

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	Cesar Chavez Middle School
Address	3898 Abbott Road Lynwood, CA 90262
County-District-School (CDS) Code	19647740108399
Principal	Ms. Susan Riehle
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024- March 2025
Schoolsite Council (SSC) Approval Date	February 28, 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.

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School Vision and Mission

District Vision and Mission Statement

The mission of Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing a diverse, global society through an evolving 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 inclusion of all voices in our community through equity, access and justice.

Supporting the mission of LUSD are the following objectives:

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

School Vision and Mission Statement

VISION

The vision of Cesar Chavez Middle School is to engage all of our students in a rigorous college going culture through our academic curriculum that gives our students the essential tools and intrinsic motivation to compete in any real world setting.

MISSION

The mission of Cesar Chavez Middle School is to provide a clean and safe environment that is conducive to student achievement. All students will fearlessly achieve to his or her highest academic and personal aspirations through multiple access points. Throughout this process we are dedicated to honoring all of the voices in our community while fostering a spirit of creativity and innovative thinking. It is our ultimate goal as a school community to develop a growth mindset through collaboration and the effective use of technology.

School Profile

Cesar Chavez Middle School reached its 20th year of great achievement in the Lynwood Unified School District. Our student enrollment for the 2024-2025 school year is 876 students. Our school has students in 7th and 8th grades. Our school schedule consists of traditional 55 minute periods. We have three main instructional buildings, a library, a multi-purpose room, two computer labs, and administrative offices. Students are placed in a rigorous academic schedule that ensures every student demonstrates academic and social growth towards college. All academic programs, curriculum decisions, intervention programs, and extracurricular activities share a basic premise of an on-going college prep setting. The following profile data has been gathered during the 2024-2025 school year:

STAFF:

Cesar Chavez Middle School has 41 teachers, 1 Instructional Lead, 1 SEL Lead, a Community Liaison, a Community Schools Case Manager, an Assistant Principal, and a Principal. 41 of our classroom teachers possess a BCLAD / CLAD certification or SB 1969/395.

Cesar Chavez' specialized staff includes 3 RSP Teachers, 5 SDC Teachers, 2 School Psychologists, 1 Itinerant P.E. Teacher, 5 Instructional Assistants, and 14 one-to-one aides.

STUDENT DEMOGRAPHICS: As of January 2025, the enrollment of Cesar Chavez Middle School is: 876 (**28 Students attend Virtual Academy)

- 7th Grade - 436 students
- 8th Grade - 414 students

Approximate number of students promoted to Firebaugh High School in June 2024: 335 students

NUMBER OF STUDENTS IN SPECIAL PROGRAMS during the 2024-2025 School Year:

- Gifted and Talented Education - 38
- Special Day Class - 78
- Resource Specialist Program - 78
- Speech - 7
- AVID - 92

ETHNICITY (2023-2024 School Year from the CA Dashboard)

Hispanic or Latino- 811

African American - 24

White - 8

Pacific Islander - 1

Asian - 1

Native American - 1

SOCIO- ECONOMIC DATA - Parents are given a free-lunch application upon enrollment. Our data indicates:

All students enrolled at Cesar Chavez Middle School qualify for free lunch.

STUDENT BEHAVIOR

The school wide discipline plan includes student referral procedures for behavioral support. Students in need of supports receive specific intervention strategies in accordance with the discipline plan, such as counseling, parent conferences, and student study teams.

- Number of students referred for discipline problems: 231 from March 2024 to December 2024
- Number of students suspended: 79 from March 2024 to December 2024
- Number of students referred for substance abuse: 13 from March 2024 to December 2024

LIMITED ENGLISH PROFICIENCY - All Students with a second language in the home, as indicated by the home language survey, receives testing in both English and their native language. Our language assessment information finds:

Total of number of English Learners during the 2024 - 2025 school year: 201 students

Total Number of RFEP students during the 2024 - 2025 school year: 339

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 at a minimum once a month to review and update the School Site Plan (SPSA). The English Learner Advisory Committee (ELAC) meets regularly to review the English Learner Program and progress. The ELAC Advisory Committee provides feedback to SSC on supplemental instruction specifically for English Language Learners. The SSC conducts the following in relationship to the school: Title 1 program evaluation, Needs Assessment, Online data analysis, revision of school goals and activities.

Resource Inequities

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

A resource inequity that we are addressing is the low reclassification rate of our EL students moving up to the RFEP category and moving closer to biliteracy. Another resource inequity we are addressing is students' low mastery of grade level math standards. Lastly, we will need to do more to help students feel accountable for their actions and self-motivation, so that they can overall do better on their academic achievement and take advantage of our during school and after-school

resources to help them get good grades and master content standards. More student buy-in and parent support are needed.

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%	0.12%		0	1
African American	1.99%	2.57%	2.84%	14	22	24
Asian	0.14%	0%	%	1	0	
Filipino	%	0.12%	0.12%		1	1
Hispanic/Latino	97.58%	96.37%	95.86%	685	824	811
Pacific Islander	%	0.12%	0.12%		1	1
White	0.28%	0.82%	0.95%	2	7	8
Multiple/No Response	%	0%	%		0	
Total Enrollment				702	855	846

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	418	424	428
Grade 8	284	431	418
Total Enrollment	702	855	846

Data Trends:

- Based on the total enrollment data, CCMS has maintained a stable enrollment number over the past two academic years.
- The 2022-2023 and 2023-2024 school years have enrollment in the mid 800s while the 2021-2022 had an enrollment total of 702 students because starting in the 2022-2023 school year, CCMS enrolled some students who would have otherwise attended a different middle school. The school district originally had three middle schools, but one middle school closed down because it became converted into a high school. Therefore, the two middle schools in the district enrolled students who would have otherwise attended the middle school that had closed down. According to AERIES in January, 21, 2025, there were 876 students enrolled. The total enrollment number has increased by 30 students in 2024-2025 compared to 2023-2024. **(This number includes CCMS students that attend the Virtual Academy).**
- The Hispanic/Latino subgroup is above 95% . This subgroup has been and continues to be the largest subgroup that CCMS serves. The second largest subgroup would be African-Americans, but they only represent around 1 to 3% of the total school population over the three academic school years posted above.

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	172	168	175	24.90%	24.5%	20.7%
Fluent English Proficient (FEP)	319	453	417	46.30%	45.4%	49.3%
Reclassified Fluent English Proficient (RFEP)	18			6.3%	10.4%	

Data Trends:

1. The percentage of English Learners has remained consistent over the past 3 academic years.
2. There is a great need to provide more direct support for our English Language Learners. The reclassification rate increased from 6.3% to 10.4% from 21-22 to 22-23, but the reclassification rate had decreased in 23-24. We had less than 10 students students reclassify in 22-23 and 23-24, which is low.
3. English Learners continue to struggle on standardized tests as reflected on our ELPAC test results.

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 7	420	451	436	412	436	425	408	434	425	98.1	96.7	97.5
Grade 8	296	434	421	270	415	408	267	413	405	91.2	95.6	96.9
All Grades	716	885	857	682	851	833	675	847	830	95.3	96.2	97.2

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 7	2504.	2490.	2477.	7.60	5.30	3.76	24.75	22.58	20.24	31.86	27.88	28.00	35.78	44.24	48.00
Grade 8	2504.	2497.	2517.	5.62	5.08	7.41	25.47	20.34	25.93	23.97	29.06	28.40	44.94	45.52	38.27
All Grades	N/A	N/A	N/A	6.81	5.19	5.54	25.04	21.49	23.01	28.74	28.45	28.19	39.41	44.86	43.25

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 7	10.78	8.06	7.06	60.54	60.60	56.00	28.68	31.34	36.94	
Grade 8	10.49	7.51	11.14	55.06	50.36	52.23	34.46	42.13	36.63	
All Grades	10.67	7.79	9.05	58.37	55.61	54.16	30.96	36.60	36.79	

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 7	9.16	6.68	7.80	51.24	47.70	44.68	39.60	45.62	47.52
Grade 8	6.49	7.26	6.17	44.27	44.07	50.12	49.24	48.67	43.70
All Grades	8.11	6.97	7.00	48.50	45.93	47.34	43.39	47.11	45.65

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 7	10.05	6.22	4.94	74.02	73.50	71.06	15.93	20.28	24.00
Grade 8	10.11	7.02	10.40	68.16	68.77	71.29	21.72	24.21	18.32
All Grades	10.07	6.61	7.60	71.70	71.19	71.17	18.22	22.20	21.23

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 7	10.05	7.83	8.00	66.42	62.67	57.41	23.53	29.49	34.59
Grade 8	10.11	11.14	17.04	67.04	61.50	60.00	22.85	27.36	22.96
All Grades	10.07	9.45	12.41	66.67	62.10	58.67	23.26	28.45	28.92

Data Trends:

1. During the 2023-2024 academic year, SBAC data shows that our overall student participation rate was 97.2%. That rate stayed consistent but slightly increased during each of the three years. The school makes it a priority to get as many students tested as possible.
2. On the 2024 ELA SBAC, the percentage of students meeting the overall standard in ELA was 29%, an increase of 2% from our 2023 scores.

In 2023-24, our students did the best in Listening and Research/Inquiry. Our students scored the lowest in the domains of Reading and Writing. An ELA Coach was hired during the 23-24 school year. This year, she has been coaching teachers on creating engaging lesson plans to help students with their reading and writing skills. English Learner students are also focusing on the Reading and Writing domains this year to prepare for the ELPAC Exam by using the Summit K-12 test prep software.
3. There is a demonstrated need to provide additional support to students in the areas of reading and writing. SBAC data from the 2023-24 shows that our English SBAC scores remained consistent with the percentage of our students meeting or exceeding the standard in English Language Arts remaining well below the 50% range.

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 7	420	451	436	403	432	420	403	432	418	96.0	95.8	96.3
Grade 8	296	434	421	268	416	409	263	416	405	90.5	95.9	97.1
All Grades	716	885	857	671	848	829	666	848	823	93.7	95.8	96.7

* 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 7	2465.	2465.	2448.	3.47	6.71	2.87	11.41	12.50	10.53	30.77	23.84	20.33	54.34	56.94	66.27
Grade 8	2454.	2446.	2457.	2.66	2.40	4.44	4.94	4.81	9.14	25.86	21.15	18.27	66.54	71.63	68.15
All Grades	N/A	N/A	N/A	3.15	4.60	3.65	8.86	8.73	9.84	28.83	22.52	19.32	59.16	64.15	67.19

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 7	2.48	6.02	3.11	47.39	48.38	42.82	50.12	45.60	54.07	
Grade 8	1.52	3.37	2.47	45.25	45.19	48.89	53.23	51.44	48.64	
All Grades	2.10	4.72	2.79	46.55	46.82	45.81	51.35	48.47	51.40	

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 7	4.47	6.25	2.39	64.02	57.64	58.13	31.51	36.11	39.47
Grade 8	2.28	2.16	3.70	58.56	51.20	55.06	39.16	46.63	41.23
All Grades	3.60	4.25	3.04	61.86	54.48	56.62	34.53	41.27	40.34

Data Trends:

- SBAC data from the 2023-24 school year show that our overall student participation was 96.7%, which shows a very slight, consecutive increase from the past two years.
- When comparing the pass rate for all three years of the Math portion of the CAASPP Assessment, we have a trend of our 7th grade students scoring slightly higher than our 8th grade students.

