Personnel Salaries Title I 2,500	Before and After School Programs for students at risk. 1000-1999: Certificated Personnel Salaries LCAP 0 Extra duty hours for the Instructional Lead to coordinate the After School Programs LCAP 0
Purchase material and supplies to supplement Before and After school Programs.	Fully Implemented	Purchase supplemental supplies and materials for Intervention Programs 4000-4999: Books And Supplies Title I 10,370	Purchase supplemental supplies and materials for Intervention Programs 4000-4999: Books And Supplies 11,494

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Extra Duty hours for teachers and instructional lead were paid via LCAP, so no additional expenditures were necessary.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

SCHOOL GOAL 3: English Learner students will become proficient in English and reach high standards, at a minimum, attaining proficiency or better in reading and language arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard English Language Progress Indicator	70% of English Learners will make progress towards language proficiency based on ELPAC data.	8.05% of English Language Learners scored proficient on hw ELPAC in 2024.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
-- Intervention Program for English Learners in grades 2nd-6th	Fully Implemented	Pay teachers to provide intervention services and the instructional lead to coordinate these programs before/after school or on Saturdays. 1000-1999: Certificated Personnel Salaries Title III 4,095	Pay teachers to provide intervention services and the instructional lead to coordinate these programs before/after school or on Saturdays. Title III 0
Purchase material and supplies	Fully Implemented	Purchase material and supplies to supplement instruction for English Language learners for Intervention services. 4000-4999: Books And Supplies Title III 810	Purchase material and supplies to supplement instruction for English Language learners for Intervention services. Title III 0
Professional Development	Fully Implemented	Teachers of EL students will attend professional development/conference s. 5800: Professional/Consulting Services And Operating Expenditures Title III 400	Teachers of EL students will attend professional development/conference s. 5800: Professional/Consulting Services And Operating Expenditures Title III 720

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Extra Duty Hours for EL Intervention teacher was paid via the district office. Some materials for EL intervention were already available at the site. Additional materials will be purchased to supplement current curriculum being utilized for intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

SCHOOL GOAL 4: Parent participation at school events will increase by 3% in 2024-2025

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SIGN-IN SHEETS FROM SCHOOL EVENTS; VIRTUAL OR IN-PERSON SUCH AS PARENT/TEACHER CONFERENCES, PARENT COUNCILS, PARENT WORKSHOPS, BACK TO SCHOOL, AND OPEN HOUSE	The percent of parents participating in school events will increase by 3% in 2024-2025.	The percent of parents participating in school events increased in 2024-2025.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Contract with an outside consultant to provide parent workshops as needed by parents based on the Parent Survey Results conducted annually.	Fully Implemented	Pay a consultant to provide parent workshops as needed by parents based on the Parent Survey Results conducted annually. 5800: Professional/Consulting Services And Operating Expenditures Title I 1,723	Pay a consultant to provide parent workshops as needed by parents based on the Parent Survey Results conducted annually. 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The district sponsored parent workshops.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

SCHOOL GOAL 5: All students will be educated in learning environments that are safe, and conducive to learning. Each student will receive instruction and modeling which reinforces active citizenship and growth mindset.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Implementation of District's Character Education Program	100% Implementation of the 10 Character Traits in 2024-2025 - Platinum Award PBIS	100% implementation of the 10 Character Traits in 2024-2025 - Platinum Award PBIS

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a school-wide character education program by creating a ten-month calendar trait matrix and provide it to all staff and students. Provide teachers with resources on ways they can incorporate each trait in their instructional minutes. Talk to students about each character trait during the weekly morning assemblies or shout outs.	Fully Implemented	Purchase materials and supplies to supplement the PBIS program. 4000-4999: Books And Supplies Title I 5,000	Purchase materials and supplies to supplement the PBIS program. 4000-4999: Books And Supplies Title I 0
The PBIS Team will expand its leadership to other staff members during Tier 2 and Tier 3 Adoption.	Fully Implemented	All PBIS members will get extra duty pay . 1000-1999: Certificated Personnel Salaries Title I 5,200	All PBIS members will get extra duty pay . 1000-1999: Certificated Personnel Salaries Title I 0
		Implement motivational assemblies to assist with school wide character education. 5000-5999: Services And Other Operating Expenditures Title I 6,000	Implement motivational assemblies to assist with school wide character education. 5000-5999: Services And Other Operating Expenditures Title I 1,800

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Materials and supplies for implementation of PBIS were available at the site. Additional materials and supplies will be needed for the remainder of the year. Extra duty hours for participants have not yet been claimed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation.

utilization of supplemental resources in conjunction with core materials to address standards and in preparation for these assessments. Utilization of IABs and FIABs was consistent in this grade level and a good tool for teachers to address specific gaps in student learning.

