

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	Lynwood High School
Address	12124 Bullis Rd Lynwood, CA 90262
County-District-School (CDS) Code	19647741935436
Principal	Ana Gonzalez
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 20, 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

Mission Statement:

Lynwood High School's mission is to prepare all students for college and careers by providing rigorous learning opportunities that promote integrity, pride, accountability, and excellence.

Vision Statement:

Lynwood High School envisions being a model of excellence in academic, emotional, and social development, empowering students to compete and contribute to a global society.

School Profile

Lynwood High School, a key institution within the Lynwood Unified School District, proudly serves over 1,882 students. This diverse student population reflects the community's demographics, with 94% identifying as Hispanic and 5% African American. Part of a larger district comprising twelve elementary schools, two middle schools, two comprehensive high schools, and two continuation schools, Lynwood High School stands out with its commitment to educational excellence and community involvement.

Established in 1998, the school experienced a temporary relocation back to its original site in the 2021 school year. This move underscores our adaptability and dedication to continuous education under varying circumstances. Lynwood is home to around 70,504 residents, with a rich cultural diversity, predominantly Hispanic or Latino (87.6%), African American (8.8%), and other ethnicities making up about 3%. Notably, over half of the housing units are occupied by renters, and nearly a quarter of Lynwood's residents live below the poverty line. This socio-economic backdrop shapes our educational strategies and community outreach programs.

At Lynwood High School, we highly value parent and community engagement. This is evident through our active involvement in organizations like the School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Schools Initiative, and various Booster Clubs. Our school calendar is rich with events such as Back to School Night, Open House, and AVID meetings, which offer numerous opportunities for parent participation. Additionally, our partnerships with the Red Cross for blood drives, local colleges and universities for educational programs, as well as volunteer opportunities during lunchtime further foster a sense of community and shared responsibility.

Academically, we prioritize addressing the achievement gap for our students. Utilizing Title 1 funding, Lynwood High School provides a range of supplemental support services, from in-class assistance to differentiated instruction. Moreover, the district's Supplementary Education Services extend from after-school tutoring to in-home support, a vital resource for many students. With the advent of the Local Control Funding Formula, we are enhancing these support systems through the Local Control Accountability Plan for the 2024-25 school year.

Our partnership with "Project Lead the Way" is a testament to our commitment to innovative education. This program offers students insights into engineering design, manufacturing processes, and biomedical sciences, culminating in a college exam that can earn them credits from the Rochester Institute of Technology. The program, funded through R.O.P and the Los Angeles County of Education (LACOE), includes courses like Introduction to Engineering, Principles of Engineering, and Biomedical Engineering.

Collaborations with higher education institutions such as UCLA, Long Beach State, CSU Los Angeles, East L.A. College, and Compton College enrich our educational offerings. For instance, our relationship with Cerritos College has led to a beneficial articulation agreement with our Career Technical Education (ROP) program. In partnership with Compton College, we also offer on-site community college courses, further expanding educational opportunities for our students and the community. Representatives from CALSOAP and EAOP visit our campus weekly, guiding students toward successful transitions to college and university studies.

Our academic achievements include a commendable a-g completion rate of 56.5% in 2023. Lynwood High School's dedication to academic excellence and a productive learning environment was acknowledged during our 2018 WASC visit, earning us a full 6-year accreditation with a one-day revisit in 2021, successfully passing all mid-cycle checkpoints. Our strategic planning approach involves integrating Action Plan SMART Goals into our Single Plan for Student Achievement (SPSA), ensuring a unified and purposeful direction in addressing our critical academic and school-wide needs.

Outside the classroom, Lynwood High School excels in various extracurricular activities. The Educare Foundation and The Movement provide after-school programs, including physical training and volunteering opportunities, even during distance learning periods. Our CTE staff has garnered recognition in competitions like Skills USA, and our culinary arts program has been featured in numerous competitions. The school's Dance, Basketball, Football, Esports, and MESA teams have also won awards and championships, highlighting our diverse talents.

In terms of academic performance, CDE data for 2024-2025 shows that approximately 39% of our students met or exceeded standards in English, a slight decrease from 50% in the previous year. However, we saw and maintained improvement made in 2022 in mathematics, with 12% meeting or exceeding standards compared to 10% in 2022. Parent involvement is a cornerstone of our school culture, evidenced by programs like Coffee with the Principal, Cookies with the Counselors, and various parental councils.

Our school was instrumental in earning the prestigious College Board's AP District of the Year award, reflecting our unwavering dedication to creating a college and career-focused culture. Offering 22 different AP examinations and recognized Pre-AP classes for 9th graders, we are at the forefront of advanced placement education. Our teachers are featured in College Board campaigns and serve as national trainers, showcasing our educational leadership.

Every year, we form task force teams to analyze school-wide data and develop action plans based on these insights. Following each WASC visit, these teams focus on the Visiting Team's recommendations, demonstrating our commitment to continuous improvement. We regularly evaluate our student achievement, discipline, and survey data, engaging all staff members in revising and updating our goals. This collaborative approach extends to parents and students, who are invited to review data sets and provide feedback.

Annually, Lynwood High School reviews its performance against the goals set in the School Plan for Student Achievement. This process begins each summer with our Leadership team analyzing a range of data including SBAC, ELPAC results, English learner reclassification rates, graduation rates, Advanced Placement data, and more. The findings from this analysis guide the creation of task force groups for the school year and inform the revision of our SPSA and action plan. These evaluations are presented to parents and the community through various forums, ensuring transparency and involvement in our continuous quest for excellence.



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

During the 2024-25 school year, the SSC agrees to the following procedures for completing all work involving the SPSA:
Step one: Analyze SBAC, ELPAC, and local assessment data.

Process: A committee composed of the principal, teachers, students, and parents will meet monthly to review testing data and local benchmark results. Findings from step 1 will be used to complete step 3. Final findings will be presented for review and approval to the SSC on the date determined after all discussions and planning have been held.

Step two: Gather input from ELAC and the School Safety Plan Committee.

Process: A committee composed of voting and non-voting stakeholders will attend the respective meetings of each advisory group to explain the current plan development process. The committee will review the recommendations of the advisory committees and provide a list of recommendations to the SSC once its recommendations are finalized. The committee will ensure that each advisory group outlines how it will continue to provide input to the council (i.e. sending a delegate to SSC meetings) The SSC will set up a standard agenda item under “new business” to listen/review/discuss any advisory group input.

Step three: SPSA strategies

Process: A committee composed of principal, teachers, students, and parents, consultants met on 10/15/24, 12/2/24, and 1/27/25 to review testing data and local benchmark results. Findings from step 1 will be used to complete step 3. Final findings will be presented for review and approval to the SSC on 2/20/25.

Step 4: Budget development

Process: The council at-large will discuss budget allocations for the adopted strategies from step 3 on 2/20/25.

Step 5: Finalize and submit SPSA for School Board Approval

Date: The principal will turn in the final draft of the SPSA to State and Federal department for submission to the Lynwood Unified School Board on 2/28/25.

Step 6: SPSA monitoring

Process: The council at-large or a committee will complete the monitoring forms for all strategies by the December SSC meeting. The council or committee will involve the following groups in completing the forms (list other departments, subcommittees, advisory committees).

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). The SSC team consists of principal, lead teacher, teachers, students, and parents to discuss action plans to improve student achievement. SSC met once a month in the 2024-2025 school year to discuss the action plans created to meet the goals of the SPSA.

Resource Inequities

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

Supplemental mathematics interventions focusing on foundational skills for students.

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	0.05%	0%	0.11%	1	0	2
African American	5.28%	6.78%	7.44%	103	132	140
Asian	0.10%	0.21%	0.27%	2	4	5
Filipino	%	0%	%		0	
Hispanic/Latino	93.95%	91.98%	91.13%	1834	1790	1715
Pacific Islander	0.20%	0.26%	0.16%	4	5	3
White	0.26%	0.62%	0.64%	5	12	12
Multiple/No Response	0.10%	0.15%	0.16%	2	3	3
	Total Enrollment			1952	1946	1882

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	478	512	493
Grade 10	541	505	493
Grade 11	515	536	487
Grade 12	418	393	409
Total Enrollment	1,952	1,946	1,882

Data Trends:

1. While dashboard data has shown that Lynwood High School enrollment has decreased over the past 5 years as the student population is declining.
2. Local data shows a continue increase in 12th grade enrollment, followed by small decreases in 9th, 10th, and 11th grade.
3. The number of 12th graders has not been above 500 students for any of the past three years which suggests many factors are forcing students to complete their education elsewhere or discontinue it.

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	391	412	381	19.60%	20.0%	20.2%
Fluent English Proficient (FEP)	1074	983	920	56.60%	55.0%	48.9%
Reclassified Fluent English Proficient (RFEP)	28	31	34	2%	8%	11%

Data Trends:

1. Worth noting that FEP enrollment numbers are total of IFEP and students enrolled who are already RFEP combined. Numbers under RFEP are those who were reclassified that year. RFEP numbers have slowly increased each year.
2. Despite declining enrollment, there has been a steady increase in the number of ELL students enrolling each year.
3. This does not include the LTEL data, which shows that the percentage of LTEL's is the main source of stagnation, and which has been increasing each year.

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 11	451	469	467	415	452	449	413	450	447	92.0	96.4	96.1
All Grades	451	469	467	415	452	449	413	450	447	92.0	96.4	96.1

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 11	2577.	2558.	2535.	18.64	16.00	13.42	31.23	30.00	24.38	25.91	24.22	22.60	24.21	29.78	39.60
All Grades	N/A	N/A	N/A	18.64	16.00	13.42	31.23	30.00	24.38	25.91	24.22	22.60	24.21	29.78	39.60

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 11	21.12	16.67	13.20	56.55	57.78	55.70	22.33	25.56	31.10
All Grades	21.12	16.67	13.20	56.55	57.78	55.70	22.33	25.56	31.10

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 11	24.27	22.20	14.57	52.18	49.78	47.98	23.54	28.03	37.44
All Grades	24.27	22.20	14.57	52.18	49.78	47.98	23.54	28.03	37.44

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 11	11.86	6.67	8.28	69.25	73.33	66.44	18.89	20.00	25.28
All Grades	11.86	6.67	8.28	69.25	73.33	66.44	18.89	20.00	25.28

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 11	17.92	18.44	16.55	68.28	62.44	58.17	13.80	19.11	25.28
All Grades	17.92	18.44	16.55	68.28	62.44	58.17	13.80	19.11	25.28

Data Trends:

1. The percentage of students being tested has increased each year, which depicts a more accurate measure of student performance.
2. The percentage of students who scored Standard Met, or Exceeded, decreased most recently, while other years the number has been stagnant near 50%.
3. The increase in the number of students scoring below standard on all domains shows there is a need for immediate interventions to improve English proficiency and performance.