3. The data over three years show that we have over 80% of students scoring below grade level on the Math SBAC exam. The vast majority of our students need additional support in mathematics as the percentage of students meeting grade level standard in math consistently remains below 20%.

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
7	1523.5	1508.5	1520.2	1516.2	1506.4	1523.5	1530.4	1510.2	1516.4	95	80	104
8	1517.5	1521.1	1526.7	1508.2	1517.0	1526.0	1526.5	1524.8	1526.8	79	91	74
All Grades										174	171	178

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
7	10.53	6.25	12.50	40.00	33.75	37.50	34.74	31.25	28.85	14.74	28.75	21.15	95	80	104
8	7.59	13.48	15.71	37.97	32.58	35.71	29.11	26.97	22.86	25.32	26.97	25.71	79	89	70
All Grades	9.20	10.06	13.79	39.08	33.14	36.78	32.18	28.99	26.44	19.54	27.81	22.99	174	169	174

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
7	25.26	16.25	37.50	43.16	50.00	32.69	18.95	6.25	10.58	12.63	27.50	19.23	95	80	104
8	15.19	29.21	25.71	46.84	33.71	40.00	15.19	13.48	11.43	22.78	23.60	22.86	79	89	70
All Grades	20.69	23.08	32.76	44.83	41.42	35.63	17.24	10.06	10.92	17.24	25.44	20.69	174	169	174

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
7	13.68	8.75	8.65	67.37	65.00	65.38	18.95	26.25	25.96	95	80	104
8	12.66	20.22	15.71	65.82	56.18	55.71	21.52	23.60	28.57	79	89	70
All Grades	13.22	14.79	11.49	66.67	60.36	61.49	20.11	24.85	27.01	174	169	174

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
7	43.16	55.00	69.61	44.21	18.75	11.76	12.63	26.25	18.63	95	80	102
8	25.32	50.00	72.13	49.37	23.86	16.39	25.32	26.14	11.48	79	88	61
All Grades	35.06	52.38	70.55	46.55	21.43	13.50	18.39	26.19	15.95	174	168	163

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
7	7.37	1.27	2.91	50.53	34.18	34.95	42.11	64.56	62.14	95	79	103
8	11.39	10.11	11.59	31.65	29.21	27.54	56.96	60.67	60.87	79	89	69
All Grades	9.20	5.95	6.40	41.95	31.55	31.98	48.85	62.50	61.63	174	168	172

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
7	5.26	5.00	6.06	83.16	70.00	79.80	11.58	25.00	14.14	95	80	99
8	0.00	7.87	4.41	78.48	74.16	85.29	21.52	17.98	10.29	79	89	68
All Grades	2.87	6.51	5.39	81.03	72.19	82.04	16.09	21.30	12.57	174	169	167

Data Trends:

- For the last 3 years, CCMS has had between 171 and 178 English Learners tested. Currently, English Learners make up approximately 25% of our student population when both newcomers and long-term English Learners are included.
- The percentage of 7th graders who scored a Level 4 on the overall EPLAC in 23-24 was 12.5%, which is twice the percentage in the previous year at 6.25% in 22-23. In 21-23, the percentage was 10.53%. The percentage of 8th graders who scored a Level 4 on the overall ELPAC in 23-24 was 15.71%, which is only 2.23% higher than in 22-23 at 13.48%. Out of the 3-year comparison, the 23-24 school year did see the highest percentage rate of Level 4 scores for both grades, individually and combined, but the increase in percentage is small. The percentage rate of students who scored Level 3 is at 36.78% in 23-24. This is a 3% jumped compared to last year, but a 2.3% decrease when compared to 21-22. The total percentage of students with either a Level 3 or Level 4 on the ELPAC have been hovering at 48 to 50% in the past three years. We need to find ways to support students, so that at least half of the school can earn a "4".
- Based on the ELAC Results over the past three years, the Speaking Domain is by far our students' strongest domain when we consider the "Well-Developed" category. Last year's students (23-24) who were Well Developed in Speaking was at 70.55%. Out of the four domains, students consistently have the lowest "Well-Developed" scores for the past three years in Reading and Writing. That is why there is an emphasis this year for students to focus on Reading and Writing in an ELPAC Test Prep software called Summit-K12.

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
846	96.8%	20.7%	0.5%
Total Number of Students enrolled in Cesar Chavez Middle 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	175	20.7%
Foster Youth	4	0.5%
Homeless	36	4.3%
Socioeconomically Disadvantaged	819	96.8%
Students with Disabilities	147	17.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	2.8%
American Indian	1	0.1%
Asian	0	0.0%
Filipino	1	0.1%
Hispanic	811	95.9%
Two or More Races	0	0.0%
Pacific Islander	1	0.1%
White	8	0.9%

Conclusions based on this data:

- The data shows that CCMS is a low performing, high needs school. In the 2022-23 school year, CCMS had 855 students. In the 2023-24 school year, CCMS had 846 students. So far in the 2024-2025 school year, according to

AERIES on 2-10-25, there are 873 students enrolled. There are 27 more students from the current year compared to the previous year. We have more students than the other middle school in our district. There have been students who belong to the other middle school who were given permission to attend CCMS because they preferred to enroll at CCMS. We also have some inter-district transfer students from other cities. The increase in the student population since after we came back from distance learning is due to our district originally having three middle schools, but one middle school closed down and became a high school after one high school had to re-build most of its classrooms due to the school's structural integrity. Therefore, the two middle schools had to absorb the population of the middle school that closed down.

2. 96.8% of CCMS students enrolled were considered low SES in the 2023-2024 school year.
3. Approximately one fifth, 20.7% to be exact, of the student population at CCMS were English Learners during the 2023-24 school year. We've consistently had 20 to 25% of our students being considered as English Learners over the years. Our goal has been to get more students reclassified out of their English Learner status. The School District has hired English Coaches at each secondary school to assist teachers in helping all students, especially EL students, master that ELD and CCSS, so that they can reclassify.

School and Student Performance Data

Overall Performance

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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Yellow

Conclusions based on this data:

1. According to local data and our 2023-24 CAASPP scores, CCMS students are significantly underperforming in the areas of ELA and math. Of the students tested during the 2023-24 school year, only 28.55% of our students met or exceeded the standard on the ELA CAASPP assessment. In Mathematics, only 13.49% of students met the standard on the CAASPP assessment. Last year's CAASPP pass rate in English and math were similar to the 2022-23 school year. During the 2024-25 school year, the school district hired English and math coaches to support

teachers at the secondary schools. The math and English coaches will also coach next school year, 2024-2025. Hopefully this will help students with the past rate for the 2024-25 school year and beyond.

2. During 2023-24, we were in the green zone for the Suspension rate, which is good. During our last school year, it was the first year where we hired a Lead Teacher who is tasked with running our PBIS program and providing SEL activities to students throughout the school day.
3. The chronic absenteeism rate at CCMS remains high since it is in the yellow zone. We need to move the needle to the blue or green zones. The school promotes Sat. School to encourage students to recover their absences.

School and Student Performance Data

Academic Performance English Language Arts

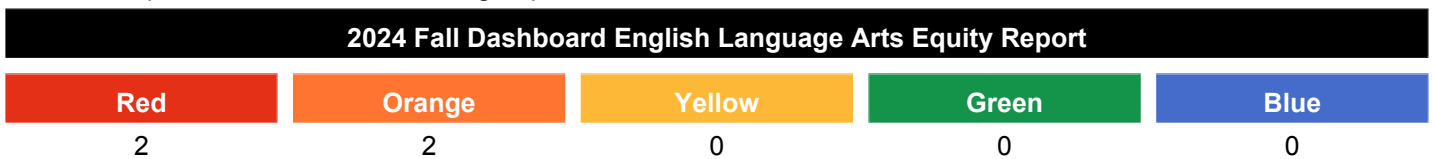
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This section provides number of student groups in each level.



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>Orange</p> <p>61.5 points below standard</p> <p>Maintained 1.7 points</p> <p>791 Students</p>	<p>English Learners</p> <p>Red</p> <p>122.9 points below standard</p> <p>Maintained 1.8 points</p> <p>250 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>150.1 points below standard</p> <p>Increased 6.4 points</p> <p>131 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>36.2 points below standard</p> <p>Increased 33.0 points</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>62.1 points below standard</p> <p>Maintained 1.6 points</p> <p>764 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>152.2 points below standard</p> <p>Declined 8.9 points</p> <p>136 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>75.0 points below standard</p> <p>Increased 43.6 points</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>60.9 points below standard</p> <p>Maintained 1.6 points</p> <p>762 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>

Conclusions based on this data:

1. Based on our 2024 SBAC scores, Students with Disabilities and English Learners are in the red zone. However, Long Term English Learners are in the orange zone, and their average score have shown improvement at a 6.4-point increase. On average, all subgroups scored below standard on the SBAC.
2. There is no performance color for African American students because there were less than 30 African American students enrolled at CCMS last year. 21 African American students took the English SBAC last year, and they are on average 75 points below standard, but they made a 43.6-point average increase when compared to the previous year, 2022-2023.
3. All students, Hispanic students, and socially-disadvantaged students are in the orange zone. However, an overwhelming majority of students at CCMS are socioeconomically disadvantaged and Hispanic, so those data points greatly overlap.

School and Student Performance Data

Academic Performance Mathematics

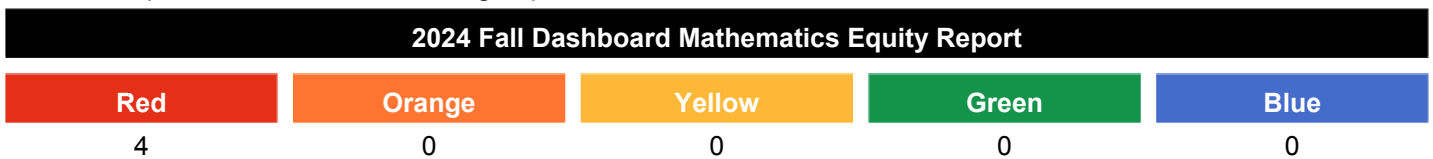
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides 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>Red</p> <p>122.8 points below standard</p> <p>Declined 5.4 points</p> <p>787 Students</p>	<p>English Learners</p> <p>Red</p> <p>167.5 points below standard</p> <p>Maintained 1.4 points</p> <p>248 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>201.3 points below standard</p> <p>Declined 5.7 points</p> <p>128 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>116.4 points below standard</p> <p>Maintained 1.1 points</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>123.9 points below standard</p> <p>Declined 4.8 points</p> <p>760 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>202.5 points below standard</p> <p>Declined 17.6 points</p> <p>136 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>125.9 points below standard</p> <p>Increased 19.2 points</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>122.4 points below standard</p> <p>Declined 5.3 points</p> <p>757 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>

Conclusions based on this data:

1. Based on our 2024 SBAC Math scores, all 4 subgroups are color-coded in red in the area of mathematics. Since less than 30 African American students took the test, there were no performance color or meter for African American students on CA Dashboard. However, African American students were 125.9 below standard compared with "All Students" at 122.8 points below standard. That is not a significant difference. Only 13.49% of students met or exceeded standards on the Spring 2024 SBAC math exam. That is very low. The majority of students at CCCMS need support in math, so that they can be at grade level or above in order to pass SBAC Math.
2. Based on 2024 SBAC scores, our English Learners were 167.5 points below standard and Long Term English Learners were 201.3 points below standard. CCMS English Learners are still in need of additional and supplemental direct support in mathematics. We are currently addressing that through our WOW program that provides intervention during the school day for students in need. For the 2024-25 school year, the school district hired a math coach to support teachers and students with creating engaging lessons and monitoring student progress.
3. Based on our 2024 SBAC scores, the subgroup of students with disabilities were 202.5 points below standard which is higher than the previous year at 185 points. CCMS students with disabilities need additional support in mathematics. We do have a math coach during the 2024-2025 school year to support math teachers.