Assessment Results:

Identify ELA areas of strength:

Data indicates that each grade showed a strength in different areas on the 2024 SBAC assessment (ELA); Grade 3=12.70% above standard in the area of Writing, Grade 4=12.73% above standard in the area of Reading, Grade 5=14.29% above standard in the areas of Reading and Research and Inquiry. Overall, Research and Inquiry showed to have the highest average amongst Grade levels 3-6 with an above standard proficiency average of 12.61%. However, when taking into consideration both above standard and near standard proficiency averages, students performed better (83.61%) in Listening, as opposed to the area of Research and Inquiry as opposed to the area of Research and Inquiry (72.69%).

Identify ELA areas of need:

Data indicates that the overall average of students scoring below standard across grade levels 3-6 was in the area of Writing. All grade levels with the exception of Grade 6 had high levels of students scoring below standard in the area of Writing; Grade 3=38.10%, Grade 4=42.27%, and Grade 5=41.07%. Grade 6's greatest area of need is in the area of Reading with 31.25% of students scoring below standard.

Identify ELD areas of strength:

Data indicates that EL students' two areas of strength on the 2024 ELPAC assessment are Speaking and Listening. 29.89% of students scored at "Well Developed" in the area of Speaking and 24.14% in the area of Listening.

Identify ELD areas of need:

Data indicates the area of need is in Writing with only 1.15% of students scoring "Well Developed" and 31.03% of students scoring at "Beginning to Develop."

Identify Math areas of strength:

Data indicates that the area of Concepts and Procedures is the area of greatest strength on average with 16.74% of students across grade levels 3-6 performing above standard and 45.19% performing at near standard. Grade 3 performed equally as well in the areas of Concepts and Procedures, Problem Solving and Modeling and Data Analysis, and Communication Reasoning with 7.94% of students performing above standard. Concepts and Procedures was an area in which Grades 4-6 all scored highest with Grade 4 students scoring 26.79% above standard, Grade 5 scoring 14.29% above average, and Grade 6 scoring 18.71% scoring above average.

Identify Math areas of need:

Data indicates the highest overall average (43.51%) of students scored below standard in the area of Problem Solving and Modeling and Data Analysis. Grades 3, 5, 6 all scored lowest in this area with Grade 3 scoring 49.21% below standard, Grade 5 scoring 50% below standard, and Grade 6 scoring 41.07 below standard.

School: Janie P. Abbott Elementary School

2024-2025 Activities/interventions

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
After School Intervention	ELA	DORA	DORA BOY Grade 1: 0.71 Grade 2: 1.63 Grade 3: 2.27	DORA MOY Grade 1: 0.93 Grade 2: 1.94 Grade 3: 3.02	Fully Implemented
After School Intervention	Math	ADAM	ADAM BOY Grade 1: 0.93 Grade 2: 2.03 Grade 3: 2.79	DORA MOY Grade 1: 1.13 Grade 2: 2.21 Grade 3: 3.05	Fully Implemented
Reading Intervention - SIPPS	ELA	SIPPS	Placement Assessments - SIPPS Extension Level Plus Level Challenge Level	Mastery Assessments - SIPPS Extension Level: will continue to Challenge level Plus Level: will continue to Challenge level (Incomplete due to shortage of instructional assistants) Challenge Level: will complete program (Incomplete due to shortage of instructional assistants)	Partially Implemented
EL Specific Intervention	Speaking, Listening, Reading, and Writing	ELPAC	Test Scores - 2024	Test Scores - 2025	Fully Implemented

2025-2026 Next Steps (narrative)

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

What 2024-2025 actions/interventions worked?

All actions and interventions were successful.

What 2024-2025 actions/interventions will you keep for 2025-2026?

All interventions will be kept during the 2025-2026 school year.

What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?

No actions or interventions need to be modified. Interventions will begin earlier to ensure higher accelerated achievement in 2025-2026.

What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?

No interventions need to be eliminated at this time.

What new interventions will you implement in 2025-2026 as a result?

EL Newcomer intervention will be added to help address the needs of students who are classified as Newcomers. This program will focus on phonics, fluency, and functional language.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the 45% target in the area of English Language Arts on the SBAC (assessment).