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 11	451	468	468	411	448	444	411	448	444	91.1	95.7	94.9
All Grades	451	468	468	411	448	444	411	448	444	91.1	95.7	94.9

* 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 11	2484.	2486.	2481.	2.43	2.01	1.80	8.03	10.04	7.66	18.98	21.43	21.85	70.56	66.52	68.69
All Grades	N/A	N/A	N/A	2.43	2.01	1.80	8.03	10.04	7.66	18.98	21.43	21.85	70.56	66.52	68.69

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 11	3.65	4.24	2.03	56.69	53.13	54.73	39.66	42.63	43.24	
All Grades	3.65	4.24	2.03	56.69	53.13	54.73	39.66	42.63	43.24	

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 11	2.19	3.35	1.13	60.10	59.60	62.39	37.71	37.05	36.49
All Grades	2.19	3.35	1.13	60.10	59.60	62.39	37.71	37.05	36.49

Data Trends:

1. Our school set a goal for 15% of students to meet or exceed standards; however, our actual achievement was 10%. While we made progress, we fell short of our target by 5 percentage points.
2. Additionally, a large percentage of students continue to score at Level 1. In 2021-22, 70% of students scored at Level 1, the highest percentage over the past four years. In 2022-23, this number decreased to 65%, moving closer to pre-pandemic levels. However, in 2023-24, the percentage increased again to 69.4%, indicating a need for deeper analysis and targeted interventions.
3. By all standards, our math scores remain very low. However, new support has been implemented for the math department, including the addition of instructional coaches starting in the 2024-2025 school year. While we anticipate a broader impact in the coming years, we have already seen improvement in student performance on the

Algebra 2 Unit Benchmark exams. These early gains suggest that targeted support and instructional coaching are making a difference, and the school remains hopeful that these efforts will lead to increased student achievement on the SBAC.

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
9	1517.2	1526.4	1521.5	1515.6	1526.1	1523.9	1518.2	1526.1	1518.7	95	103	96
10	1525.1	1520.7	1523.8	1513.7	1517.7	1522.0	1536.1	1523.1	1525.1	116	99	112
11	1529.4	1518.3	1529.1	1517.8	1495.9	1528.3	1540.5	1540.3	1529.4	90	83	92
12	1552.2	1532.7	1545.0	1546.9	1526.6	1551.4	1557.1	1538.4	1538.2	59	64	66
All Grades										360	349	366

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
9	3.16	8.91	8.33	25.26	32.67	29.17	47.37	37.62	33.33	24.21	20.79	29.17	95	101	96
10	8.62	6.38	11.21	31.90	29.79	32.71	37.07	39.36	23.36	22.41	24.47	32.71	116	94	107
11	4.60	7.32	8.14	36.78	21.95	24.42	32.18	35.37	39.53	26.44	35.37	27.91	87	82	86
12	10.34	8.20	16.67	48.28	34.43	25.76	24.14	31.15	30.30	17.24	26.23	27.27	58	61	66
All Grades	6.46	7.69	10.70	33.99	29.59	28.45	36.52	36.39	31.27	23.03	26.33	29.58	356	338	355

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
9	8.42	24.75	29.17	50.53	37.62	28.13	26.32	23.76	19.79	14.74	13.86	22.92	95	101	96
10	18.10	21.28	33.64	44.83	40.43	26.17	16.38	19.15	13.08	20.69	19.15	27.10	116	94	107
11	20.69	12.20	18.60	41.38	35.37	47.67	14.94	24.39	12.79	22.99	28.05	20.93	87	82	86
12	32.76	27.87	30.30	44.83	32.79	33.33	8.62	19.67	18.18	13.79	19.67	18.18	58	61	66
All Grades	18.54	21.30	28.17	45.51	36.98	33.24	17.42	21.89	15.77	18.54	19.82	22.82	356	338	355

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
9	4.21	5.15	4.17	67.37	68.04	59.38	28.42	26.80	36.46	95	97	96
10	3.45	10.23	4.81	73.28	67.05	63.46	23.28	22.73	31.73	116	88	104
11	9.20	3.90	3.57	64.37	61.04	58.33	26.44	35.06	38.10	87	77	84
12	8.62	11.48	9.09	72.41	60.66	56.06	18.97	27.87	34.85	58	61	66
All Grades	5.90	7.43	5.14	69.38	64.71	59.71	24.72	27.86	35.14	356	323	350

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
9	54.74	76.77	64.52	33.68	9.09	17.20	11.58	14.14	18.28	95	99	93
10	56.90	73.33	66.34	22.41	13.33	12.87	20.69	13.33	20.79	116	90	101
11	55.17	34.57	69.77	24.14	40.74	13.95	20.69	24.69	16.28	87	81	86
12	74.14	55.93	69.23	13.79	23.73	15.38	12.07	20.34	15.38	58	59	65
All Grades	58.71	61.70	67.25	24.44	20.67	14.78	16.85	17.63	17.97	356	329	345

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
9	2.13	9.00	7.29	34.04	34.00	29.17	63.83	57.00	63.54	94	100	96
10	10.34	7.78	6.60	38.79	35.56	33.02	50.86	56.67	60.38	116	90	106
11	5.75	6.25	3.61	42.53	35.00	34.94	51.72	58.75	61.45	87	80	83
12	10.34	4.92	6.06	39.66	39.34	40.91	50.00	55.74	53.03	58	61	66
All Grades	7.04	7.25	5.98	38.59	35.65	33.90	54.37	57.10	60.11	355	331	351

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
9	1.05	1.06	0.00	71.58	69.15	63.16	27.37	29.79	36.84	95	94	95
10	0.86	0.00	0.00	73.28	74.16	68.27	25.86	25.84	31.73	116	89	104
11	6.90	7.59	2.35	68.97	59.49	64.71	24.14	32.91	32.94	87	79	85
12	14.04	5.08	7.94	66.67	64.41	63.49	19.30	30.51	28.57	57	59	63
All Grades	4.51	3.12	2.02	70.70	67.29	65.13	24.79	29.60	32.85	355	321	347

Data Trends:

1. The overall mean scale score has decreased slightly from around 1550 to 1526.

2. Out of 380 EL students, 31 (8%) scored in the Well-Developed range, 106 (28%) in the Moderately Developed range, 122 (32%) in the Somewhat Developed range, and 121 (32%) in the Beginning range.
3. While ELPAC performance has improved, it's only have 1-2%. The passing rate is still less than the state average, but we hope with the implementation of Summit K12, there will be an increase in 2024.

School and Student Performance Data

Student Population

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,882	99.4%	20.2%	0.9%

Total Number of Students enrolled in Lynwood High 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	381	20.2%
Foster Youth	16	0.9%
Homeless	74	3.9%
Socioeconomically Disadvantaged	1,871	99.4%
Students with Disabilities	276	14.7%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	140	7.4%
American Indian	2	0.1%
Asian	5	0.3%
Filipino	0	0.0%
Hispanic	1,715	91.1%
Two or More Races	3	0.2%
Pacific Islander	3	0.2%
White	12	0.6%

Conclusions based on this data:

1. Lynwood High School had remained very steady in overall and subgroup enrollment over the last three years, despite no longer being at the 2000+ enrollment number. Factors could be related to the temporary location change of the campus.
2. Students with Disabilities have increased slightly and the site is making adjustments to keep up its exemplary service to that population with the same amount of teachers and aides, and ELL population has stayed around 20%.
3. Counselors and administration continue to receive training to better serve the Foster Youth, Homeless, and Newcomer populations. The school has added an additional support counselor to assist with ELL support.

School and Student Performance Data

Overall Performance

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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

Graduation Rate



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Yellow

College/Career



Green

Conclusions based on this data:

1. SBAC data shows a decrease in ELA performance which does not mirror local benchmark performance, which brings up the concern of which assessment reflects student achievement more accurately.
2. Local data is showing relative stability in the D-F rate, therefore we should be expecting graduation rates to perform in a similar, manner as previous years.
3. The College and Career indicates improvement as the increasing in A-G rate and in the number of college applications each year is improving.

School and Student Performance Data

Academic Performance English Language Arts

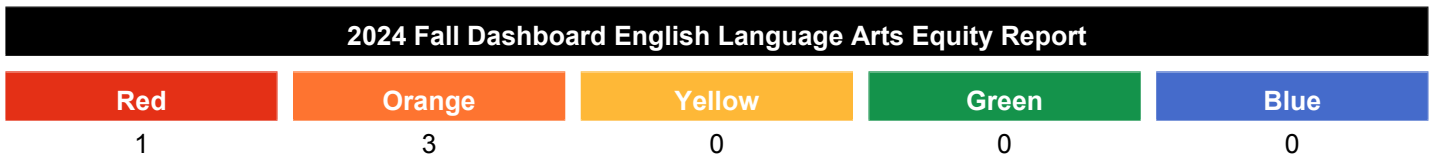
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This section provides number of student groups in each level.



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>39.2 points below standard</p> <p>Declined 16.7 points</p> <p>424 Students</p>	<p>English Learners</p> <p>Red</p> <p>136.6 points below standard</p> <p>Declined 16.8 points</p> <p>104 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>138.7 points below standard</p> <p>Declined 11.3 points</p> <p>62 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>72.8 points below standard</p> <p>Declined 7.8 points</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>38.4 points below standard</p> <p>Declined 14.4 points</p> <p>421 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>119.0 points below standard</p> <p>Increased 19.6 points</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>74.6 points below standard</p> <p>Increased 4.7 points</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>36.5 points below standard</p> <p>Declined 17.3 points</p> <p>401 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>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. English learners as whole decreased 16.8 points and when our Long-Term English Learners are examined, we see a decrease of 11.3 points in their performance as well.
2. African American students are performing below standards but there was a slight increase of 4.7 points. All of our student groups need improvement.
3. Students with Disabilities have experienced an increases in performance, although they scored 119 points below standard, that was an increase of 19.6 points. while for our Homeless students also highlights a need for more focused attention and support.