School and Student Performance Data



Academic Performance English Learner Progress

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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  Yellow 40.6% making progress. Number Students: 165 Students	Long-Term English Learner Progress  Yellow 40.6% making progress. Number Students: 138 Students

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 20.6%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 38.2%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 40.6%

Conclusions based on this data:

- Both English Learner and Long-term English Learners are in the yellow zone when it comes to making progress. For both categories where the students' names overlap, 40.6% of students are making progress. That is less than half of the students. The majority of our English Learners are Long-Term English Learners. According to the data above, 138 of the 165 EL students are Long-Term English Learners. We need to find ways to support LTEL students, so that they score a 4 on the ELPAC and reclassify.
- 40.6% of the English Learners progressed at least one ELPI Level while 20.6% of them decreased One ELPI Level. 38.2% maintained their ELPI Level. We need to have more of the 38.2% of the students progress and prevent the 20.6% of the students from decreasing.
- During the 2024-25 school year, we were more intentional with having students understand the value of reclassifying out of one's EL status by implementing EL Data Chat sessions for all EL students. Those sessions were followed by some practice with the four domains (Reading, Writing, Speaking, and Listening) on software called Summit K12. All in all, English Learners at CCMS do need more support in English and all academic areas. In order to comprehend other subjects well, a student needs to have strong academic English skills.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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>  <p>Yellow</p> <p>30.5% Chronically Absent</p> <p>Declined 9.1</p> <p>860 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>36.7% Chronically Absent</p> <p>Declined 4.6</p> <p>188 Students</p>	<p>Long-Term English Learners</p>  <p>Orange</p> <p>40.1% Chronically Absent</p> <p>Declined 5</p> <p>147 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>48.6% Chronically Absent</p> <p>Declined 3.1</p> <p>37 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>30.9% Chronically Absent</p> <p>Declined 9.2</p> <p>822 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>41.1% Chronically Absent</p> <p>Declined 6</p> <p>158 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>53.6% Chronically Absent</p> <p>Increased 3.6</p> <p>28 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>29.7% Chronically Absent</p> <p>Declined 9.5</p> <p>821 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. During the 2024-25 School year, according to AERIES Dashboard, we have had a high student attendance rate in the high 90s. For example on 2/11/25, 99.54% of students were present and only 4 students were absent. However, 111 students were tardy by Period 3 on 2-11-25. We currently have more of a issue with tardiness than absences during the 24-25 school year. By looking at the 2023-2024 CA Dashboard data on this page, our subgroups have a higher chronologically absent than "all students" as a whole.
2. 30.5% of all students were chronically absent according to the Fall 2024 Dashboard. The chronically absent rate for most of our subgroups are much higher as seen in: Homeless students, English Learners, Long Term English Learners, African American, and Students with Disabilities. It makes sense that unhoused students would have a higher rate for reasons that may be out of their control, but with the other subgroups, we need to think about what we can do to motivate them to want to come to school everyday.
3. As a school, we are in the yellow zone for chronic absenteeism. We are trying to motivate students to come to school from: 1. our schoolwide PBIS Program, 2. recognition from counselors, math and English coaches, 3. having after-school programs Think Together and The Movement help out with fun lunchtime activities, 3. recognition assemblies from the administration team, 4. and other strategies to engage and encourage students to come to school.

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

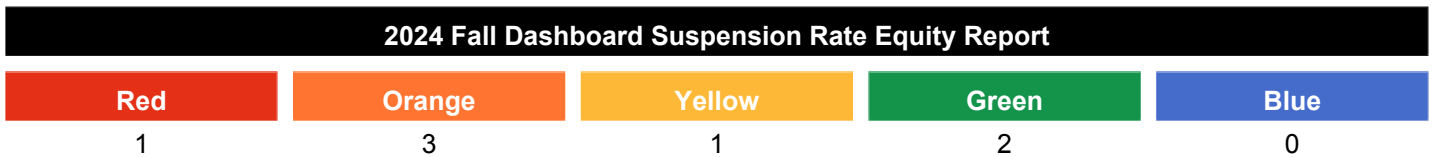
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This section provides number of student groups in each level.



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>Green</p> <p>5.8% suspended at least one day</p> <p>Declined 0.3%</p> <p>910 Students</p>	<p>English Learners</p> <p>Orange</p> <p>7.6% suspended at least one day</p> <p>Increased 0.7%</p> <p>198 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>8.4% suspended at least one day</p> <p>Increased 1.2%</p> <p>154 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>Orange</p> <p>10.3% suspended at least one day</p> <p>Increased 4.2%</p> <p>39 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.8% suspended at least one day</p> <p>Declined 0.5%</p> <p>866 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>14% suspended at least one day</p> <p>Increased 3%</p> <p>164 Students</p>	<p>African American</p>  <p>Green</p> <p>6.3% suspended at least one day</p> <p>Declined 13.1%</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Maintained 0.1%</p> <p>867 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

Conclusions based on this data:

1. For the Fall 2024 Dashboard Suspension Rate, the suspension rate for all students has declined by .3%, which isn't much of a change since the previous year. For "All Students", we are in the "Green Zone", which is the desirable zone.
2. The subgroup with the highest decline in the percentage rate of suspensions would be African Americans. There are only 32 African Americans out of 910 students though, which is approximately 3% of the student population.
3. Our Students with Disabilities had the highest percentage of suspensions among measurable groups. Many of the ones that have been suspended have been sent to the front office multiple times during the school year.



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) Spring 2024 Achievement Progress (SBAC Math) Progreso del Rendimiento Académico (SBAC) Overall- 13.49% English Learners - 1.19% Students with Disabilities- 1.43% African American - 12.5% Foster - N/A Homeless - 0%	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) Overall- 86.51% English Learners - 98.81% Students with Disabilities- 98.57% African American -87.5% Foster- N/A Homeless - 100%	2023-2024 Goal 2: All students, including numerically significant subgroups, will meet the 25% target in the area of Math on the District Unit Benchmark Assessments. CCMS will focus on Math Literacy through notation, vocabulary development, Problem Solving, and Communicating Reasoning. Meta 2 para 2023-2024: Todos los estudiantes, incluidos los subgrupos numéricamente significativos, alcanzarán el objetivo del 25% en el área de Matemáticas en las Evaluaciones de Referencia de la Unidad del Distrito. CCMS se enfocará en la alfabetización matemática a través de la notación, el desarrollo de vocabulario, la resolución de problemas y la comunicación del razonamiento. -More focus on sample questions that are similar to the SBAC and use CAASPP's FIABs. -Purchase licenses for Internet Based Math and Science programs - Computer adapted program by standard - use MyPath for Math and English.

<p>3.65% Standard Exceeded (Level 4) 9.84% Standard Met (Level 3) 19.32% Standard Nearly Met (Level 2) 67.19% Standard Not Met (Level 1)</p>		<ul style="list-style-type: none"> -Heavy use of practice questions to prepare students for exams because the way the questions are presented may be different from how a teacher addresses them -promote higher-level thinking and solving multi-step problems -Video game style interactive software to better engage students in math -Professional Development on Small Group/ Differentiated Instruction with A.I. -Encourage “on the cusp” students to get more involved with intervention and study groups -SBAC Data Chats for English and math -Promote CAST Test Prep for 8th graders -After School or Saturday Math Intervention -Tutoring -A program where we focus on reading and writing after school or on a Saturday for literacy since having good literacy skills do help with doing well in math -Math Coach to support teachers on best practices and teaching strategies for engaging lessons -field trips to promote engagement and interest in math and science, i.e. college field trips -engaging instructional materials -Career Day, presenters -Vertical articulation between high school and middle school with students and teachers -Instill in students a sense of accountability for their academic performance in math
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) Constancia del Progreso (SBAC)		Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (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>Spring 2024 Achievement Progress (SBAC ELA) Progreso del Rendimiento Académico (SBAC)</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>Overall- 71.45% English Learners - 97.69% Students with Disabilities- African American - 80%</p>	<p>2023-2024 Goal 1: All students, including numerically significant subgroups, will meet a 40% target in the area of English Language Arts on the District Benchmark Unit assessments. CCMS will focus on literacy across all content areas through the use of the following instructional strategies: close reading, annotation, claims, evidence, and reason. Students will also focus on improving their performance in ELA by participating in the ELA standards across other subjects.</p> <p>Meta 1 para 2023-2024: Todos los estudiantes, incluidos los subgrupos numéricamente significativos, alcanzarán un objetivo del 40% en el área de Artes del Lenguaje Inglés en las evaluaciones de la Unidad de Referencia del Distrito. CCMS se enfocará en la alfabetización en todas las áreas de contenido mediante el uso de las siguientes</p>

<p>Overall- 28.55% English Learners - 2.31% Students with Disabilities- 2.89% African American - 20% Foster - N/A Homeless - 14.29%</p> <p>5.54% Standard Exceeded (Level 4) 23.01% Standard Met (Level 3) 28.19% Standard Nearly Met (Level 2) 43.25% Standard Not Met (Level 1)</p>	<p>Foster - N/A Homeless - 85.71%</p>	<p>estrategias de instrucción: lectura minuciosa, anotaciones, afirmaciones, evidencia y razonamiento. Los estudiantes también se concentrarán en mejorar su desempeño en ELA al aplicar los estándares de ELA en otras materias.</p> <p>-More focus on sample questions that are similar to Smarter Balanced test. -Purchase license for Internet Based Reading/ Writing and Science programs / computer adapted program by content standards. -Video game style interactive learning games to better engage students in Reading/ Writing -After School Test Prep to strengthen academic English skills (April) -Science Manipulatives to Engage students in activities. Reading about and completing hands-on experiments to help students with their reading comprehension and speaking skills. These skills can be easily transferred to increasing the way students organize their thoughts and often improves their Expository Writing skills. -An English/Literacy Coach to address best practices, teaching strategies, and engaging lessons -Professional Development on Small Group/ Differentiated Instruction -In and after-school school intervention; tutoring to provide more personalized support</p>
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Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