Basis for this Goal

What data did you use to form this goal? CAASPP Results ELA

The overall performance of students meeting or exceeding the standard on SBAC ELA was 39.5% in 2024 ; 12.5% of EL students met or exceeded the standard, the percentage of African American students who met or exceeded the standard was not identified on the CAASPP platform, as there were less than 11 students in this subgroup who completed the assessment, and 0% of students with disabilities met or exceeded the standard.

What were the findings from the analysis of this data?

Abbott Elementary exceeded its 2024 goal of 37%. 39.5% of students who completed this portion of the assessment met or exceeded the standard in English Language Arts.

How will the school evaluate the progress of this goal?

Abbott will analyze common assessment and the Beginning, Mid-year, and End of the year DORA assessments results during Data Reflections.

Where can a budget of the proposed expenditures for this goal be found?

See pages in the SPSA

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
CAASPP Results -All students	39.5% of students in grades 3rd-6th grade met met or exceeded the standard on the SBAC-ELA in 2024	45% of all students in grades 3rd-6th will meet or exceed the standard in 2025 on the SBAC-ELA

Planned Strategies/Activities

Strategy/Activity 1

Improve student performance by offering morning and After School School Interventions Programs throughout the school year. Students will work on Reading-demonstrating understanding of literary and non-fictional texts and in Writing- producing clear and purposeful writing.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 to March 2026

Person(s) Responsible

Principal
Instruction Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty Hours .
Amount	1,625
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Hours for Instructional Lead to Coordinate all Intervention Programs by working an extra hour a day
Amount	3,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs required: Meet state and federal legal requirements to have teacher SSC members as part of the composition.

Strategy/Activity 2

-Improve student performance by providing students and teacher appropriate supplemental supplies and materials for Intervention Programs

Students to be Served by this Strategy/Activity

ALL students

Timeline

March 2025- March 2026

Person(s) Responsible

Instructional Lead
Principal
Teachers
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	26,026
Source	Title I

Budget Reference

4000-4999: Books And Supplies

Description

-- Purchase Supplemental Workbooks for students in grades Kinder-6th
 -- Purchase various materials and supplies needed for Intervention Programs
 -- Purchase Classroom libraries for all grade levels - including, but not limited to chapter books, non-fiction, novels, etc.

Strategy/Activity 3

Provide appropriate technology tools and programs to support intervention programs.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Instructional Lead
 Principal
 Secretary

Proposed Expenditures for this Strategy/Activity**Amount**

10,000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Purchase materials and supplies, including technology tools to support intervention programs.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the 39% target in the area of Math on the SBAC (assessment).

Basis for this Goal

What data did you use to form this goal? CASSPP Results in MATH

The overall performance of students meeting or exceeding standards on the SBAC Math for 2024 was 32.22; 7.5% of EL students met or exceeded the standard, and 0% of students with disabilities met or exceeded the standard. There was no data for the African American subgroup, as there were less than 11 students who completed this portion of the assessment.

What were the findings from the analysis of this data?

Abbott Elementary has failed to meet its goal in the area of Math in both 2022 and 2023. In 2022 it scored 6.8% lower than the target, and declined further in 2023 scoring 10.4% lower than the target of 37% indicated for the year.

How will the school evaluate the progress of this goal?

Analyzing results from ADAM beginning, middle, and end of the school year assessments as well as Benchmark assessments results from SWUN Math.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
CAASPP Results-ALL	32.22% of students in grades 3rd-6th met or exceeded the standard on SBAC- Math in 2024	39% of students in grades 3rd-6th will meet or exceed the standard on SBAC- Math in 2025

Planned Strategies/Activities

Strategy/Activity 1

Before and After School Interventions will be offered to all students who have been identified by classroom teachers. SWUN Benchmark Assessment Performance as well as ADAM test results will be also used to identify students at-risk of not meeting the standards.

Students to be Served by this Strategy/Activity

All students at-risk of not meeting the standards.

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before and After School Programs for students at risk.
Amount	1,625
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours for the Instructional Lead to coordinate the After School Programs

Strategy/Activity 2

Purchase material and supplies to supplement Before and After school Programs.

Students to be Served by this Strategy/Activity

All students at-risk of not meeting the standards.

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	26,026
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase supplemental supplies and materials for Intervention Programs

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Proficiency

Goal Statement

SCHOOL GOAL 3: English Learner students will become proficient in English and reach high standards, at a minimum, attaining proficiency or better in reading and language arts.