School and Student Performance Data

Academic Performance Mathematics

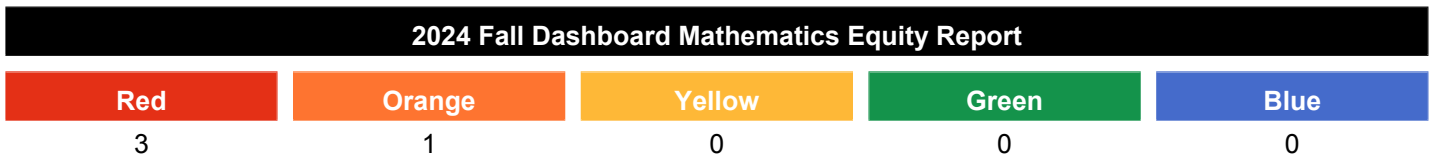
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>137.2 points below standard</p> <p>Maintained 0.1 points</p> <p>421 Students</p>	<p>English Learners</p> <p>Red</p> <p>195.9 points below standard</p> <p>Declined 7.0 points</p> <p>105 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>216.3 points below standard</p> <p>Declined 12.9 points</p> <p>62 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>190.6 points below standard</p> <p>Declined 32.3 points</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>136.1 points below standard</p> <p>Maintained 1.3 points</p> <p>418 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>199.4 points below standard</p> <p>Increased 12.1 points</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>171.8 points below standard</p> <p>Increased 16.9 points</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>134.7 points below standard</p> <p>Maintained 0.9 points</p> <p>398 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>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. All students are held steady from the previous year averaging 137.2 points below the standard in mathematics, but there's a positive trend with an increase of 5.65 points from previous years.
2. African American students are significantly below standard, by 171.8 points respectively, yet showed a notable improvement, with increases of 16.1 points.
3. Current English Learners are deeply below standard by 195.9 points, with a decline of 7 points, while Long-Term English Learners declined by 12.9 point to performing 216.3 points below standard.

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 40.8% making progress. Number Students: 319 Students	Long-Term English Learner Progress  Yellow 40.6% making progress. Number Students: 244 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.2%	37.9%	0%	40.1%

Conclusions based on this data:

- English Learner progress in the 2021-22 school year was at 46.6%, showing significant progress. The progress fell to 34.5% in the 2022-23 school year and increased to 40.8% in the 2023-24 school year. Although there were inconsistencies in the last three years, the data for English Learner Progress increased by 6.3% during the last academic school year.
- A significant number of EL students, 142 in total, have maintained their English Language Proficiency (ELP) level, which suggests stability in their language skills but also indicates a potential need for additional support to help them advance.
- While 150 students progressed at least one ELP level, showing improvement in their English language skills, there are 65 students who have decreased by one ELP level, highlighting an area of concern that may require targeted intervention.

School and Student Performance Data

Academic Performance College/Career Report

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

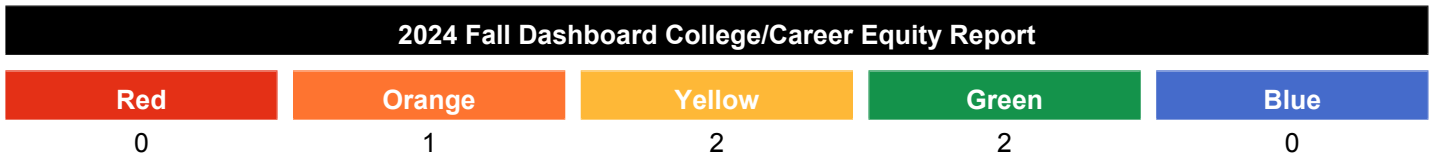
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>40 Prepared</p> <p>Increased 8.7</p> <p>485 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>17.8 Prepared</p> <p>Increased 7.3</p> <p>107 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>16.9 Prepared</p> <p>Increased 9.4</p> <p>71 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>26.5 Prepared</p> <p>Increased 14</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>40.1 Prepared</p> <p>Increased 8.8</p> <p>481 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>10.3 Prepared</p> <p>Maintained 1.5</p> <p>68 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>18.6 Prepared</p> <p>Increased 18.6</p> <p>43 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>42 Prepared</p> <p>Increased 9.4</p> <p>438 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>Less than 11 Students 0</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>

Conclusions based on this data:

1. The general student population has increased the level of preparedness for college and career from 31.3% to 40%. This indicates a continued need for enhanced academic support and career guidance programs.
2. Homeless students, English Learners, and Students with Disabilities are particularly underprepared, with no measurable data for Homeless Students and slight increases for English Learners (17.8%) and Students with Disabilities (10.3%) readiness respectively, suggesting these groups may benefit from targeted interventions.
3. Hispanic students show a low college/career preparedness level at 42%, while data for other ethnic groups such as African American, American Indian, Asian, Filipino, and White students are not available, highlighting a potential gap in data collection or reporting that needs to be addressed.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report



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

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. There is still no data from the dashboard regarding absenteeism, however, local data is showing a lower attendance rate compared to past years.
2. Attendance, SEL, and PBIS committees that have been created in-site to implement action plans that will improve attendance behavior and address the social-emotional needs of our students.
3. Local data shows there is a higher frequency of absences during first period and sixth period, however, the school is working on developing a system to improve the attendance rate at the school site.

School and Student Performance Data

Academic Engagement Graduation Rate

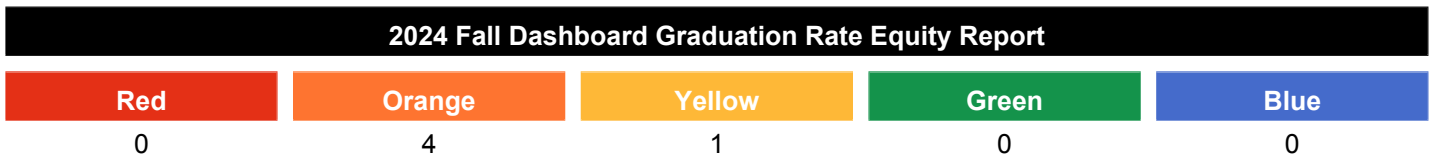
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>88.1% graduated</p> <p>Maintained 0.5%</p> <p>487 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>72.5% graduated</p> <p>Increased 2.7%</p> <p>109 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>74.6% graduated</p> <p>Declined 5.9%</p> <p>71 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>73.5% graduated</p> <p>Declined 1.5%</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>88.2% graduated</p> <p>Declined 1%</p> <p>482 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>76.5% graduated</p> <p>Declined 4.2%</p> <p>68 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>97.7% graduated</p> <p>Increased 15.3%</p> <p>43 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>87% graduated</p> <p>Declined 1.8%</p> <p>440 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>1 Student</p>

Conclusions based on this data:

1. Overall, 88.1% of students graduated, a slight decrease of .5 from previous data, suggesting a need to investigate and address the factors contributing to this decline.
2. Homeless students and Students with Disabilities are seeing a decline in graduation rates by 1.5% and 4.2% respectively, yet their overall rates have maintained for all students at 88.1% graduated.
3. African American students show an increase in graduation rates by 15.3% to 97.7%, while English Learners increased by 2.7% to 72.5%. Long-Term English Learners, Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students all showed decline in graduation rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

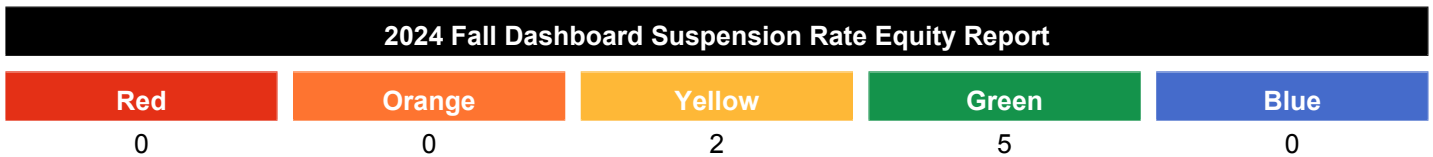
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This section provides number of student groups in each level.



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>3.8% suspended at least one day</p> <p>Declined 3.4%</p> <p>2119 Students</p>	<p>English Learners</p> <p> Green</p> <p>3.8% suspended at least one day</p> <p>Declined 6.4%</p> <p>450 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>4.3% suspended at least one day</p> <p>Declined 6%</p> <p>326 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>11.1% suspended at least one day</p> <p>Declined 13%</p> <p>27 Students</p>	<p>Homeless</p> <p> Green</p> <p>3.3% suspended at least one day</p> <p>Declined 4.9%</p> <p>91 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>3.8% suspended at least one day</p> <p>Declined 3.7%</p> <p>2054 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>6.9% suspended at least one day</p> <p>Declined 5.1%</p> <p>318 Students</p>	<p>African American</p>  <p>Yellow</p> <p>10.3% suspended at least one day</p> <p>Declined 8.5%</p> <p>174 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>3.1% suspended at least one day</p> <p>Declined 3.1%</p> <p>1915 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>28.6% suspended at least one day</p> <p>Increased 9.8%</p> <p>14 Students</p>

Conclusions based on this data:

1. The overall suspension rate is 3.8% for all students which is down from 7.8% from prior data, indicating the implementation of Social Emotional Learning and mediation initiatives are effective and impactful.
2. African American students and Students with Disabilities have notably higher suspension rates at 10.3 decreasing 8.5% and 6.9% decreasing 5.1% respectively.
3. Foster Youth show a decline in suspension rates, down 13%.



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
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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) All- 9% EL- 0% Af-Am- 17% SWD- 0% Prev. year All 12% EL 1% Af-Am 5% SWD 3%	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) All- 91% EL- 100% Af-Am- 83% SWD- 100%	<p>SPSA 2024-2025 SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the school-wide target of 15% proficiency in Math on the 2025 SBAC. Significant subgroup scores will rise by a minimum of 3% on schoolwide achievement assessments.</p> <p>Targeted Intervention Programs: To address persistent math proficiency gaps and expand specialized intervention programs for English Learners (EL), African American (AA) students, and Students with Disabilities (SWD). These programs will provide tailored instruction, additional resources, and structured support services to improve student outcomes.</p> <p>Professional Development for Educators: We will continue investing in professional development for teachers, focusing on differentiated instruction, culturally responsive teaching practices, and practical strategies for supporting students with disabilities. We will also emphasize strengthening math instruction to enhance student engagement and achievement.</p> <p>Enhanced Math Curriculum and Instructional Resources: The curriculum will be refined by incorporating engaging, real-world applications, interactive technology, and hands-on learning experiences. These improvements aim to</p>

		<p>address diverse learning styles and increase student proficiency.</p> <p>Continuous Monitoring and Community Engagement: Utilize ongoing formative assessments to track student progress and adjust instructional strategies as needed. Strengthen family and community partnerships to provide additional support and enrichment opportunities that reinforce math learning beyond the classroom.</p>
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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>All- 38% EL- 4% Af-Am- 22% SWD- 5%</p> <p>Previous year: All 46% EL- 8% Af-Am- 31% SWD- 4%</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>All-62% EL- 96% Af-Am- 78% SWD- 95%</p>	<p>SPSA 2024-2025 SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the school-wide target of 54% proficiency in English Language Arts on the 2025 SBAC. Significant subgroup scores will rise by a minimum of 3% on school-wide achievement assessments.</p> <p>Customized Literacy Support Programs: Expand and refine literacy support programs to improve ELA proficiency among all students, focusing on numerically significant subgroups. These programs will incorporate targeted reading interventions, vocabulary development, and comprehension strategies to ensure measurable growth, aiming for at least a 3% increase in subgroup scores on school-wide assessments.</p> <p>ELA Professional Development for Teachers: Continue providing ongoing professional development for teachers, emphasizing evidence-based ELA instructional strategies. Training will focus on differentiating instruction to meet diverse student needs and implementing effective techniques to improve subgroup achievement in ELA.</p> <p>Comprehensive ELA Curriculum Enhancement: Strengthen the ELA curriculum by incorporating a wider range of culturally diverse texts, integrating technology-enhanced literacy tools, and fostering critical thinking and analytical skills. These enhancements align with the school’s goal of achieving 54% proficiency in ELA on the 2025 SBAC.</p>