<p>Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)</p>	<p>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s) Escribir metas específicas)</p>
<p>In 2023-2024, we had 184 English Learners. (178 tested, 174 tested with scores) ELPAC Scores Level 4 (13.79%) Level 3 (36.78%) Level 2 (26.44%) Level 1 (22.99%)</p> <p>Students must Score at Level 4 and meet other requirements, such as passing the SBAC or District Benchmark assessment to reclassify.</p>	<p>2023-2024 Goal 3: All English Learners will become proficient in English and reach high standards by increasing at a minimum one level on the reading, writing, and listening domains on the ELPAC Assessment.</p> <p>Meta 3 para 2023-2024: Todos los estudiantes de inglés dominarán el inglés y alcanzarán altos estándares al aumentar al menos un nivel en los dominios de lectura, escritura y comprensión auditiva en la evaluación ELPAC.</p> <p>English Learners: -More focus on sample questions that are similar to the ELPAC Test. <ul style="list-style-type: none"> • Purchase license for Internet Based Reading/ Writing and Science programs - Computer adapted program by standard. -Interactive learning games to better engage students in the 4 Domains tested on the ELPAC: Reading/ Writing/ Listening/ Speaking -After School Test Prep -Manipulatives to Engage students in activities. -Reading about and completing hands-on experiments helps students with their reading comprehension and speaking skills. These skills can</p>

	<p>be easily transferred to increasing the way students organize their thoughts and often improves their Expository Writing skills.</p> <ul style="list-style-type: none"> -tutoring -Professional Development on Small Group/Differentiated Instruction -In school intervention: WOW -Have AVID Excel spend one day a week focusing on test taking skills to decrease test anxiety and give students confidence and familiarity of the ELPAC Test and other ELA Assessments -EL Data Chat with students and parents to promote student accountability and parental support --more exposure to and using English in and outside of the classroom -Have EL students take AVID Excel
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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 Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</p>
<p>Before and after school interventions Designated ELD Wednesdays for all students, also known as “Linguistic Learning Lab” Math and English Coaches started this year, 2024-2025 Supplemental software to help students meet or exceed grade level standards in English and math and to monitor student progress New SEL Lead and stronger PBIS program started last school year, 2023-2024</p>	<p>School Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. CCMS will focus on strengthening the connection between students and school and addressing their Socio-Emotional Learning Needs.</p> <p>Meta escolar 5: Todos los estudiantes serán educados en entornos de aprendizaje seguros, libres de drogas y propicios para el aprendizaje. CCMS se enfocará en fortalecer la conexión entre los estudiantes y la escuela y abordar sus problemas socioemocionales. Necesidades de aprendizaje.</p> <ul style="list-style-type: none"> -Get software license for an online PBIS store -Field trip incentives -Qualitative and quantitative evaluations before and after to measure growth, i.e. Youth Truth -Increase student participation/attendance in intervention programs. -Provide supplementary programs and materials/instructional materials in science to help science teachers reach students in science while allowing them to provide students with additional opportunities to work on ELA nonfiction standards. <ul style="list-style-type: none"> • Math and science project-based learning intervention and enrichment opportunities. -SEL Lead to promote PBIS and student well-being while addressing the whole child, so that students are self-motivated to succeed in school and feel a sense of self-accountability. -Address bullying and dissuade it -Increase parent involvement

<p>College Readiness/ preparación para la universidad (Qualitative Measure/Medidas cualitativas)</p>	<p>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</p>
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<ul style="list-style-type: none"> -AVID and AVID Excel -College Shirt Wednesdays -Pending College Field Trips for students 	<ul style="list-style-type: none"> -Money for college going field trips -Beautify the school with college and career related regalia -College and career-related guest speakers -College-type activities to promote a college-going culture
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Also, How is Our School Meeting Your Needs as Parents?

¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?

Evidence of Progress Constancia del Progreso (Qualitative Measure/Medidas cualitativas)	Important Issues to Address Temas Importantes que Discutir
	<p>2023-2024 Goal 4: To ensure that families and members of the community have the opportunity to assist in and support the educational process through participation in decision making, volunteer opportunities, parent education, and the creation of partnerships.</p> <p>Meta 4 para 2023-2024: Garantizar que las familias y los miembros de la comunidad tengan la oportunidad de ayudar y apoyar la educación proceso a través de la participación en la toma de decisiones, oportunidades de voluntariado, educación de los padres y la creación de asociaciones.</p>
<ul style="list-style-type: none"> -We saw an increase in participants in the 24-25 Family Survey -Parent Workshops -Parent Councils/Meetings -Coffee with the Principal -Parent Conferences in the gym over two afternoons -Family Engagement Events, i.e. Beautification Day -National Parent Involvement Day -New Community Schools Case Manager who started working at CCMS last January, 2024 -Students and parents enjoy the student recognition assemblies 	<ul style="list-style-type: none"> -Need funding for educational field trips for parents and families throughout the year, i.e. college field trips -Need more parent participation in the workshops -Social events for families, i.e. Bingo -Parent meetings about the SBAC -Incentives for parents, i.e. Toro Bucks or stamps -Build a stronger coalition with the parents we already have who are attending events to recruit more parents to get involved -Build a strong PTO to promote our school and fundraise to use that money to enrich students' learning and experiences.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

All students, including numerically significant subgroups, will meet a 37% target in the area of English Language Arts on the SBAC assessments. CCMS will focus on literacy across all content areas through the use of the following instructional strategies: close reading, annotation, claims, evidence, and reason. Students will also focus on improving their performance in ELA by practicing the ELA standards across other subject areas.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from the Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts	At CCMS we will set a SMART Goal that 37% of our students will meet or exceed the Achievement Standards on the 2024 SBAC (CAASPP report).	30% of students passed the SBAC English exam last May, 2024. We were 7 percentage points away from meeting our goal of 37%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategy: CCMS will provide teachers and instructional staff with professional development opportunities to expand their knowledge base and provide data based strategies to improve student achievement.	Fully Implemented	Funds will be allocated for teachers and instructional staff to receive professional development to expand their knowledge base and provide them with data based strategies to improve student achievement. 5000-5999: Services And Other Operating Expenditures Title I 5,000	Funds will be allocated for teachers and instructional staff to receive professional development to expand their knowledge base and provide them with data based strategies to improve student achievement. 5,580
To strengthen the literacy of our students, specifically students who need more consistent explicit, sequential, and systemic instruction, CCMS will purchase additional supplemental instructional materials to support learning in ELA.	Fully Implemented	Supplemental funds will be allocated to purchase materials across the curriculum including science manipulatives to better engage our students. Science manipulatives and the written materials that accompany them will provide students with opportunities to improve	Supplemental funds will be allocated to purchase materials across the curriculum including science manipulatives to better engage our students. Science manipulatives and the written materials that accompany them will provide students with opportunities to improve

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>their students nonfiction reading comprehension as well as their expository communication skills in speaking and writing helping them to meet the R.I. Reading Informational Text Standards. 4000-4999: Books And Supplies Title I 7,000</p>	<p>their students nonfiction reading comprehension as well as their expository communication skills in speaking and writing helping them to meet the R.I. Reading Informational Text Standards. 6,254.89</p>
<p>To support students struggling in ELA, CCMS will focus on literacy across ALL content areas. We will purchase licenses to digital programs such as Canva and Teachers Pay Teachers and other supplemental materials necessary to scaffold lessons and provide differentiated instruction.</p>	<p>Fully Implemented</p>	<p>Funds will be allocated to purchase materials licenses to online subscriptions that use data based strategies and rubrics to provide independent work, remediation and enrichment opportunities to differentiate our students by strengths and areas of need in the ELA standards. 4000-4999: Books And Supplies Title I 10,000</p>	<p>Funds will be allocated to purchase materials licenses to online subscriptions that use data based strategies and rubrics to provide independent work, remediation and enrichment opportunities to differentiate our students by strengths and areas of need in the ELA standards. 4,100</p>
<p>To support students struggling in ELA, CCMS will focus on literacy across all content areas. Support Staff and teachers will participate in professional developments focused on supplemental ELA instructional strategies to increase at-risk student achievement. Supplemental strategies will focus on literacy and reading fluency.</p>	<p>Not Implemented</p>	<p>Funds will be allocated to fund the hire of a Bilingual Instructional Assistant to work with teachers to better meet the needs of the students. 2000-2999: Classified Personnel Salaries Title I 30,000</p>	<p>Funds will be allocated to fund the hire of a Bilingual Instructional Assistant to work with teachers to better meet the needs of the students. 0</p>

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.

Professional Development for English teachers were provided by the district, but CCMS spent \$5,580 on payments for substitute teachers while teachers met to analyze students who were at-risk in failing English or are behind in the literacy skills. We did not carve out time to hire a Bilingual Instructional Assistant. The \$4,100 spent was on Quizizz. Teachers found it useful, and it was the only software bought for Goal 1, Strategy/Activity 3. The district provided us with an English component of the MyPath software to help students hone in on their English skills. Representatives from MyPath also gave teachers a PD on the math and English components of their software. For Goal 1, Strategy/Activity 2, materials and supplies were spent to encourage higher student performance in literacy across the curriculum and in English via books for the library. Science manipulatives were bought to aid reading comprehension and analysis in a science class were purchased. Our English coach supported English teachers with professional development, and funding for the coach came from the district.

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: All students, including numerically significant subgroups, will meet the 25% target in the area of Math on the District Unit Benchmark Assessments. CCMS will focus on Math Literacy through notation, vocabulary development, Problem Solving, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results from the Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics.	At CCMS we will set a SMART Goal that 23% of our students will meet or exceed the Achievement Standards on the 2024 SBAC (CAASPP report).	15% of students passed the SBAC Math exam last May, 2024. We were 8 percentage points away from meeting our goal of 23%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide teachers and support staff professional development in intervention programs and evidence based instructional strategies to meet needs of underperforming students. Math Instructional Strategies will address notation, vocabulary development, Problem Solving, and Communicating Reasoning.	Fully Implemented	Funds will be allocated for teachers and instructional staff to receive professional development to expand their knowledge base and provide them with data based strategies to improve student achievement. 5000-5999: Services And Other Operating Expenditures Title I 5,000	Funds will be allocated for teachers and instructional staff to receive professional development to expand their knowledge base and provide them with data based strategies to improve student achievement. 0
CCMS will supply teachers and students with supplemental instructional material to support interventions for at-risk math students.	Fully Implemented	CCMS will purchase supplemental books, math kits and other instructional materials such as subscriptions to online programs to mitigate learning loss, and support our supplemental and intervention programs that address the math	CCMS will purchase supplemental books, math kits and other instructional materials such as subscriptions to online programs to mitigate learning loss, and support our supplemental and intervention programs that address the math

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		needs of all students 4000-4999: Books And Supplies Title I 7,000	needs of all students 5,000
Purchase digital subscriptions and software to support supplemental instruction and interventions for our at-risk math students.	Fully Implemented	CCMS will provide teachers and students with the technology, digital applications and audio visual equipment to address the needs of all of our math students that are currently not meeting the proficiency standard. This technology will be a supplement to what is necessary to implement our core curriculum. Technology is an allowable expenditure, as long as it is connected to supplemental instruction and/or an intervention. 4000-4999: Books And Supplies Title I 10,000	CCMS will provide teachers and students with the technology, digital applications and audio visual equipment to address the needs of all of our math students that are currently not meeting the proficiency standard. This technology will be a supplement to what is necessary to implement our core curriculum. Technology is an allowable expenditure, as long as it is connected to supplemental instruction and/or an intervention. 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.