Basis for this Goal

What data did you use to form this goal?

English Learner Enrollment and Academic Performance of English Learner Progress

2024 ELPAC Results indicated that only 8.05% of EL students scored at the Proficient level, 39.08% scored at the Moderately Developed level, 39.08% scored at the Somewhat Developed level, and 13.79% scored at the Beginning to Develop level.

English Learners SBAC results in 2024 indicates that 12.82% met or exceeded standards, 12.82% nearly met standards, and 74.36% did not meet standard.

What were the findings from the analysis of this data?

The number of EL students students scored 3.58% lower in 2024 than in 2023.

How will the school evaluate the progress of this goal?

During DRS teachers will focus/target the progress of ELs in their classrooms based on the data from Unit Benchmark assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Dashboard English Language Progress Indicator	8.05% of ELs met or exceeded proficiency level on ELPAC.	25-26 ELPAC data will indicate 18% proficiency.

Planned Strategies/Activities

Strategy/Activity 1

-- Intervention Program for English Learners in grades 2nd-6th

Students to be Served by this Strategy/Activity

All English Learners in grades 2nd-6th

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,754
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay teachers to provide intervention services and the instructional lead to coordinate these programs before or after school or on Saturdays.

Strategy/Activity 2

Purchase material and supplies

Students to be Served by this Strategy/Activity

English Learners in grades 2nd-6th

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	706
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Purchase material and supplies to supplement instruction for English Language learners for intervention services.

Strategy/Activity 3

Professional Development

Students to be Served by this Strategy/Activity

English Learners in grades TK-6th

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teachers of EL students will attend professional development/conferences

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

SCHOOL GOAL 4: Parent participation at school events will increase by 3% in 2025-2026

Basis for this Goal

Increase Parent/Family Engagement overtime.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SIGN-IN SHEETS FROM SCHOOL EVENTS; VIRTUAL OR IN-PERSON SUCH AS PARENT/TEACHER CONFERENCES, PARENT COUNCILS, PARENT WORKSHOPS, BACK TO SCHOOL, AND OPEN HOUSE	The percent of parents participating in school events increased by 3% in 2024.	The percent of parents participating in school events will increase by 3% in 2025-2026.

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Contract with an outside consultant to provide parent workshops as needed by parents based on the Parent Survey Results conducted annually.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers
Secretary

Proposed Expenditures for this Strategy/Activity

Amount	1,567
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Pay a consultant to provide parent workshops as needed by parents based on the Parent Survey Results conducted annually

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe & Learning Environments

Goal Statement

SCHOOL GOAL 5: All students will be educated in learning environments that are safe, and conducive to learning. Each student will receive instruction and modeling which reinforces active citizenship and growth mindset.

Basis for this Goal

What data did you use to form this goal?

*Office Referrals (Health/Discipline)

*Citizenship Awards, Student of the Month, A/B Honor Roll Students, and Principal's Honor Roll.

What were the findings from the analysis of this data?

*More students are participating in school programs that promote safety and health (e.g. Track and Field; Student Council; Performing Arts, etc.)

How will the school evaluate the progress of this goal?

*This goal will be evaluated on an annual basis as part of the SPSA evaluation process and PBIS/TFI (Tier Fidelity Inventory) and school community surveys.

Where can a budget plan of the proposed expenditures for this goal be found?

*Proposed expenditures sections for each strategy/activity in the SPSA

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Implementation of District's Character Education Program	100% Implementation of the 10 Character Traits in 2024-2025 - Platinum Award PBIS	100% Implementation of the 10 Character Traits in 2025-2026 - Platinum Award PBIS

Planned Strategies/Activities

Strategy/Activity 1

Implement a school-wide character education program by creating a ten-month calendar trait matrix and provide it to all staff and students. Provide teachers with resources on ways they can incorporate each trait in their instructional minutes. Talk to students about each character trait during the weekly morning assemblies or shout outs.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
PBIS Team
SEL Specialist
Teachers
Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials and supplies to supplement the PBIS program

Strategy/Activity 2

The PBIS Team will expand its leadership to other staff members during Tier 2 and Tier 3 Adoption.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-2026

Person(s) Responsible

Principal
Instructional Lead
PBIS Team
SEL Specialist
Teachers
Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	6,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	All PBIS members will get extra duty pay

Amount	7,500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Implement motivational assemblies to assist with school wide character education.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	125,329
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	125,329.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	119,869	0.00
Title III	5,460	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	119,869.00
Title III	5,460.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,504.00
4000-4999: Books And Supplies	78,758.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	3,567.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	32,750.00
4000-4999: Books And Supplies	Title I	78,052.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,567.00
1000-1999: Certificated Personnel Salaries	Title III	2,754.00
4000-4999: Books And Supplies	Title III	706.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,000.00

Janie P. Abbott Elementary School Parent and Family Engagement Policy



Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Janie P. Abbott Elementary School:

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

Abbott Elementary School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program.