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	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>8% Proficient (31 students) / 31 students reclassified</p> <p>Performance Levels overall- Proficient</p>	<p>SPSA 2024-2025 SCHOOL GOAL 3: 15% of all students classified as English Learners will meet the qualifications for reclassification.</p>

<p>Listening- 5.14% Speaking- 67.6% Reading- 5.98% Writing- 2.02%</p>	<p>Customized Literacy Support Programs: Expand and refine literacy support programs to improve ELA proficiency among all students, focusing on numerically significant subgroups. These programs will incorporate targeted reading interventions, vocabulary development, and comprehension strategies to ensure measurable growth. The goal is to increase subgroup scores on school-wide assessments by at least 3%.</p> <p>ELA Professional Development for Teachers: Continue providing ongoing professional development for teachers, emphasizing evidence-based ELA instructional strategies. Training will focus on differentiating instruction to meet diverse student needs and implementing effective techniques to improve subgroup achievement in ELA.</p> <p>Comprehensive ELA Curriculum Enhancement: Strengthen the ELA curriculum by incorporating a wider range of culturally diverse texts, integrating technology-enhanced literacy tools, and fostering critical thinking and analytical skills. These enhancements align with the school's goal of achieving 54% proficiency in ELA on the 2024 SBAC.</p>
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School Programs
Programas de la Escuela

<p>Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)</p>	<p>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</p>
<p>Teacher Extra Duty for Student Intervention Support: The school dedicated over 200 extra duty hours to support student academic achievement. Current benchmark data shows increasing performance results across all ELA content areas and in Algebra 2, indicating positive growth from these intervention efforts.</p> <p>SEL Lead: The instructional lead has continued to provide targeted support for ELL and at-risk students throughout the year. Anecdotal evidence suggests that this role has improved student outcomes and attendance, reinforcing the importance of SEL-based interventions.</p> <p>Formation of the EL DataChat Team: The school has established an EL DataChat Team to strengthen support for English Learners further. This team is dedicated to analyzing student performance data, identifying areas for growth, and implementing targeted strategies to help ELL students succeed on the ELPAC assessment. Educators can provide more personalized interventions through collaborative data-driven discussions, ensuring that ELL students receive the necessary support to meet reclassification criteria.</p>	<p>Transparency and Stakeholder Engagement: Ensure accountability in using categorical funds by regularly sharing updates and program outcomes with stakeholders, including staff, parents, and the community. Foster meaningful engagement by involving these groups in decision-making processes, ensuring that fund allocations align with community priorities and the best interests of students.</p> <p>Monitoring and Evaluation of Funded Programs: Establish a comprehensive system for monitoring and evaluating the effectiveness of categorically funded programs. This includes setting clear, measurable objectives, collecting and analyzing relevant data, and conducting regular program reviews. Data-driven adjustments will be made to enhance student achievement and support ongoing school improvement efforts.</p> <p>Professional Development and Capacity Building: Invest in professional development and capacity-building initiatives that empower staff to implement funded programs effectively. Training will focus on key areas such as differentiated instruction, cultural competency, and data-driven decision-making, ensuring educators have the skills to meet diverse student needs and maximize program impact.</p>

College Readiness/ <i>preparación para la universidad</i> (Qualitative Measure/Medidas cualitativas)	Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i>
<p>56.5% of students completed A-G requirements in 2023. There was an increase in 2024 to 63.7%. 94% of students graduated from LHS, including summer graduates. 74% of eligible seniors applied to at least 1 four-year university and 85% of all seniors applied to financial aid.</p>	<p>To reduce the D/F rate and minimize the need for credit recovery, the school must strengthen and expand targeted academic interventions. This includes early identification of struggling students, increased access to tutoring and mentorship programs, and enhanced support structures such as individualized learning plans and teacher-led intervention sessions. By implementing proactive measures, the school can improve student outcomes and ensure more students stay on track for graduation without requiring credit recovery.</p> <p>While there has been a notable increase in college application completions, there is a need for a more strategic and intentional approach to expanding postsecondary options, particularly for students interested in technical schools and vocational pathways. This includes strengthening partnerships with local trade schools, community colleges, and industry certification programs, as well as providing students with career counseling, hands-on learning experiences, and exposure to alternative career pathways. By broadening postsecondary planning efforts, the school can ensure that all students are well-informed and prepared for diverse career and educational opportunities beyond high school.</p>

Also, How is Our School Meeting Your Needs as Parents?

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

Evidence of Progress <i>Constancia del Progreso</i> (Qualitative Measure/Medidas cualitativas)	Important Issues to Address <i>Temas Importantes que Discutir</i>
<p>Attendance in Parent Meetings (ELAC, SSC, Coffee with the Principal, Cookies with the Counselors, Expectation assemblies and presentations) Attendance during Open House Attendance in Workshops Increased number of programs provided by the school and district</p>	<p>Parent participation has increased significantly during the 2024-25 school year. In previous years, ELAC and SSC meetings typically saw only 10-12 parents in attendance, but this year, there have consistently been 20 or more actively engaged parents. This growth reflects a positive shift in family involvement; however, further expanding parent participation is still needed.</p> <p>Despite adjusting meeting times to the morning, some parents remain unaware of important updates, as ParentSquare notifications are not always practical. To address this, the school must implement improved communication strategies, such as personalized outreach, multilingual reminders, and alternative platforms to ensure all families stay informed and engaged.</p> <p>Additionally, parents have expressed a strong interest in more programs focused on raising healthy, well-balanced children. Many have indicated challenges in establishing structure and being firm with their children. Expanding workshops on positive parenting strategies, child development, and behavioral support will give families the tools to create a supportive home environment that fosters student success.</p> <p>Lastly, parents are inquiring about how to target more resources to address the EL population for tutoring and specialized classes to increase student success opportunities.</p>
<p>Site Outreach/Communication Student Recognition Youth Truth Survey</p>	<p>Parents are asking for more tutoring opportunities for students outside of the classroom for student performance in ELA and Mathematics.</p>

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the schoolwide target of 54% proficiency in the area of English Language Arts on the 2024 SBAC. Significant subgroup scores will rise by a minimum of 3% on schoolwide achievement assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students will meet or exceed the standard on SBAC ELA section	54% of students will meet or exceed the standard on SBAC ELA section	36% of students met or exceed the standard on SBAC ELA section.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Through extended planning time, ELA teachers will implement instructional strategies to improve strategies for engagement, and to differentiate instruction for all subgroups.	Partially Implemented	<p>ELA teachers will implement instructional strategies to improve strategies for engagement, and to differentiate instruction for all subgroups. 1000-1999: Certificated Personnel Salaries Title I 3000</p> <p>Subs for release days 0000: Unrestricted Title I 2000</p>	<p>ELA teachers used their common planning period to review differentiation strategies or, at times, during the school day. Title I 0</p> <p>Subs were used for teachers who did not have the same common planning period as other ELA teachers during meeting days. Title I 2000</p>
Support interventions will be planned and implemented to support all students scoring Intensive or Strategic on the Benchmarks, writing across the curriculum, and depth of learning.	Partially Implemented	<p>Intervention opportunities will be provided for all, but especially at-risk, students to support them in keeping up with academic progress 1000-1999: Certificated Personnel Salaries Title I 17500</p>	<p>Bootcamp after-school intervention was implemented during Spring 2025 to support academic progress, primarily for at-promise 11th grade students. 1000-1999: Certificated Personnel Salaries 8000</p>
Plan and implement professional development	Fully Implemented	<p>Extra duty hours for necessary PD that</p>	<p>Summer conference for ELA teachers was</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for best classroom instruction utilizing differentiation instruction and social emotional learning strategies		occurs outside the school day or calendar 1000-1999: Certificated Personnel Salaries Title I 4500	provided to support differentiated strategies 2000-2999: Classified Personnel Salaries 4500
		Professional development consultant fees 5800: Professional/Consulting Services And Operating Expenditures Title I 3000	Professional development was provided by the district or through school staff 5800: Professional/Consulting Services And Operating Expenditures 0
Support interventions to mitigate learning loss, especially in reading, for all students, subgroups, and incoming 9th graders.	Not Implemented	Reading and other English skill intervention classes for all students, especially incoming 9th graders 1000-1999: Certificated Personnel Salaries Title I 10000	Support for ELA intervention was embedded during Wednesday school hours 0
Data analysis Intervention to determine next steps. Plan and implement interventions to supplement EL students success.	Not Implemented	Leadership and departments will form sub-committees or appoint a data team to strategically create areas of focus and interventions for all students 1000-1999: Certificated Personnel Salaries Title III 4000	Data team was not formed. 1000-1999: Certificated Personnel Salaries 0
Specific skills workshops in English that align with essential standards and curriculum alignment	Not Implemented	Provide extended learning time for all students struggling in English 1000-1999: Certificated Personnel Salaries Title I 8000	Workshops were not implemented. 1000-1999: Certificated Personnel Salaries 0
Provide teacher requested materials to differentiate instruction, raise engagement, and raise overall literacy levels, and provided ELL-specific supplemental reading materials to improve academic English proficiency	Fully Implemented	To increase literacy, teachers will order classroom sets of high-interest and/or culturally relevant books for classroom libraries 4000-4999: Books And Supplies Title I 15000	Novels and various supplemental materials to support English proficiency for all students. 1000-1999: Certificated Personnel Salaries 15000
		To improve academic English literacy, teachers will order ELL-specific supplemental	Supplies were not purchased 4000-4999: Books And Supplies 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		reading material. 4000-4999: Books And Supplies Title III 8941	
Provide EL students with individualized support staff member during instructional ELA class time.	Partially Implemented	Extra duty to train support staff so they can better support our ELL students 1000-1999: Certificated Personnel Salaries Title III 5000	Training for support staff was not implemented 1000-1999: Certificated Personnel Salaries 0
		Tutors for in-class support throughout the school day and monitoring student progress for select subgroups 2000-2999: Classified Personnel Salaries Title I 15000	A tutor was hired for part-time work to support EL student ELA progress. 2000-2999: Classified Personnel Salaries 2500
Provide English Saturday workshops, extended learning time, targeted subject workshops, and college awareness activities.	Not implemented	Extra duty for teachers to assist in all aspects of the college selection and application process 1000-1999: Certificated Personnel Salaries Title I 13794	Extra duty for teachers was provided by the district 0
		Extra duty for teachers to assist in all aspects of targeted ELA workshops 1000-1999: Certificated Personnel Salaries Title I 13794	ELA workshops were not implemented. 0
Supplemental materials for all students to support various interventions	Partially Implemented	Supplemental materials to ensure that every student is able to produce top quality work for all classes 4000-4999: Books And Supplies Title I 31147	Supplemental materials were purchased to support after-school ELA interventions for at-promise students Title I 10000

Analysis

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

The implementation of strategies and activities for Goal 1 in 2025 was mixed, with some being fully implemented, others partially implemented, and a few not implemented at all. Fully implemented activities, such as targeted professional development for teachers and the provision of high-interest literacy resources for classroom libraries, enhanced instructional capacity and student engagement. Partially implemented strategies, like the use of differentiated instructional strategies and targeted interventions for foundational skills, showed some progress but were limited by insufficient staffing and resource constraints. Meanwhile, the absence of individualized instructional support and mentoring programs for struggling students highlighted gaps in addressing the needs of all learners. These variations in implementation levels directly impacted the extent to which the goal was achieved.