For Goal 2, Strategy/Activity 2, we had some money left over after spending the money at Office Depot for materials/supplies to help students with math. P.D. for math teachers was funded by the district. The district provided us with the math component of the MyPath software to help students hone in on their math skills. Representatives from MyPath also gave teachers a PD on the math and English components of their software. The district provided PD for math from a company called SWUN. Our math coach supported math teachers with professional development, and funding for the coach came from the district.

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: All English Learners will become proficient in English and reach high standards by increasing at a minimum one level on the reading, writing, and listening domains on the 2024 ELPAC assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Results of the ELPAC Assessment	At CCMS we will set a SMART Goal target of 18% of our English Language Learners will pass the 2024 ELPAC Assessment and reclassify their language level.	The Spring 2024 ELPAC reported that 13.79% of our EL students passed the assessment with a "4". We were approximately 4 percentage points away from meeting our goal of 18%.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide teachers and students with supplemental materials to support ELD and address the needs of our students	Not implemented	Funds allocated for the purchase of supplemental materials to meet the needs of our English Learners 4000-4999: Books And Supplies Title III 5,000	Funds allocated for the purchase of supplemental materials to meet the needs of our English Learner 0
Provide teachers professional development and conferences in the areas of need and interest. This professional development will support teachers in preparing interventions that they will implement to provide differentiated support based on student data.	Fully Implemented	Provide Certificated Staff with additional training of evidence based instructional strategies to better meet the needs of English Language Learners. This training/ Professional Development will be connected to the interventions the teachers will be implementing, based on verifiable student data. 5800: Professional/Consulting Services And Operating Expenditures Title III 4,000	Provide Certificated Staff with additional training of evidence based instructional strategies to better meet the needs of English Language Learners. This training/ Professional Development will be connected to the interventions the teachers will be implementing, based on verifiable student data. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CCMS will provide data based supplemental services and online subscriptions that will provide opportunities for students to receive differentiated ELD practice.</p>	<p>Fully Implemented</p>	<p>Provide Certificated Staff with additional training of evidence based instructional strategies to better meet the needs of English Language Learners. This training/ Professional Development will be connected to the interventions the teachers will be implementing, based on verifiable student data. 5000-5999: Services And Other Operating Expenditures Title III 1,245</p>	<p>Provide Certificated Staff with additional training of evidence based instructional strategies to better meet the needs of English Language Learners. This training/ Professional Development will be connected to the interventions the teachers will be implementing, based on verifiable student data. 0</p>

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 provided funds for a full-time English Coach, who was a teacher during the previous year, is funded by the district. The Coach did provide teachers with support and strategies for engaging lesson plans that target EL and all students. Some English teachers attended a conference in Colorado on using A.I. That was also funded by the district. The district also provided all of its schools with the software Summit K12 and myPath. Those two software applications help English Learners with honing in on their academic English skills. Books and supplies strictly for EL students were not purchased during the 2023-2024 school year. Teachers asked for and used the supplies that the office staff provided for all students, so the money allocated for those supplies came from non-Title 1 funds.

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

To ensure that families and members of the community have the opportunity to assist in and support the educational process through participation in decision making, volunteer opportunities, parent education, and the creation of partnerships

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Sign in Sheets 2021-22 Parent Participation Data: school events/parent meetings	10% increase in parent and family engagement	There has been an increase in parent involvement. We have had more parents fill out surveys and attend school events and meetings. The Parent Liaison, who is fluent in Spanish, plays an important role in interacting with and building connections between parents, students, and staff members.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide support to CCMS through the use of a Community Liaison	Fully Implemented	Community Liaison will help increase communication between school and families of at-risk and underperforming students by distributing school events & parent meeting calendar electronically and through traditional mail to parents of Title 1 students, Liaison will contact parents through telephone, social media, and a Parent Newsletter. Community Liaison to support Title 1 parents and train them on how to use the AERIES Portal so they can monitor their child's progress. Community Liaison to attend parent education workshops and school	Community Liaison will help increase communication between school and families of at-risk and underperforming students by distributing school events & parent meeting calendar electronically and through traditional mail to parents of Title 1 students, Liaison will contact parents through telephone, social media, and a Parent Newsletter. Community Liaison to support Title 1 parents and train them on how to use the AERIES Portal so they can monitor their child's progress. Community Liaison to attend parent education workshops and school

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		events, as needed, and based on specific topics addressing Title 1 student needs. 2000-2999: Classified Personnel Salaries Title I 15,000	events, as needed, and based on specific topics addressing Title 1 student needs. 15,000
<p>CCMS will host/ provide Parent Workshops on topics such as Mental Health, Substance Abuse, Social Media, Strategies to help your Child, Health and Sex Education, and How to have an effective parent conference. Parents will participate in Learning Walks throughout the year. Parent representatives to attend CAFE conference.</p>	Partially Implemented	<p>Funds will be allocated to provide parents with Education and Training Opportunities; Education and Training opportunities to be provided by LUSD and outside consultants; Fees and expenses for parents to attend professional development. 5800: Professional/Consulting Services And Operating Expenditures Title I 3,000</p>	<p>Funds will be allocated to provide parents with Education and Training Opportunities; Education and Training opportunities to be provided by LUSD and outside consultants; Fees and expenses for parents to attend professional development. 1,200</p>
<p>CCMS will purchase Resources for Parents to help foster a Home-School Connection</p>	Not Implemented	<p>Funds will be allocated to purchase books for parents, materials and supplies to operate parent meetings and special events for family engagement 4000-4999: Books And Supplies Title I 446.00</p>	<p>Funds will be allocated to purchase books for parents, materials and supplies to operate parent meetings and special events for family engagement 0</p>
		<p>CCMS will provide Technology in the parent center to allow parents access to computers to access Aeries/ ParentSquare/ Google Classroom and other programs that help connect parents to their children and the rest of the school community. 4000-4999: Books And Supplies Title I 10,000</p>	<p>CCMS will provide Technology in the parent center to allow parents access to computers to access Aeries/ ParentSquare/ Google Classroom and other programs that help connect parents to their children and the rest of the school community. 0</p>

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.

Books and supplies were not needed because the Parent Liaison mostly uses paper provided from the district to make copies of the monthly parent workshops and events calendar, as well as flyers. We also currently do not have a dedicated Parent Center room. We hope to get one soon while another classroom gets refurbished, so that we can use the Parent Center room once the English and math coach move to another room. They are temporarily using the Parent Center bungalow/trailer room. Therefore, we did not need to purchase books, pamphlets, etc. to showcase. Since we currently do not have a dedicated Parent Center, we do not have a Technology Nook to assist parents with using technology. The Community Liaison currently has her own small, desk area in the front office and all parent-related meetings are held in the Library. Funding for the Parent Liaison's salary is partially used from Title 1 money. She makes more than the amount we budgeted for her position. The \$1,200 expense represents a Parenting Workshop. The other workshops were either provided by the district, staff at CCMS, or organizations that volunteer to present without charging the school.

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: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. CCMS will focus on strengthening the connection between students and school and addressing their Socio-Emotional Learning Needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CCMS Suspension Data Number of Student Referrals CA Dashboard School Climate Indicator	CCMS has established a SMART Goal target of a 20% reduction in suspensions during our return to in-person learning.	Suspensions and the number of student referrals have increased this academic school year year, 2024-2025, along with the student population at CCMS. There are more students with intra-district and inter-district transfers at CCMS this year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will implement character building into the curriculum in order to decrease the number of student suspensions and student referrals. The character building program will provide students with additional opportunities to engage in literacy skills (close reading, writing, and claims, evidence, and reason), which will help our school further support our underperforming students.	Partially Implemented	Funds will be allocated to purchase supplies and materials needed to communicate school activities and events for students in order to improve school culture and climate. Funds allocated to support teachers in purchasing supplemental materials (Character Building Programs/ Curriculum) motivational books/ posters and materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. 4000-4999: Books And Supplies Title I 3,014	Funds will be allocated to purchase supplies and materials needed to communicate school activities and events for students in order to improve school culture and climate. Funds allocated to support teachers in purchasing supplemental materials (Character Building Programs/ Curriculum) motivational books/ posters and materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. 8,985.00
SEL/ Academic Field Trips	Partially Implemented	CCMS students will attend field trips,	CCMS students will attend field trips,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		including trips to colleges to improve their Socio Emotional Learning and expose them to possibilities of their academic futures. 5800: Professional/Consulting Services And Operating Expenditures Title I 20,000	including trips to colleges to improve their Socio Emotional Learning and expose them to possibilities of their academic futures. 0
Purchase materials and equipment to support our students emotional well-being	Partially Implemented	Provide opportunities for our student to attend workshops, interact with Guest Speakers and enjoy assemblies that celebrate and motivate them and improve their Social Emotional well being and connection to school. 5800: Professional/Consulting Services And Operating Expenditures Title I 2,538	Money spent to purchase Daily Agendas for all students to promote organization in students' studies and home/school communication, which would promote SEL. 9,741.58
SEL Lead	Fully Implemented	CCMS will use supplemental funds to help obtain an SEL Lead. The person in this position will be in charge of our SEL program. This Lead will work with students, teachers and counselors to directly support the Social Emotional Learning of CCMS students and support our PBIS Program. The lead will also plan, facilitate and collaborate to implement evidence based instructional strategies and methodologies into classroom practice, conduct demonstration lessons. Other responsibilities include assisting teachers in planning appropriate intervention strategies	CCMS will use supplemental funds to help obtain an SEL Lead. The person in this position will be in charge of our SEL program. This Lead will work with students, teachers and counselors to directly support the Social Emotional Learning of CCMS students and support our PBIS Program. The lead will also plan, facilitate and collaborate to implement evidence based instructional strategies and methodologies into classroom practice, conduct demonstration lessons. Other responsibilities include assisting teachers in planning appropriate intervention strategies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		for at-promise students, including English learners, and participating on the PBIS/ SEL team to ensure culturally aligned responses and to support students' social-emotional needs that may hinder academic growth. 1000-1999: Certificated Personnel Salaries Title I 150,000	for at-promise students, including English learners, and participating on the PBIS/ SEL team to ensure culturally aligned responses and to support students' social-emotional needs that may hinder academic growth. 162,579

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.