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

Abbott Elementary School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan. (20 U.S.C. Section 6318[c][3])

The Parent and Family Engagement Policy will continue to be reviewed annually by Abbott Elementary School Schoolsite Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Abbott Elementary School Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

(d) Provide parents of participating children with the following

i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

Abbott Elementary School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center, family meetings/events, Schoolsite Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, etc.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

The curriculum used at Abbott Elementary School is Journeys (ELA/ELD) for students in Grades K-5 and Study Sync (ELA/ELD) for students in Grade 6. Go Math by Houghton Mifflin Harcourt is utilized for grades K-6. Inspire Science by McGraw Hill for students in grades TK-6 and My World by SAAVAS are utilized in grades TK-6.

Abbott Elementary School will continue to provide fall and winter Parent-Teacher Conferences as an opportunity to share information to families on student progress and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

Abbott Elementary School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences in both the fall and winter, as well as, informal requests made for meetings, as needed.

(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])

Abbott Elementary School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Abbott Elementary School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on November 15, 2024.

Janie P. Abbott Elementary School Parent and Family Engagement Policy (Spanish)



Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Primaria Janie P. Abbott:

(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])

La Escuela Primaria Abbott continuará programando una reunión anual de Título I en otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A.

(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])

La Escuela Primaria Abbott continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])

La Política de Involucramiento de Padres y Familias continuará siendo revisada anualmente por el Consejo Directivo Escolar (SSC) y el Comité Asesor de Padres de Aprendices de Inglés (ELAC) de la Escuela Primaria Abbott. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Primaria Abbott continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

(d) Proporcionar a los padres de los niños participantes lo siguiente:

i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])

La Escuela Primaria Abbott continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo Directivo Escolar (SSC), Comité Asesor de Padres de Aprendices de Inglés (ELAC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, etc.

ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])

El currículo utilizado en la Escuela Primaria Abbott es Journeys (ELA/ELD) para los estudiantes en los grados K-5 y Study Sync (ELA/ELD) para los estudiantes en el grado 6. Go Math de Houghton Mifflin Harcourt se utiliza para los grados K-6. Inspire Science de McGraw Hill se utilizará para estudiantes en los grados K-6. My World de SAAVAS se utilizará en los grados TK-6.

La Escuela Primaria Abbott continuará brindando conferencias de padres y maestros de otoño y invierno como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado y la presentación de informes de datos para evaluaciones académicas estatales y locales, e intervenciones disponibles para estudiantes que necesitan ayuda.

iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])

La Escuela Primaria Abbott continuará brindando oportunidades a las familias para reunirse con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias formales de padres y maestros programadas tanto en el otoño como en la primavera, así como solicitudes informales de reuniones, según sea necesario.

(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])

La Escuela Primaria Abbott continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan Escolar del Rendimiento Estudiantil (SPSA) de la Escuela Primaria Abbott.

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al Distrito USD de Lynwood.

Revisado y aprobado Por SSC el 15 de noviembre de 2024.

Lynwood District Parent and Family Engagement Policy



Title I Part A Parent and Family Engagement Policy

What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

Lynwood District Parent and Family Engagement Policy (Spanish)



Política de Involucramiento del Padre y Familia del Título I Parte A

¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [i]):

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [ii])?

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kevin Cano	Principal
Gerardo Huerta	Classroom Teacher
Michael Vuu	Classroom Teacher
Cecilia Ortiz-Baldwin	Classroom Teacher
Roxanna Lopez	Other School Staff
Jessica Beltran	Parent or Community Member
Elva Hernandez	Parent or Community Member
Dalia Almazan	Parent or Community Member
Diana Monzon	Parent or Community Member
Nancy Rojo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 02/21/2025.

Attested:



Principal, Kevin Cano on 2/21/2025



SSC Chairperson, Cecilia Baldwin-Ortiz on 2/21/2025

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program