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

The effectiveness of the implemented strategies was uneven. Fully implemented strategies, such as providing high-quality professional development and increasing access to classroom library resources, resulted in improved teacher confidence and higher engagement among students. However, the partial implementation of foundational skill-building interventions limited the ability to close proficiency gaps, particularly for English Learners (EL) and Students with Disabilities (SWD). As a result, while some progress was made in ELA proficiency, overall outcomes fell short of the school-wide goal of 54% proficiency. The absence of certain strategies, such as mentoring programs and individualized instructional support, left critical gaps in support for the most at-risk students.

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

There were notable differences between proposed and actual expenditures, largely tied to implementation levels. For example:

- Expenditures for professional development exceeded initial projections due to increased reliance on external trainers and additional materials.
- Costs for high-interest classroom literacy materials matched proposed amounts, as this strategy was fully implemented.
- Conversely, proposed funds for mentoring programs and individualized instructional support were not spent because these activities were not implemented. This reallocation highlights challenges in aligning planned strategies with practical resource availability.

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.

To address gaps identified in this analysis, the following changes will be made to Goal 1 in the SPSA:

1. Increased Focus on Targeted Interventions: Strategies for foundational skill-building will receive higher prioritization, with additional staffing or scheduling adjustments to ensure consistent implementation.
2. Reallocation of Resources: Funds initially allocated for underutilized strategies, such as mentoring programs, will be redirected to fully support differentiated instructional training and the expansion of intervention programs.
3. Enhanced Monitoring and Accountability: Metrics for measuring subgroup progress will be expanded to track incremental gains in ELA proficiency for EL and SWD populations. Regular progress monitoring will ensure strategies remain on track.
4. New Strategies for At-Promise Students: The plan will incorporate a renewed emphasis on individualized instructional support and mentoring programs, addressing the needs of struggling students more effectively.

These changes can be found in the updated strategies section of the 2025 SPSA, along with revised budget allocations to reflect the realignment of priorities.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the schoolwide target of 15% proficiency in the area of Math on the 2024 SBAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students meet or exceed the standard on SBAC Math section	15% will meet or exceed the standard on SBAC Math section	10% of students met or exceeded the standard on SBAC Math section.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math teachers will review assessment data from SBAC and local measures to determine areas of strength and areas of need to improve differentiated instructional strategies to better support all students	Not Implemented	<p>Math teachers will implement instructional strategies to improve strategies for engagement, and to differentiate instruction for all subgroups. 1000-1999: Certificated Personnel Salaries Title I 17500</p> <p>Grade level teams within the Math department determine instructional strategies to ensure full implementation of supplemental interventions 1000-1999: Certificated Personnel Salaries Title I 8000</p>	<p>Review of assessment data and local assessments occurred during school hours, specifically during common planning. Title I 0</p> <p>The inclusion of a Math Coach assisted teachers with determining which instructional strategies could be used to supplement interventions Title I 0</p>
Provide Math Saturday workshops, extended learning time, targeted subject workshops, and college awareness activities.	Partially Implemented	Extra duty for teachers to implement support interventions for all students to improve Math skills 1000-1999: Certificated Personnel Salaries Title I 13794	Workshops were provided to supplement all students Math skills across all grade levels. 1000-1999: Certificated Personnel Salaries 6000
At-Promise and EL students will receive math learning support using in-	Not Implemented	In-class math support tutors for at-promise and EL students 2000-2999:	Math tutors were not hired this school year.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
class support with college tutors		Classified Personnel Salaries Title I 15000	2000-2999: Classified Personnel Salaries 0
Plan a variety of Professional Development including learning walks, release time for lesson design and assessments. Ensure that reflective/collaborative teacher meetings are held to analyze data gathered from PD and evaluate, monitor and improve instructional practices	Fully Implemented	Extra duty hours for teachers taking responsibility for planning and conducting workshops 1000-1999: Certificated Personnel Salaries Title I 7500	Math teachers were given time to collaborate and analyze data to improve instructional practices Title I 7500

Analysis

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

The implementation of Goal 2 strategies showed varied results. Professional development activities, such as learning walks, release time for lesson design, and collaborative meetings to analyze data, were fully implemented, allowing teachers to refine instructional practices and evaluate their effectiveness. Similarly, workshops designed to improve math skills across all grade levels were partially implemented, providing some support for students but not to the intended extent due to resource limitations. However, key strategies such as hiring in-class math tutors to support At-Promise and EL students and providing extended learning opportunities through Saturday workshops were not implemented or only partially implemented. These gaps highlight challenges in resource allocation and logistical planning, which limited the overall scope of the plan.

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

The effectiveness of the implemented strategies was uneven. Fully implemented professional development activities positively impacted teacher collaboration and instructional quality, as teachers had the necessary support to analyze data and adjust teaching strategies. However, the partial implementation of extended learning opportunities, such as Math Saturday workshops and targeted support interventions, limited the program's ability to provide comprehensive support to all students. The absence of in-class math tutors for At-Promise and EL students was particularly significant, as these students did not receive the targeted interventions needed to address their specific challenges. Consequently, the school fell short of its goal to have 15% of students meet or exceed the SBAC Math standards.

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

Material differences arose due to the level of implementation of planned strategies. For example:

- Professional development: Expenditures matched the proposed budget as these activities were fully implemented.
- Math Saturday workshops and extended learning time: Only partially implemented, leading to reduced expenditures (e.g., \$13,794 proposed vs. \$6,000 actual).
- In-class math tutors: Not implemented, resulting in a significant difference (\$15,000 proposed vs. \$0 actual).

These discrepancies were due to challenges in executing certain strategies due to staffing shortages and logistical constraints.

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.

To address the gaps identified in this analysis, the following changes will be made:

1. Prioritize hiring in-class math tutors: Allocate resources early in the year to ensure the hiring process is completed to provide timely support to At-Promise and EL students.
2. Expand Saturday workshops and extended learning time: Develop a clearer implementation plan with defined schedules and staff assignments to ensure these strategies are fully realized.

3. Refine metrics for targeted support: Include more specific progress indicators for At-Promise and EL students to monitor the effectiveness of interventions.

4. Increase funding flexibility: Ensure that budget adjustments can be made mid-year to address unexpected barriers, such as staffing shortages.

These changes will be reflected in the updated “Strategies” and “Metrics” sections of the 2025 SPSA, with adjustments to budget allocations to align with the new priorities.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

SCHOOL GOAL 3: The percent of EL students who are English proficient on the English Learner Progress Indicator will meet the school wide target of 15% as defined by the ELPAC and reclassification data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator	25% of EL students will qualify as English proficient on the English Learner Progress Indicator	40.8% of EL students made progress according to the 2024 English Learner Progress Indicator
Reclassification Rate	15% of EL students will reclassify defined by the ELPAC and district requirements.	11% of EL students reclassified with 30% scoring a 3 on the ELPAC

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide extending learning time for ELLs focused on ELD support	Fully Implemented	Extra duty hours for teachers to provide intervention for EL students 1000-1999: Certificated Personnel Salaries Title I 10000	Data chats to support EL students ELD progress Title I 10000
Supplemental curriculum, instruction, and activities/intervention review, especially targeted at reading and writing	Partially Implemented	Extra duty to create and provide a supplemental reading engagement and literacy program 1000-1999: Certificated Personnel Salaries Title III 3683	Provided ELA teachers time to create a supplemental program for EL students to better utilize ELD supplemental materials 2500
At-Promise and ELL Support Counselor position to support students achieve academic and social emotional success	Not Implemented	Support counselor whose focus is to support ELLs and at-promise students to improve academic and social-emotional success 1000-1999: Certificated Personnel Salaries Title I 125000	Site was unable to hire a support counselor for at-promise students. Title I 0
Provide supplemental tech-based learning supplemental materials to	Not Implemented	Tech-based supplemental resources	Site focused on using district provided

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
facilitate classroom learning for ELL students to promote academic proficiency		<p>for ELL students to improve academic English language and Math foundational skills 4000-4999: Books And Supplies Title I 10000</p> <p>For any support deemed appropriate by administration to close achievement gap for EL students 0000: Unrestricted Title I 10000</p>	<p>supplemental tech-based resources (e.g. Summit K12) to improve ELA foundation skills Title I 0</p> <p>Additional support was not implemented this school. Unrestricted 0</p>

Analysis

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

The implementation of strategies for Goal 3 saw mixed levels of completion. Extending learning time for English Learners (ELs) through ELD-focused interventions was fully implemented, enabling teachers to conduct additional sessions to monitor and support EL student progress. However, supplemental curriculum and instructional activities targeted at reading and writing were partially implemented, limiting the potential for broader student impact. Key strategies, such as hiring an At-Promise and ELL Support Counselor and providing tech-based learning supplements, were not implemented, leaving critical gaps in addressing the academic and social-emotional needs of ELs and At-Promise students. These variations in implementation reflected logistical and staffing challenges that affected the scope of the goal.

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

The fully implemented strategy of extending learning time for EL students contributed positively to the progress noted in the English Learner Progress Indicator (ELPI), as approximately 40.8% of EL students made measurable progress. This suggests that the additional interventions were effective in addressing gaps in language development. The partially implemented supplemental curriculum supported some students but did not achieve its intended scale due to limited resources, which may have reduced its overall impact. The absence of an ELL Support Counselor and supplemental tech-based learning tools significantly hindered the school's ability to address both the academic and social-emotional needs of the most vulnerable students. While progress was made in reclassification rates, the absence of these strategies likely slowed the overall improvement.

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

Significant material differences were observed due to the level of implementation:

- Fully implemented strategies: Expenditures for extending learning time aligned with the proposed amount of \$10,000, as interventions for EL students were carried out as planned.
- Partially implemented strategies: The supplemental reading and writing program incurred lower costs than anticipated (\$3,683 proposed vs. \$2,500 actual) because of the limited scope of implementation.
- Not implemented strategies: The proposed \$125,000 for hiring an ELL Support Counselor and \$10,000 for supplemental tech-based learning tools were not spent, reflecting a lack of action in these areas.