For Goal 5, Activity/Strategy 1, the district purchased a character building software app for students called "Second Step", so CCMS did not have to buy it. That app is used in the elective courses on Wednesdays. We did go over budget with Goal 5, Activity/Strategy 1 because we spent \$5,985 + \$3,000 (technically for two school years, but the amount landed during this SPSA year 2023-24) on the Minga app, but only some teachers have used it so far, so it has only been partially implemented. We wanted to roll out schoolwide use of Minga, but we have not got to it yet. There have also been talks about changing our school's cell phone policy. Using Minga typically requires a cell phone for students to quickly make hall passes and use its features for other activities, but a Chromebook could also be used too. Having recognition and PBIS assemblies during the school day, led by our SEL Lead, did not require additional funding. Also, the Community Schools Case Manager was able to assist with SEL and PBIS activities for students from Community Schools' resources. Instead of spending the money in Goal 5, Strategy/Activity 3 on guest speakers and workshops, more than the money allocated for that account was spent on school supplies/materials. Hence, money spent to purchase Daily Agendas for all students to promote organization in students' studies and home/school communication, which would promote SEL. The SEL Lead has been doing an excellent job in promoting SEL and PBIS. His salary and benefits are fixed costs, and we underestimated how much his benefits costs when they are added to his salary, which is well under \$150,000. The district accountant notified me that we have spent around \$162,000 so far for the SEL Lead. Also, the \$162,579 may end up being a little higher from March 2024 - March 2025 because the salary for our SEL Lead is broken into different payments that are not all accounted for at the time of the approval of our school plan (SPSA). \$20,000 was allocated to college field trips, but students have only attended one field trip so far sponsored by the PBIS program. That trip was funded by LCAP, not Title 1 money.

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.

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

CCMS currently shows some relatively stagnant academic growth in the areas of English Language Arts, English Language Development, and mathematics. The school needs to provide supplemental interventions, as well as more engaging and effective first lessons in the classroom to reduce the need for supplemental intervention.

Our test results from the 2023-2024 academic year were very similar to the scores from previous years. CCMS students continue to need support in the areas of English Language Arts, English Language Development, and math. Data from the 2023-2024 ELA SBAC Assessment reflect that 70% of our students could improve in their performance bands in order to meet or exceed grade level standards. The average student at CCMS is 62 points away from meeting grade level standards. Our goal for the 2025 ELA SBAC is to increase our percentage of students scoring in the top 3 performance bands, so that there would be fewer students scoring a "1 - Standard Not Met" on the ELA Exam. For the 2023-2024 school year, 30% students met or exceeded standards on SBAC English while that percentage was 29% in 2022 - 2023.

The students continue to struggle with reading comprehension, making inferences, citing textual evidence, and writing conventions. They also struggle with the motivation to write a well thought-out, full-length essay. Providing intervention strategies and materials to address these shortcomings would help our students succeed in the upcoming school year.

The SBAC Math assessment results from 2023-2024 show that the percentage of students scoring in the Below Standard bands (a Score of 1 or 2) on SBAC Math is approximately 85%. The vast majority of students did not meet or exceed standards. Our overall performance of students meeting or exceeding standards only decreased. Only 15% of students were proficient in math with a score of 3 or 4. This is a one percent decrease from last year's SBAC Math pass rate of 16%. Our students are an average of 104 points from meeting the standards of the SBAC math assessment. An area of growth for our students greatly exists for math. So far, our implementation of the new intervention program "WOW" (Work on Work) as an in-school intervention strategy on Wednesdays may help students improve on their math skills.

Assessment Results:

Identify ELA areas of strength:

Based on the 2024 SBAC ELA data, 79.3% of CCMS students were above or near standard in the Listening domain where they were assessed on understanding spoken information. This has remained stable for the last five years. 71.08% of students scored above or near standard in the Research/Inquiry domain, which assesses how well students find and present information about a topic. We will continue to work on these two areas for the 2025 SBAC ELA to see if they could do better on these two areas of strength.

Identify ELA areas of need:

Based on the 2024 SBAC ELA data in Writing where students were assessed on well they communicate in writing, the percentage of students scoring below standard is 45.65%. Last year, students scoring below standard was 47%. Those two data points are pretty consistent. The domain that students score the

lowest in is Writing. The second lowest score that students on average earned were in the Reading domain, which assesses how well students understand stories and information that they read. 36.7% of the students scored Below Standard in the Reading domain. At Benchmark Reflection meetings during the 2024-2025 school year, teachers attest that students continue to struggle with reading comprehension, making inferences, citing textual evidence, and writing conventions. They also struggle with the motivation to write a well thought-out, full-length essay. Providing intervention strategies and materials to address these shortcomings would help our students succeed in the upcoming school year.

Identify ELD areas of strength:

Based on 2024 ELPAC data, the domain that our English Learners performed the best on was Speaking with 48 to 56% of 8th - 7th graders, respectively, scoring in the "Well Developed" band. While only 2.31% of English Learners met grade level standards on the ELA SBAC assessment, 50.57% of our EL students scored in the 3 to 4 levels on the annual ELPAC Assessment. As our students continue to progress in their ability to read, listen, speak, and write in academic English, these skills can be used across the curriculum. ELs made a slight improvement compared to the 2023 ELPAC and ELA SBAC data when 1% of English Learners met grade level standards and 49% of EL students scored a 3 or 4 on the 2023 ELPAC exam.

Identify ELD areas of need:

Based on 2024 data, our English Language Learners are in need of additional support in Reading, Writing, and Speaking. Additional supplemental instruction in the areas of Read, Writing, and Speaking need to be provided to English Language Learners. Our students are having difficulty mastering academic vocabulary, reading comprehension, making inferences, and writing proficiency. English Learners were given time to work on a software program called Summit K12, which help students hone in on basic academic English skills in the four domains. Teachers noticed that students rushed through long, reading passages. Our English Learner students, as well as our non-EL students, need to build stamina and grit when it comes to reading long passages and writing well thought-out paragraphs and essays.

Identify Math areas of strength:

Based on 2024 SBAC Math data, the percentage of CCMS students who met or exceeded standards was at 15%, which is 1% less than our SBAC Math data in 2023. 59% of our students scored a "1 - Standard Not Met" in 2024 while 59.9% scored a "1-Standard Not Met" in 2023. This shows that our students' performance in math have stayed stagnant. Students did not perform better nor worse over the course of two years. For both 2022-23 and 2023-24 school years, the SBAC Math data shows that at least 40% of our students are in the 2 to 4 range (Standard Nearly Met and Standard Met or Exceeded). This gives these students a baseline to work with as they further develop their math skills.

Identify Math areas of need:

Based on 2024 data, there is a strong need for supplemental instruction in mathematics. Based on SBAC data, the percentage of students who met or exceeded the standard was 15%. If we could move the students who scored a 2 to a 3, that would greatly raise our SBAC Math pass rate as 40% our our students had scored somewhere between a 2 to a 4. 15% of students meeting grade level standards in math is very low. Over half of our students are struggling with math as 60% earned a "1-Standard Not Met" on the SBAC Math exam. Also, our students continue to score low overall on common benchmark assessments. This shows that additional supplemental instruction and materials are needed to include areas such as Concepts and Procedures, Problem Solving, and Communicating Reasoning. There is a need for students to enjoy math and find it relevant in the real world.

School: Cesar Chavez Middle 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
Work on Work (WOW) program. This provides in-school intervention and assignment completion to students on Wednesdays.	All CORE subjects	grades, Google Classroom and AERIES for missed assignments	grades, Google Classroom and AERIES for missed assignments	Wow Teacher Survey, grades, Google Classroom and AERIES for missed assignments	Fully Implemented
Summit K12 ELD program and ELPAC preparation during class time, i.e. right after an EL Data Chat	English Language Development	grades, ELA Benchmarks (common assessments), SBAC, and ELPAC scores, Summit K12 pre-test and summative Personalized Learning Plans (PLPs) scores	grades, ELA Benchmarks, SBAC, and ELPAC scores, Summit K12 pre-test Personalized Learning Plans (PLPs) scores in Reading and Writing	grades, ELA Benchmarks, SBAC, and ELPAC scores, Summit K12 Summative Test Personalized Learning Plans (PLPs) scores in Reading and Writing	Fully Implemented
Saturday School Intervention Recovery	Core subject tutoring and assignment completion	Missing assignments, ongoing assignments, attendance, AERIES	Missing assignments, ongoing assignments, attendance, AERIES	Missing assignments, ongoing assignments, attendance, AERIES	Fully Implemented
MyPath Math and English Winter Break Usage Competition to work on building a math and English skills	English and math	MyPath usage statistics	MyPath usage statistics, grades	MyPath usage statistics, grades	Fully Implemented, but we barely any students participated.
Summit K12 ELD Program and ELPAC Prep Winter Break Usage Competition	English Language Development	grades, ELA Benchmarks (common assessments), SBAC, and ELPAC scores, Summit K12 pre-test and summative Personalized Learning Plans (PLPs) scores,	grades, ELA Benchmarks, SBAC, and ELPAC scores, Summit K12 pre-test and summative Personalized Learning Plans (PLPs) scores, Summit K12 usage statistics	grades, ELA Benchmarks, SBAC, and ELPAC scores, Summit K12 pre-test and summative Personalized Learning Plans (PLPs) scores, Summit K12 usage statistics	Fully Implemented, but the participation rate was very low

		Summit K12 usage statistics			
Linguistic Learning Lab on Wednesdays in English class	English	ELA Benchmarks (common assessments), Teacher Reflection Meetings after a Benchmark, in class formative and summative assessments, grades	ELA Benchmarks (common assessments), Teacher Reflection Meetings after a Benchmark, in class formative and summative assessments, grades	ELA Benchmarks (common assessments), Teacher Reflection Meetings after a Benchmark, in class formative and summative assessments, grades	Fully Implemented (this is our first year; in addition, we have an English Coach supporting English teachers)
Summit K12 ELD Program and ELPAC Prep Intervention (outside of English class time, 2 weeks before the ELPAC)	English Language Development	grades, ELA Benchmarks (common assessments), SBAC, and ELPAC scores, Summit K12 pre-test and summative Personalized Learning Plans (PLPs) scores, Summit K12 usage statistics	grades, ELA Benchmarks (common assessments), SBAC, and ELPAC scores, Summit K12 pre-test and summative Personalized Learning Plans (PLPs) scores, Summit K12 usage statistics	Ongoing	Fully Implemented
PBIS College Field Trip to Cal State L.A.	All Core Subjects	grades	grades	N/A	Fully Implemented
PBIS Check-in, Check-out (CICO) for At-Risk Students	All Core Subjects	grades	grades	Ongoing	Fully Implemented
Core Subject Tutoring, Assignment Completion, and time to work on Summit K12 or MyPath	All core subjects, but mainly English and math	grades	grades	grades	Fully Implemented, mostly students from an after-school program called Think Together attend these tutoring/intervention sessions; it was hard to recruit more students to stay after school

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?
 Students seem to prefer in-class interventions during regular school hours rather than relying on them to volunteer to attend an after-school intervention. In that case, the WOW program was successful. According to a Wow Teacher Survey, teachers kept on average no more 15 students in the classroom during a WOW period to provide them with more personalized academic support. When given time during the school day for English Learners to work on improving their ELD skills with Summit K12, students were able to complete their pre-test and summative test for their personalized learning plans. English Learners were able to

learn about their EL status and how to get reclassified through EL Data Chats. This session had them reflect on their performance and set goals to improve their academic English skills.