These discrepancies highlight a need for better resource allocation and planning to ensure high-priority strategies can be fully executed.

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.

To improve outcomes for EL students, the following changes will be made:

1. Expand supplemental curriculum efforts: Allocate additional resources and staffing to ensure the full implementation of reading and writing interventions for EL students.

2. Reintroduce tech-based learning tools: Reallocate funding to incorporate district-provided tech resources, such as Summit K12, to enhance foundational skills in English and math.
3. Monitor reclassification progress more closely: Adjust metrics to include more detailed tracking of EL students' progress on ELPAC and their readiness for reclassification.

These changes will be reflected in the revised "Strategies" section of the 2025 SPSA and adjusted budget allocations to ensure alignment with student needs.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

GOAL 4: 10% of all parents will attend large school events (e.g. Back to School Night and Open House) and at least 19 attend parent-related meetings (e.g. SSC, ELAC, Cookies with the Counselors)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent attendance at Parent events. 2022-23 Data: Avg. parent attendance was as follows: ELAC- 12, SSC- 19, Back to School Night- 166, Open House - 132	10% of all parents will attend large school events (e.g. Back to School Night and Open House) and at least 19 attend parent-related meetings (e.g. SSC, ELAC, Cookies with the Counselors)	Increased number of parents attend large school events and average of 19 parents attended parent-related meetings. Largest parent attendance occurred during Coffee with the Principal.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent experiences on campus to improve interaction with school and support for students through parent workshops	Partially Implemented	Supplemental materials to be used to enhance parent experiences to improve engagement at the school site 4000-4999: Books And Supplies Title I 4000	Some supplemental materials were purchased for parents to improve engagement during parent meetings 2000
		Adult education supplemental opportunities and parenting classes (i.e. Academic expectations, effective discipline, ELD designed to promote student academic success) 5000-5999: Services And Other Operating Expenditures Title I 5000	Supplemental opportunities were provided by the district and by Community Schools 0
		Adult education supplemental opportunities and parenting classes (i.e. Academic expectations, effective discipline, ELD designed to promote student academic	Supplemental opportunities were provided by the district and by Community Schools 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		success) that focuses on ELL support 5000-5999: Services And Other Operating Expenditures Title III 3000	
Parent Involvement Day and various parent and student-focused events to improve community engagement	Fully Implemented	Materials necessary for advertisement, information, presentation, and other support items to guarantee successful event implementation 4000-4999: Books And Supplies Title I 4000	Materials and support items were purchased to successfully implement Parent Involvement Day Title I 4000
Supplemental parent and family school activities to improve parent engagement	Fully Implemented	Supplies needed to support successful implementation of supplemental parent engagement activities 0000: Unrestricted Title I 1500	Supplies were used to support several parent engagement activities that were implemented in the school year 1500
School Site Council data and program review	Fully Implemented	The site sees a healthy, well-functioning SSC as one of its strongest assets and will continue to hold meetings and analyze how it can better serve the needs of students and the community 0000: Unrestricted Title I 1405	Sub coverage was provided for teacher who are members of SSC 0000: Unrestricted 1405

Analysis

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

The implementation of strategies and activities for Goal 4 showed both strengths and areas for improvement. Parent engagement efforts, such as Parent Involvement Day and other parent-focused events, were fully implemented, providing opportunities for parents to connect with the school and support their children's academic success. Supplemental parent and family activities, as well as School Site Council (SSC) meetings and program reviews, were also successfully completed. However, activities aimed at enhancing parent experiences on campus through workshops were partially implemented, with fewer materials purchased than initially planned. Additionally, district-provided supplemental parenting opportunities focusing on academic expectations and ELD support were provided, but the expenditures reflected that the activities did not fully utilize site resources.

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

The effectiveness of the fully implemented activities was evident in the increased number of parents attending large school events, as noted in the actual outcomes. For example, Parent Involvement Day and other events successfully brought parents to campus, helping to foster a stronger sense of community and collaboration. However, the partially implemented workshops to improve parent interaction and engagement limited the ability to reach the expected outcome.

of 10% parent attendance across all events. While average attendance at parent-related meetings met expectations, the variability in participation highlighted the need for more consistent outreach and support to sustain engagement.

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

Material differences were noted between proposed and actual expenditures:

- Parent engagement materials: The proposed budget of \$4,000 was only partially utilized, with \$2,000 spent due to limited implementation of parent workshops.
- Parenting classes and workshops: Proposed expenditures for Title I and Title III funds were not spent at the site level, as these activities were primarily supported by the district and Community Schools. This resulted in \$0 being allocated from the school budget for these efforts.
- Fully implemented activities: Parent Involvement Day and supplemental parent engagement activities utilized their full proposed budgets, ensuring successful implementation.

These discrepancies reflect the underutilization of site resources for certain activities while highlighting the effective allocation of funds for fully implemented strategies.

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.

To improve the implementation and outcomes of Goal 4, the following changes will be made:

1. Enhance workshop implementation: Develop a clear plan to fully implement workshops focused on improving parent interactions, ensuring that supplemental materials are purchased and utilized effectively.
2. Expand outreach efforts: Increase targeted communication to ensure consistent attendance across all parent-related events, including workshops and SSC meetings.
3. Utilize site-level resources more effectively: Reallocate unspent funds to activities that directly impact parent engagement, such as additional workshops or incentives to encourage participation.
4. Adjust metrics: Refine metrics to include not only attendance numbers but also qualitative feedback from parents on the usefulness of events and workshops.

These adjustments will be reflected in the revised “Strategies” and “Metrics” sections of the 2025 SPSA to align resources and activities with the goal of sustained and meaningful parent engagement.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

SCHOOL GOAL 5: All students, including numerically significant subgroups, will graduate from Lynwood High School college and career ready in a supportive environment measured by a 10% rise in CTE certification completion, and at least 95% of seniors complete college-related applications (i.e. FAFSA and college application completions).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
College Career Indicator and Graduation Outcomes	100% Graduation rate and a 10% increase in successful CTE certification completion	94% of seniors graduated and 90% of students successfully completed their CTE certification
Youth Truth	Student perceptions of School Climate will rise by 10%	While school climate improved among staff and parents, student perceptions stayed marginally the same.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide supplemental materials necessary to support EL and at-promise students in reaching both academic and behavioral goals.	Partially Implemented	Supplemental materials to support students' academic and behavioral goals 4000-4999: Books And Supplies Title I 3000	Supplemental materials to support behavioral goals for at-promise students Title I 1000
Instructional Lead position - focus on the development and implementation of supplemental academic interventions for students	Fully Implemented	New lead position will focus on the development and implementation of supplemental academic interventions for students 1000-1999: Certificated Personnel Salaries Title I 125000	Instructional lead position was fully implemented and successfully supported all students Title I 125000
Field trip opportunities for students to connect real-life experiences to classroom content and improve college and career readiness	Fully Implemented	Teachers and admin will arrange field trips for students to enrich and experience on site academics in a different, stimulating environment 5000-5999: Services And Other Operating	Field trips were fully implemented throughout the school year 57000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Title I 57000	
College and Career Activity and Projects	Not Implemented	Funds to purchase entrance to venues 5800: Professional/Consulting Services And Operating Expenditures Title I 3000	Majority of fields trips that were implemented were free of charge venues 1500
Supplemental materials needed for student interventions implemented throughout the school year	Partially Implemented	Extra duty for teachers involved in planning and execution of college and career events 1000-1999: Certificated Personnel Salaries Title I 5000	Extra duty was provided by the district. 0
		To be used for extra duty or supplemental materials needed to support students during implementation of various interventions hosted throughout the school year 0000: Unrestricted Title I 50000	Several supplemental materials and extra duty were provided to support school goals throughout the year 0000: Unrestricted 30000

Analysis

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

The implementation of strategies and activities for Goal 5 showed a mix of success and gaps. The Instructional Lead position was fully implemented, effectively supporting the development and execution of supplemental academic interventions for students. Similarly, field trip opportunities for students to connect classroom content to real-life experiences were also fully implemented, providing meaningful learning experiences. However, other strategies, such as providing supplemental materials for EL and At-Promise students and general student interventions, were partially implemented, limiting the reach of these supports. Notably, college and career activities/projects were not implemented, leaving a significant gap in the focus on preparing students for post-secondary success.

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

The strategies that were fully implemented demonstrated a positive impact on student outcomes. For example, the instructional lead position helped improve the delivery of academic interventions, and the field trips engaged students in career readiness activities, contributing to the reported 90% of seniors completing CTE certifications. However, the partially implemented supplemental materials for interventions and the absence of college and career-focused activities reduced the overall effectiveness in meeting the goal. While the graduation rate remained high at 94%, the limited implementation of certain activities likely contributed to the lack of substantial improvement in student perceptions of school climate, which remained relatively unchanged.

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

Material differences were observed due to varying levels of implementation:

- Instructional Lead position: The proposed expenditure of \$125,000 matched the actual cost, reflecting the full implementation of this strategy.

- Field trips: Proposed costs for field trips (\$75,000) were reduced to \$57,000 because many venues provided free access, leading to lower actual expenses.
- Supplemental materials for interventions: Proposed funding of \$50,000 was only partially utilized, with \$30,000 spent, as the implementation of interventions was limited in scope.
- College and career activities: The \$5,000 proposed for extra duty for teachers to organize these activities was not spent, as this strategy was funded by the district instead.

These differences highlight the need to align planned expenditures more closely with implementation feasibility.

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.

To address gaps and improve outcomes for Goal 5, the following changes will be made:

1. Reprioritize college and career activities: Ensure the implementation of these activities by allocating resources and scheduling events early in the school year.
2. Expand supplemental materials for interventions: Fully implement support for EL and At-Promise students by increasing access to necessary resources and ensuring consistent delivery of interventions.
3. Enhance student engagement in school climate initiatives: Develop and implement strategies to improve perceptions of school climate, using student feedback to guide actions.
4. Monitor metrics more closely: Adjust metrics to measure progress in CTE certification and school climate improvement more accurately, with periodic reviews throughout the year.

These updates will be reflected in the “Strategies” and “Metrics” sections of the 2025 SPSA to better align actions with the desired outcomes.

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

Assessment data for the 2024-2025 school year highlights both progress and areas for improvement across key content areas. English Learners (EL) demonstrated notable gains, with 40.8% making progress on the English Learner Progress Indicator (ELPI) due to targeted interventions like extended ELD learning time. However, reclassification rates fell short of expectations, underscoring the need for more robust support.

In ELA, professional development and the introduction of high-interest classroom libraries positively impacted writing proficiency and student engagement. Despite these gains, gaps in reading comprehension persist for EL and Students with Disabilities (SWD). In Math, while field trips successfully connected classroom concepts to real-world applications, foundational math skills remain a challenge, particularly for At-Promise students. Overall, interventions had mixed success, highlighting the need for enhanced strategies, consistent implementation, and targeted resource allocation.

Assessment Results:

Identify ELA areas of strength:

Increased writing proficiency in CAASPP results due to professional development and curriculum enhancements.
Improved engagement and interest in classroom libraries due to high-interest reading materials.

Identify ELA areas of need:

Reading comprehension remains a challenge for English Learners and SWD.
Lack of individualized strategies to address foundational literacy skills.

Identify ELD areas of strength:

40.8% of EL students made progress on the English Learner Progress Indicator (ELPI).
ELD-focused extended learning time was fully implemented, yielding positive results.

Identify ELD areas of need:

Reclassification rates did not meet expected levels, indicating a need for more targeted interventions.
Gaps in social-emotional support for At-Promise EL students due to unfilled counselor roles.

Identify Math areas of strength:

Full implementation of professional development and instructional coaching for math teachers.
Field trips connecting real-world applications to classroom content increased student interest in math.

Identify Math areas of need:

Persistent gaps in foundational math skills for At-Promise and EL students.

Partial implementation of supplemental math interventions reduced the potential for broader impact.

School: Lynwood High 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
Professional development for teachers on differentiated instruction	ELA	Teacher feedback, CAASPP	Moderate teacher confidence	Increased teacher confidence	Fully implemented; positively impacted writing proficiency.
High-interest classroom libraries	ELA	Student feedback, CAASPP	Limited reading materials	Improved student engagement	Fully implemented; successfully increased engagement.
ELD extended learning time	ELD	ELPI data	30% progress on ELPI	40.8% progress on ELPI	Fully implemented; yielded significant gains in language proficiency.
Field trips for real-world applications	All	Student surveys, CAASPP, teacher feedback, participation data	Limited connection to applications	Improved math interest and understanding	Fully implemented; effectively engaged students.
Supplemental curriculum for reading and math	ELA/Math	Classroom assessments	Basic interventions efforts	Limited impact	Partially implemented; resource limitations reduced effectiveness.
In-class math tutoring for EL and At-Promise students	Math	Teacher and student feedback	No targeted support	Not applicable	Not implemented; staffing shortages prevented rollout.

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:

<p>What 2024-2025 actions/interventions worked?</p> <ul style="list-style-type: none"> Professional Development for Teachers: Training on differentiated instruction and foundational skill-building significantly improved teacher effectiveness and positively impacted writing proficiency in ELA. High-Interest Classroom Libraries: Successfully engaged students and improved literacy by providing access to updated, engaging reading materials. Field Trips: These real-world experiences helped students connect classroom content to practical applications, particularly in Math, fostering increased interest and engagement. ELD Extended Learning Time: This intervention contributed to a 40.8% progress rate on the ELPI, reflecting gains in language acquisition among EL students. Supplemental Lead: This position has continued to support school climate across all stakeholders. Higher focus was done among EL and at-promise students.
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What 2024-2025 actions/interventions will you keep for 2025-2026?

- Continued professional development for teachers, with a focus on differentiated instruction and foundational literacy and math skills.
- High-interest classroom libraries to sustain student engagement in ELA.
- Field trips that connect classroom content to real-world applications to promote college and career readiness.
- ELD extended learning programs to maintain progress in language proficiency for EL students.
- Supplemental lead will continue to support all students SEL progress and assist EL students with their progress

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

- Supplemental Curriculum for ELA and Math: Expand resources and improve delivery to ensure a broader reach and more targeted support.
- Parent Workshops: Enhance outreach efforts and offer incentives to increase attendance and engagement.
- Subgroup-Specific Metrics: Adjust metrics to monitor progress more closely for SWD, At-Promise, and EL students.

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

- In-Class Math Tutoring for At-Promise and EL Students: Reevaluate this intervention unless staffing shortages can be resolved to ensure its feasibility.
- Unutilized Supplemental Materials: Redirect unused resources to fully implemented, high-impact strategies.

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

- ELA and Math Academies: Weekend academies functioning as intentional Saturday school sessions to focus on foundational skills for struggling students.
- Small Reading Libraries: After-school interventions that provide guided reading support and accessible resources for struggling readers.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

All students, including numerically significant subgroups, will meet the schoolwide target of 60% proficiency in the area of English Language Arts on the 2025 SBAC. Significant subgroup scores will rise by a minimum of 4% on schoolwide achievement assessments. Additionally, targeted interventions will be implemented to support students who are below proficiency to ensure a minimum of 70% growth in their performance levels.

Basis for this Goal

What data did you use to form this goal?

- 2024 SBAC Data
- 2024-25 Lynwood High School Benchmark data
- 2024 ELPAC Data

What were the findings from the analysis of this data?

- 38% of 11th-grade students who took the ELA SBAC met or exceeded the standard.
- Lynwood High School had been making satisfactory progress in this goal but saw a dip last year. The performance on the SBAC was unsatisfactory overall and for all subgroups.
- The goals set will allow LHS to continue to meet state goals and close the student achievement gap.
- Benchmark scores in English increased during most assessments, especially Unit 3.
- Writing and reading were the lowest areas of student performance on the ELPAC.

How will the school evaluate the progress of this goal?

- 2025 ELA SBAC Results
- Ongoing comparative Benchmark results
- Reflection grade level meetings to analyze Benchmark data, determine needs, and implement interventions.
- Utilize Illuminate online testing to obtain immediate, aggregated reports to give teachers expeditious data on student progress
- Individual progress on local measures of student performance and ongoing grade-level-specific assessments.
- Analyze D and F rates on report cards to identify students who need interventions.
- AP test results

STRATEGY: School-wide focus on the analysis of data.

We will continue to align the curriculum with essential standards, design interim assessments to determine student progress, participate in scheduled reflective meetings to determine the next steps and implement the prescriptive intervention.

Improve SEL practices by building positive relationships with students.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Students will meet or exceed the standard on SBAC ELA section	On the 2023 SBAC, 46% of students met or exceeded the standard on SBAC ELA section	54% of students will meet or exceed the standard on SBAC ELA section

Planned Strategies/Activities

Strategy/Activity 1

Through extended planning time, ELA teachers will implement instructional strategies to improve strategies for engagement, and to differentiate instruction for all subgroups.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELA teachers will implement instructional strategies to improve strategies for engagement, and to differentiate instruction for all subgroups.
Amount	2000
Source	Title I
Budget Reference	0000: Unrestricted
Description	Subs for release days

Strategy/Activity 2

Support interventions will be planned and implemented to support all students scoring Intensive or Strategic on the Benchmarks, writing across the curriculum, and depth of learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals

- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	17500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention opportunities will be provided for all, but especially at-risk, students to support them in keeping up with academic progress

Strategy/Activity 3

Plan and implement professional development for best classroom instruction utilizing differentiation instruction and social emotional learning strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours for necessary PD that occurs outside the school day or calendar
Amount	3000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development consultant fees

Strategy/Activity 4

Support interventions to mitigate learning loss, especially in reading, for all students, subgroups, and incoming 9th graders.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration, Instructional Lead, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading and other English skill intervention classes for all students, especially incoming 9th graders. Program will be called ELA Academy and will occur during Saturdays

Strategy/Activity 5

Specific skills workshops in English that align with essential standards and curriculum alignment

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide extended learning time for all students struggling in English

Strategy/Activity 6

Provide teacher requested materials to differentiate instruction, raise engagement, and raise overall literacy levels, and provided supplemental reading materials to improve academic English proficiency

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	To increase literacy, teachers will order classroom sets of high-interest and/or culturally relevant books for classroom libraries.

Strategy/Activity 7

Provide English Saturday workshops, extended learning time, targeted subject workshops, and college awareness activities.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Counselors
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	13794
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers to assist in all aspects of the college selection and application process
Amount	13794
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers to assist in all aspects of targeted ELA workshops

Strategy/Activity 8

Supplemental materials for all students to support various interventions

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	31147
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to ensure that every student is able to produce top quality work for all classes

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the schoolwide target of 25% proficiency in the area of Math on the 2026 SBAC. Significant subgroup scores will rise by a minimum of 5% on schoolwide achievement assessments. Additionally, math intervention programs will be enhanced to support students who are below proficiency, aiming for a minimum of 50% growth in their performance levels.

Basis for this Goal

What data did you use to form this goal?

- 2024 SBAC Data
- 2023-2024 Lynwood High School Benchmark data

What were the findings from the analysis of this data?

- 9% of 11th-grade students that took the Math SBAC met or exceeded standard
- Over 95% of SWD and EL students did not meet or exceed the standard on the Math SBAC
- D/F rate decreased by 5% in Math classes over the past year
- The goals set will allow LHS to continue to meet state goals and close student achievement gaps

How will the school evaluate the progress of this goal?

- 2025 Math SBAC Results
- 2024-25 Unit Benchmark Results
- Reflection grade level meetings to analyze data, determine needs, and implement interventions
- Individual progress on local measures of student performance and ongoing grade-level-specific assessments
- Analyze D and F rates on report cards to identify students who need interventions
- AP test results

STRATEGY: School-wide focus on the analysis of data and differentiated instruction

We will continue to align the curriculum with essential standards, design interim assessments to determine student progress, participate in scheduled reflective meetings to determine the next steps, and implement the prescriptive intervention.

Improve SEL practices by building positive relationships with students.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Students meet or exceed the standard on SBAC Math section	On the 2023 SBAC, 12% met or exceeded the standard on SBAC Math section	15% will meet or exceed the standard on SBAC Math section
Students meet or exceed the standard on SBAC Math section	1-5% of EL, AA, and SWD students met or exceeded the standard on SBAC Math section	5-8% of EL and SWD students will meet or exceed the standard on SBAC Math section

Planned Strategies/Activities

Strategy/Activity 1

Math teachers will review assessment data from SBAC and local measures to determine areas of strength and areas of need to improve differentiated instructional strategies to better support all students

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	17500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Math teachers will implement instructional strategies to improve strategies for engagement, and to differentiate instruction for all subgroups.
Amount	8000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Grade level teams within the Math department determine instructional strategies to ensure full implementation of supplemental interventions

Strategy/Activity 2

Provide Math Saturday workshops, extended learning time, targeted subject workshops, and college awareness activities.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	28794
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers to implement support interventions for all students to improve Math skills This porogram will be called Math Academy and will predominately occur on Saturdays.