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

We would like to keep the programs mentioned above.

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

We would like to conduct Data Chats earlier on in the school year instead of right before Winter Break. We would like to keep all of the interventions we had this year for next school year, but we will start earlier and be more intentional in promoting and carrying out the interventions for next school year. For after-school interventions, we would like to set aside time to contact parents and find ways to motivate students to wanting to stay after school or on a Saturday for English or math intervention or tutoring support. The same would apply for supporting English Language learners with English Language Development outside of school hours. Besides academic intervention in core subject courses, we need to have interventions and workshops that help students feel more accountable for their grades and actions at school, feel more intrinsically motivated to work hard and do well in school, and have a better sense of mental well-being (SEL).

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

N/A. Every bit counts. We just need to find ways to improve on them and to be more intentional.

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

A new intervention in the upcoming school year would include helping students with self-motivation, self-accountability, and SEL besides the ones mentioned above to help students perform well academically in math, English, and other core subjects. When students have a better sense of well-being and motivation to put forth full effort into their academic pursuits, it would be easier for them to learn and do well in school. We would to help students get support from their parents (more parent engagement) and help students find real-world relevance or application in what they learn in the core subjects, in particular English and math. Overall, the motto "It takes a village to raise a child" rings true.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Improve student performance in ELA, by focusing on school-wide literacy (reading and writing)

Goal Statement

All students, including numerically significant subgroups, will meet a 35% target in the area of English Language Arts on the 2024-25 ELA SBAC assessment. CCMS will focus on reading comprehension, critical thinking, and writing across all content areas through the use of data based instructional strategies, technology and supplemental materials. Students will also focus on improving their performance in ELA by practicing the ELA standards across other subject areas.

Basis for this Goal

What data did you use to form this goal?

SBAC Results, ELPAC results, Teacher surveys, Illuminate, student grades, District Benchmark Unit Assessments in ELA

What were the findings from the analysis of this data?

At CCMS as of 2/25/25, English Language Learners make up 23.3% of the student population. 50.57% of our English Language Learners are making progress towards English Language proficiency.

Based on ELPAC scores for 2023-24 academic year, 24 students scored Level 4 on the ELPAC and 14% of CCMS ELPAC test takers reclassified their language fluency level.

The 2023-2024 SBAC data illustrates that school wide, CCMS had 30% of its students meet or exceed grade level standards in ELA. CCMS plans to increase the number of students who meet and or exceed standards from 30% to 35%.

How will the school evaluate the progress of this goal?

Grade Level / Department Meeting Agenda & Minutes
Meetings Action Plans
Teacher Common Agreements
DRS (Data Reflection Sessions)
ELPAC, SBAC, Illuminate, Common Assessments Data
AIMS Monitoring Tool
Teacher Created Pre and Post Assessments
Lesson Plans
ELA Matrices
Wednesday Linguistic Learning Lab Lessons

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Results from the Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts	30% of CCMS students met or exceeded the standards on the ELA section of the SBAC, and 70% of CCMS students were unable to meet the Achievement Standards.	At CCMS, we will set a SMART Goal that 35% of our students will meet or exceed the Achievement Standards on the 2025 SBAC (CAASPP report).

Planned Strategies/Activities

Strategy/Activity 1

Strategy:

CCMS will provide teachers and instructional staff with professional development opportunities to expand their knowledge base and provide data based strategies to improve student achievement. CCMS will focus on literacy across all content areas. Support Staff and teachers will participate in professional developments focused on supplemental ELA instructional strategies to increase at-risk student achievement. Supplemental strategies will focus on literacy and reading fluency.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 -March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds will be allocated for teachers and instructional staff to receive professional development to expand their knowledge base and provide them with data based strategies to improve student achievement.

Strategy/Activity 2

To strengthen the literacy of our students, specifically students who need more consistent explicit, sequential, and systemic instruction, CCMS will purchase additional supplemental instructional materials to support learning in ELA.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead

Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies that focus on Reading Informational Text to increase mastery in reading comprehension, writing and literacy.

Strategy/Activity 3

To support students struggling in ELA, CCMS will focus on literacy across ALL content areas. We will purchase licenses to digital programs and other supplemental materials necessary to scaffold lessons and provide differentiated instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Funds will be allocated to purchase materials or licenses to online subscriptions that use data based strategies and rubrics to provide independent work, remediation and enrichment opportunities to differentiate our students by strengths and areas of need in the ELA standards.

Strategy/Activity 4

Academic Intervention and Support

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,750
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide students with extended learning opportunities outside of regular school hours and supplemental intervention for all students who are struggling academically.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Improve student performance in mathematics by focusing on math literacy

Goal Statement

SCHOOL GOAL: All students, including numerically significant subgroups, will meet the 20% target in the area of Math on the 2025 SBAC Assessments. CCMS will focus on Math Literacy through notation, vocabulary development, problem solving, analyzing & interpreting data, and communicating reasoning.

Basis for this Goal

What data did you use to form this goal?

End of semester grades, End of quarter grades, Math SBAC scores, ELPAC, Teacher Surveys, and District Unit Assessments in Math.

What were the findings from the analysis of this data?

The 2024 SBAC reported that 15% of CCMS students met or exceeded standards in the Math SBAC assessment. 85% of CCMS students did not meet the standards on the Math SBAC assessment.

How will the school evaluate the progress of this goal?

Grade Level / Department Meeting Agendas & Minutes
Meetings Action Plans
DRS (Data Reflection Sessions)
Teacher Agreements
Math Common Assessments Data
Monitoring Tool
Lesson Plans
Math Matrices

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Results from the Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics.	15% of CCMS students met and/or exceeded the Achievement Standards on the 2023 Math SBAC assessments. and 90% of the students are performing below standards.	At CCMS we will set a SMART Goal that 20% of our students will meet or exceed the Achievement Standards on the 2025 SBAC (CAASPP report).

Planned Strategies/Activities

Strategy/Activity 1

Provide teachers and support staff professional development in intervention programs and evidence based instructional strategies to meet needs of underperforming students.
Math Instructional Strategies will address notation, vocabulary development, Problem Solving, and Communicating Reasoning.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 -March 2026

Person(s) Responsible

Principal
Assistant Principal
Math Coach
Instructional Lead
Teachers
Students
Parents

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds will be allocated for teachers and instructional staff to receive professional development to expand their knowledge base and provide them with data based strategies to improve student achievement.

Strategy/Activity 2

CCMS will supply teachers and students with supplemental instructional material to support interventions for at-risk math students.

Students to be Served by this Strategy/Activity

All

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Math Coach
Instructional Lead
Teachers
Students
Parents

Proposed Expenditures for this Strategy/Activity

Amount	22,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	CCMS will purchase supplemental books, math kits, other instructional materials, technology, digital applications and audio visual equipment, including but not limited to subscriptions to online programs to mitigate learning loss and support our supplemental and intervention programs that address the math needs of all students.

Strategy/Activity 3

Academic Intervention and Support

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Math Coach
Instructional Lead
Teachers
Students
Parents

Proposed Expenditures for this Strategy/Activity

Amount	8,750
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide students with extended learning opportunities outside of regular school hours and supplemental intervention for all students who are struggling academically.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Improve the English language proficiency of English Language Learners

Goal Statement

School Goal: All English Learners will become proficient in English and reach high standards by increasing at a minimum one level on the reading, writing, speaking and listening domains on the 2025 ELPAC assessment.

Basis for this Goal

What data did you use to form this goal?

End of semester grades, End of quarter grades, ELPAC, Teacher surveys, Illuminate, SBAC ELA and SBAC Math scores.

What were the findings from the analysis of this data?

2023-2024 ELPAC scores show that 13.79% (24) of our English Learners scored Level 4 on the ELPAC assessment. How will the school evaluate the progress of this goal?

Grade Level / Department Agendas & minutes
Meetings Action Plans
DRS (Data Reflection Sessions)
ELPAC
Common Assessments Data, Illuminate
Classroom performance
ELA Matrices

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Results of the ELPAC Assessment	13.79% of our English Learners passed the ELPAC exam. Approximately 86% of our English Learners did not.	At CCMS, we will set a SMART Goal target of 19% of our English Language Learners will pass the 2024 ELPAC Assessment and reclassify their language level.

Planned Strategies/Activities

Strategy/Activity 1

Provide teachers and students with supplemental materials to support ELD and address the needs of our students

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead
Support Staff
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,515
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Funds allocated for the purchase of supplemental materials to meet the needs of our English Learners

Strategy/Activity 2

Provide teachers professional development and conferences in the areas of need and interest. This professional development will support teachers in preparing interventions that they will implement to provide differentiated support based on student data.

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead
Support Staff
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide Certificated Staff with additional training of evidence based instructional strategies to better meet the needs of English Language Learners. This training/ Professional Development will be connected to the interventions the teachers will be implementing, based on verifiable student data.

Strategy/Activity 3

Academic ELD Intervention to Support English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
English Coach
Instructional Lead
SEL Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide English Learners with extended learning opportunities outside of regular school hours and supplemental intervention English Language Learners, so that they can develop their academic English skills in the areas of speaking, listening, reading, and writing.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Increase Parent, Family, and Community Engagement

Goal Statement

To ensure that families and members of the community have the opportunity to assist in and support educational process through participation in decision making, volunteer opportunities, parent education, and the creation of partnerships.

Basis for this Goal

Needs Assessment distributed to parents at SSC and Coffee with the Principal indicate:

Parents are interested in attending workshops on various topics and in volunteering for the school. Parents request communication between school and home be improved and are more personalized. The parents who are involved would like more parents involved and engaged in workshops and meetings for parents. Parents who attend school meetings expressed the need for interactive activities that involve the school staff, students, and parents, i.e. a math competition, or a fun event for stakeholders like what an elementary school may host. They feel that these after-school events may give parents and students a stronger connection and bond with the school.

The number of parents actively participating in ELAC, SSC, and Coffee with the Principal demonstrate there is a need for CCMS to increase parent and community engagement. There is also a need to increase the number of parents regularly checking into the AERIES Portal.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Parent Sign in Sheets 2023-24 Parent Participation Data: school events/parent meetings	N/A	10% increase in parent and family engagement

Planned Strategies/Activities

Strategy/Activity 1

Provide support to CCMS through the use of a Community Liaison

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Administration
Support Staff
Parents

Students

Proposed Expenditures for this Strategy/Activity

Amount	16,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Community Liaison will help increase communication between school and families of at-risk and underperforming students by distributing school events & parent meeting calendar electronically and through traditional mail to parents of Title 1 students, Liaison will contact parents as needed. The Community Liaison will also support Title 1 parents and train them on how to use the AERIES Portal, so they can monitor their child's progress. The Community Liaison will attend, coordinate, and support parent education workshops and school events, as needed, and based on specific topics addressing Title 1 students' needs. The Community Liaison will also collaborate with the Community School Case Manager in carrying out duties to support Title 1 students and parents.

Strategy/Activity 2

CCMS will host and provide Parent Workshops that are relevant to parents, i.e. Mental Health, Substance Abuse, Bullying, Social Media, strategies to help their children, Health and Sex Education, etc. Parents will participate in Learning Walks throughout the year. Parent representatives will attend the annual CAFE conference.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Administration
Support Staff
Community School Case Manager
Parents
Students

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds will be allocated to provide parents with Education and Training Opportunities; Education and Training opportunities to be provided by LUSD and outside consultants; fees and expenses for parents to attend professional development.

Strategy/Activity 3

CCMS will purchase resources for parents to help foster a home-school connection and family engagement

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
School Secretary
Community Liaison
Community Schools Case Manager
Parents

Proposed Expenditures for this Strategy/Activity

Amount	2,874
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Funds will be allocated to purchase books for parents, materials, and supplies to operate parent meetings and special events for family engagement.
Amount	5,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	CCMS will provide Technology in the parent center to allow parents access to computers to access Aeries, Parent Square, Google Classroom, meeting presentations, and other programs that help connect parents to their children and the rest of the school community.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve school culture by providing a safe and inspiring learning environment to address the Socio-Emotional Learning (SEL) needs of our students

Goal Statement

All students will be educated in learning environments that are safe, drug-free and conducive to learning. CCMS will focus on strengthening the connection between students and the school by addressing their Socio-Emotional needs, so that students will be more motivated to do well academically and in other aspects of their lives.

Basis for this Goal

What data did you use to form this goal?

Needs Analysis Survey from parents
Data from School Safety Plan
Parent input via SSC and Coffee with the Principal
Teacher Surveys
Aeries reports on Suspensions
LynPBIS and AERIES Reports on Student Discipline

What were the findings from the analysis of this data?

Cesar Chavez Middle School needs to expand on MTSS for students through Character Building, Counseling, Health Collaborative Referrals, and Academic/Behavior Interventions. There have been more fights and bullying during this 2023-2024 school year when compared to the last school year. The student population had also greatly increased this year as inter-school or inter-district transfer requests had been granted. Discipline/Suspension data shows a need for school assemblies and school wide initiatives on substance abuse, mental health, anti-bullying, social media, and making positive choices.

How will the school evaluate the progress of this goal?

CCMS will continue to monitor progress of this goal through data collection in Aeries and through surveys from students and teachers. Student discipline data and school culture data will be analyzed and discussed at Staff Meetings each quarter.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
CCMS Suspension Data Number of Student Referrals CA Dashboard School Climate Indicator	According to AERIES, during the 2023-2024 school year, 73 students were suspended. During the first semester of the 2024-2025 school year, 42 students were suspended. Also according to AERIES, during the 2023-2024 school year, there were 251 referrals. During the first semester of the 2024-2025 school year, 42 students were suspended. The numbers of referrals and suspensions have been trending	CCMS has established a SMART Goal target of a 10% reduction in suspensions.

Metric/Indicator**2023-2024 SBAC Data****Expected Outcome**

upwards this school year when compared to last school year.

Planned Strategies/Activities**Strategy/Activity 1**

Teachers will implement character building into the curriculum in order to decrease the number of student suspensions and student referrals. The character building program will provide students with additional opportunities to engage in literacy skills (close reading, writing, and claims, evidence, and reason), which will help our school further support our underperforming students.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Admin- Principal
Asst. Principal
Counselors
SEL Lead
Teachers
Instructional Lead
ASB

Proposed Expenditures for this Strategy/Activity

Amount	8,028
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Funds will be allocated to purchase supplies and materials needed to communicate school activities and events for students in order to improve school culture and climate. Funds allocated to support teachers in purchasing supplemental materials (Character Building Programs/ Curriculum) motivational books/ posters and materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. Also, purchase Daily Agendas for students to keep students organized.

Strategy/Activity 2

SEL and Academic Field Trips

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Admin- Principal
Asst. Principal
Counselors
SEL Lead- Mr. Vallejo
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	CCMS students will attend field trips, including trips to colleges to improve their Socio Emotional Learning and motivation while exposing them to endless possibilities of their academic and professional futures.

Strategy/Activity 3

Purchase materials and equipment to support our students emotional well-being

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Administration
Counselors
ASB
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide opportunities for our students to attend workshops, interact with Guest Speakers and enjoy assemblies that celebrate and motivate them and improve their Social Emotional well being and connection to school. Provide materials and/or supplies needed for these events/assemblies.

Strategy/Activity 4

SEL Lead

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

SEL Lead

Proposed Expenditures for this Strategy/Activity

Amount	165,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CCMS will use supplemental funds to continue to retain our SEL Lead. The SEL Lead will continue to be in charge of our SEL program. This Lead will work with students, teachers, and counselors to directly support the Social Emotional Learning of CCMS students and support our PBIS Program. The lead will also plan, facilitate and collaborate to implement evidence-based instructional strategies and methodologies into classroom practice, and conduct lesson demonstrations. Other responsibilities include assisting teachers in planning appropriate intervention strategies for at-risk students, including English learners, and leading the PBIS/ SEL team to support students' social-emotional needs that may hinder academic growth.

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	310,917.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	310,917.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	296,402.00	0.00
Title III	14,515.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	296,402.00
Title III	14,515.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	189,500.00
2000-2999: Classified Personnel Salaries	16,000.00
4000-4999: Books And Supplies	64,417.00
5800: Professional/Consulting Services And Operating Expenditures	41,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	182,500.00
2000-2999: Classified Personnel Salaries	Title I	16,000.00
4000-4999: Books And Supplies	Title I	59,902.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	38,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	4,515.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00

Cesar Chavez Middle 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 Cesar Chavez Middle 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])

Cesar Chavez Middle 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])

Cesar Chavez Middle 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, and whenever possible, offer meetings/events at different locations, formats, days of the week, and/or different times, ensure that 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 Cesar Chavez Middle School's Schoolsite Council (SSC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Cesar Chavez Middle 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])

Cesar Chavez Middle 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, 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, 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 Cesar Chavez Middle School is satisfactory and meets students' needs. The curriculum used at Cesar Chavez Middle School is aligned to the state and national standards, e.g. Common Core, NGSS, etc. Students engage in periodic benchmark assessments in both English and math to assess their understanding of those academic standards that they are responsible for learning. These assessments are then reviewed by staff in a Data Reflection Session to review areas of our students' strengths and growths in order to decide on support strategies. Efforts are made to adapt and personalize the material to make it accessible and engaging to students.

Cesar Chavez Middle School will continue to provide a schoolwide Fall 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. Parent conferences during spring semester are available upon request with the student's teachers.

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])

Cesar Chavez Middle School will continue to provide opportunities for families to meet with point staff to discuss a student's needs and suggested support through formal, scheduled parent-teacher conferences throughout the school year.

(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])

Cesar Chavez Middle 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 Cesar Chavez Middle School's Plan for Student Achievement (SPSA).

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

Revised and Approved by SSC on February 21, 2025.

Cesar Chavez Middle 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 Secundaria Cesar Chavez:

(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 secundaria Cesar Chavez seguirá celebrando una reunión anual del Título I en el otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa del 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 secundaria Cesar Chavez seguirá identificando las necesidades de las familias a través de la Encuesta anual de familias del Título I que puedan 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 y, siempre que sea posible, ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o horarios diferentes, garantizar que la información se proporcione en un idioma y formato que las familias comprendan fácilmente y proporcionar 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 participación de los padres y la familia seguirá siendo revisada anualmente por el Consejo escolar (SSC) de la escuela secundaria Cesar Chavez. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la escuela secundaria Cesar Chavez seguirá siendo revisado anualmente como parte del desarrollo anual del Plan escolar para el 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 secundaria Cesar Chavez seguirá brindando información oportuna sobre el programa Título I, Parte A de varias maneras, pero no limitadas a notificaciones, mensajes de llamada general, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo escolar (SSC), Comité asesor de estudiantes de inglés (ELAC), Café con el director, Noche de regreso a la escuela, Conferencias de padres y maestros, Casa abierta, 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 plan de estudios utilizado en la escuela secundaria Cesar Chavez es satisfactorio y satisface las necesidades de los estudiantes. El plan de estudios utilizado en la escuela secundaria Cesar Chavez está alineado con los estándares estatales y nacionales, p. ej. Common Core, NGSS, etc. Los estudiantes participan en evaluaciones de referencia periódicas tanto en inglés como en matemáticas para evaluar su comprensión de los estándares académicos que son responsables de aprender. Luego, el personal revisa estas evaluaciones en una sesión de reflexión de datos para revisar las áreas de fortalezas y crecimiento de nuestros estudiantes con el fin de decidir sobre las estrategias de apoyo. Se realizan esfuerzos para adaptar y personalizar el material para que sea accesible y atractivo para los estudiantes.

La escuela secundaria Cesar Chavez seguirá brindando conferencias de padres y maestros en otoño en toda la escuela 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 nivel de grado para la competencia, los informes de datos para las evaluaciones académicas estatales y locales y las intervenciones disponibles para los estudiantes que necesitan ayuda. Las conferencias de padres durante el semestre de primavera están disponibles a pedido con los maestros del estudiante.

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 secundaria Cesar Chavez seguirá brindando oportunidades para que las familias se reúnan con el personal de referencia para analizar las necesidades de un estudiante y el apoyo sugerido a través de conferencias de padres y maestros formales y programadas durante el año escolar.

(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 secundaria Cesar Chavez seguirá compartiendo anualmente las formas en que las familias pueden proporcionar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares, tal como se identifican en el Plan para el Logro Estudiantil (SPSA) de la escuela secundaria Cesar Chavez.

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

Revisado y aprobado Por SSC el 21 de febrero de 2025.

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ms. Susan Riehle	Principal
Ms. Yaquelin Rodriguez	Classroom Teacher
Mr. Fernando Mandujano	Classroom Teacher
Ms. Cynthia Lopez	Classroom Teacher
Ms. Lydia Gomez	Other School Staff
Ms. Martina Rodriguez	Parent or Community Member
Ms. Paola Fraire	Parent or Community Member
Ms. Ana Pineda	Parent or Community Member
Walter Rodriguez	Secondary Student
Scarlett Ramirez Quiroz	Secondary Student

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 2/28/25.

Attested:



Principal, Ms. Susan Riehle on 2/28/25



SSC Chairperson, Walter Rodriguez on 2/28/25

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