Strategy/Activity 3

At-Promise and EL students will receive math learning support using in-class support with college tutors

Students to be Served by this Strategy/Activity

All Students, with focus on at-risk sub-group students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	In-class math support tutors for at-promise and EL students

Strategy/Activity 4

Plan a variety of Professional Development including learning walks, release time for lesson design and assessments. Ensure that reflective/collaborative teacher meetings are held to analyze data gathered from PD and evaluate, monitor and improve instructional practices

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals

- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours for teachers taking responsibility for planning and conducting workshops

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

SCHOOL GOAL 3: 25% of all students classified as English Learner will meet the qualifications for reclassification. Additionally, targeted language support programs will be implemented to ensure sustained progress and proficiency in English, aiming for a minimum of 60% of English Learners showing measurable improvement in their language acquisition assessments.

Basis for this Goal

What data did you use to form this goal?

- 2024 SBAC data
- 2024 ELPAC data
- 2024-25 Re-class data

What were the findings from the analysis of this data?

- 10% met Level 4 of the ELPAC Test
- 4% of EL students reached Standard Met on the ELA portion of the 2024 SBAC
- 0% of EL students reached Standard Met on the Math portion of the 2024 SBAC
- 3%-56% of EL students reached proficiency in ELA on District Benchmarks, depending on grade level. Grade 11 scores the highest.
- 0%-18% of EL students reached proficiency in Math on District Benchmarks, depending on grade level. Grade 9 scores the highest.
- The school has over 350 students classified as ELs.

How will the school evaluate the progress of this goal?

- 2025 ELPAC Results
- 2024-25 Reclassification data
- 2024-25 ELA SBAC Results for English Learner Subgroups
- 2024-25 Math SBAC Results for English Learner Subgroups
- Reflection grade level meetings to analyze data, determine needs, and implement intervention.
- Individual progress on local measures of student performance and ongoing grade-level-specific assessments.

STRATEGY: Academic language development was identified as a critical academic need by the Focus on Learning Self Study.

Teachers in all content areas are developing lesson plans that build on academic language development for our English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
English Learner Progress Indicator	<ul style="list-style-type: none">• 4% of EL students reached Standard Met on the ELA portion of the 2024 SBAC• 0% of EL students reached Standard Met on the Math portion of the 2024 SBA	25% of EL students will qualify as English proficient on the English Learner Progress Indicator

Metric/Indicator

2023-2024 SBAC Data

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Provide extending learning time for ELLs focused on ELD support

Students to be Served by this Strategy/Activity

English Learners

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Academic Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

10000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra duty hours for teachers to provide intervention for EL students

Strategy/Activity 2

Supplemental curriculum, instruction, and activities/intervention review, especially targeted at reading and writing

Students to be Served by this Strategy/Activity

EL Students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Academic Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount

4231

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty to create and provide a supplemental reading engagement and literacy program

Strategy/Activity 3

At-Promise and ELL Support Counselor position to support students achieve academic and social emotional success

Students to be Served by this Strategy/Activity

At-Promise and EL Students

Timeline

2025-26

Person(s) Responsible

- Counselor
- Instructional Lead
- Assistant Principals

Proposed Expenditures for this Strategy/Activity

Amount	125000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support counselor whose focus is to support ELLs and at-promise students to improve academic and social-emotional success

Strategy/Activity 4

Provide supplemental tech-based learning supplemental materials to facilitate classroom learning for ELL students to promote academic proficiency

Students to be Served by this Strategy/Activity

EL Students

Timeline

2025-26

Person(s) Responsible

- Administration
- Instructional Lead
- Academic Coaches
- Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
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Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Tech-based supplemental resources for ELL students to improve academic English language and Math foundational skills
Amount	10000
Source	Title I
Budget Reference	0000: Unrestricted
Description	For any support deemed appropriate by administration to close achievement gap for EL students

Strategy/Activity 5

Data analysis Intervention to determine next steps. Plan and implement interventions to supplement EL students success.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Academic Coaches

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Leadership and departments will form sub-committees or appoint a data team to strategically create areas of focus and interventions for all students

Strategy/Activity 6

Provide teacher requested materials to differentiate instruction, raise engagement, and raise overall literacy levels, and provided ELL-specific supplemental reading materials to improve academic English proficiency

Students to be Served by this Strategy/Activity

EL Students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8941
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	To improve academic English literacy, teachers will order ELL-specific supplemental reading material.

Strategy/Activity 7

Provide EL students with individualized support staff member during instructional ELA class time.

Students to be Served by this Strategy/Activity

EL Students

Timeline

2025-26

Person(s) Responsible

Assistant Principal, Instructional Lead, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty to train support staff so they can better support our ELL students

Amount	15000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tutors for in-class support throughout the school day and monitoring student progress for select subgroups

Strategy/Activity 8

Provide parent experiences on campus to improve interaction with school and support for EL students through parent workshops

Students to be Served by this Strategy/Activity

EL Students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Community Specialist
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	3540
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Adult education supplemental opportunities and parenting classes (i.e. Academic expectations, effective discipline, ELD designed to promote student academic success) that focuses on ELL support

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

GOAL 4: 10% of all parents will attend large school events (e.g. Back to School Night and Open House) and at 20 - 25 attend parent-related meetings (e.g. SSC, ELAC, Cookies with the Counselors)

Basis for this Goal

Raising parent capacity for nurturing overall student wellness combined with parent and family engagement in school will improve the environment and performance of all parties at the site

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Parent attendance at Parent events. 2024-25 Data: Avg. parent attendance was as follows: ELAC - 16, SSC - 20, Back to School Night- 293, Open House -	N/A	10% of all parents will attend large school events (e.g. Back to School Night and Open House) and at least 19 attend parent-related meetings (e.g. SSC, ELAC, Cookies with the Counselors)

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Provide parent experiences on campus to improve interaction with school and support for students through parent workshops

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Community Specialist
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to be used to enhance parent experiences to improve engagement at the school site
Amount	5000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Adult education supplemental opportunities and parenting classes (i.e. Academic expectations, effective discipline, ELD designed to promote student academic success)

Strategy/Activity 3

Parent Involvement Day and various parent and student-focused events to improve community engagement

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials necessary for advertisement, information, presentation, and other support items to guarantee successful event implementation

Strategy/Activity 4

Supplemental parent and family school activities to improve parent engagement

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-26

Person(s) Responsible

Assistant Principal
Instructional Lead
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	0000: Unrestricted
Description	Supplies needed to support successful implementation of supplemental parent engagement activities

Strategy/Activity 5

School Site Council data and program review

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	1405
Source	Title I
Budget Reference	0000: Unrestricted
Description	The site sees a healthy, well-functioning SSC as one of its strongest assets and will continue to hold meetings and analyze how it can better serve the needs of students and the community

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Climate to support 100% Graduation with College and Career Readiness

Goal Statement

SCHOOL GOAL 5: All students, including numerically significant subgroups, will graduate from Lynwood High School college and career ready in a supportive environment measured by a 10% rise in CTE certification completion, and at least 95% of seniors complete college-related applications (i.e. FAFSA and college application completions).

Basis for this Goal

What data did you use to form this goal?

- 2023-24 Youth Truth Survey Results
- 2023-24 Graduation Rate
- 2023-24 A-G Completion Rate
- 2023-24 Suspension, Referrals, and Attendance rate
- 2023-24 California School Dashboard

What were the findings from the analysis of this data?

- Areas that require attention:
 - o High expectations and caring relationships
 - o Opportunities for meaningful participation
 - o School connectedness
 - o After-school opportunities
 - Discipline Incidents moved from the previous year were down, with more paraphernalia-related incidents increasing

How will the school evaluate the progress of this goal?

- 2024-25 Discipline Referral Data
- 2024-25 Attendance Rate Data
- 2024-25 Youth Truth Survey Results
- 2024-25 A-G Rate
- 2024-25 Graduation Rate
- 2024-25 Suspension Data

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
College Career Indicator and Graduation Outcomes	NA	100% Graduation rate and a 10% increase in successful CTE certification completion
Youth Truth	NA	Student perceptions of School Climate will rise by 10%

Planned Strategies/Activities

Strategy/Activity 1

Provide supplemental materials necessary to support EL and at-promise students in reaching both academic and behavioral goals.

Students to be Served by this Strategy/Activity

EL and At-Promise students

Timeline

2025-26

Person(s) Responsible

- Teachers
- Instructional Lead
- Assistant Principals
- Counselors
- Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	7640
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials to support students' academic and behavioral goals

Strategy/Activity 2

Instructional Lead position - focus on the development and implementation of supplemental academic interventions for students

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administrators
Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	125000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	New lead position will focus on the development and implementation of supplemental academic interventions for students

Strategy/Activity 3

Field trip opportunities for students to connect real-life experiences to classroom content and improve college and career readiness

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration, Instructional Lead, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	77000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teachers and admin will arrange field trips for students to enrich and experience on site academics in a different, stimulating environment
Amount	3000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds to purchase entrance to venues

Strategy/Activity 4

College and Career Activity and Projects

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers involved in planning and execution of college and career events

Strategy/Activity 5

Supplemental materials needed for student interventions implemented throughout the school year

Students to be Served by this Strategy/Activity

All students

Timeline

2025-26

Person(s) Responsible

Administration
Instructional Lead
Teachers
Library Staff

Proposed Expenditures for this Strategy/Activity

Amount	50000
Source	Title I
Budget Reference	0000: Unrestricted
Description	To be used for extra duty or supplemental materials needed to support students during implementation of various interventions hosted throughout the school year

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	702786
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	702,786.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	677074	0.00
Title III	25712	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	677,074.00
Title III	25,712.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	64,905.00
1000-1999: Certificated Personnel Salaries	425,613.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	90,728.00
5000-5999: Services And Other Operating Expenditures	85,540.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	Title I	64,905.00
1000-1999: Certificated Personnel Salaries	Title I	412,382.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00
4000-4999: Books And Supplies	Title I	81,787.00
5000-5999: Services And Other Operating Expenditures	Title I	82,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title III	13,231.00
4000-4999: Books And Supplies	Title III	8,941.00
5000-5999: Services And Other Operating Expenditures	Title III	3,540.00

Lynwood High 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 Lynwood High 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])

Lynwood High 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])

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

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

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

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

Lynwood High School's 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])

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

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

The curriculum used at Lynwood High School is a holistic, student-centered approach that emphasizes critical thinking and real-world application. The core subjects offered include English, Mathematics, Science, Social Studies, and Physical Education, complemented by a diverse range of electives from the arts to advanced sciences and career technical education. Our curriculum pushes differentiation, the use of project-based learning, and Social Emotional Learning where students are encouraged to collaborate on projects that are infused with technology to ensure digital literacy. The ultimate aim of this curriculum is not just academic excellence, but the holistic development of students into well-rounded individuals equipped with robust problem-solving and communication skills. Various assessment methods, ranging from traditional written exams, and online exams to presentations, project-based learning, and benchmark assessments, gauge student progress. The curriculum has provisions to accommodate and modify content for students with special needs and those coming from diverse linguistic backgrounds.

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

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

Lynwood High School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences occur throughout the year, and informal requests made for meetings are available at any point.

(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])

Lynwood High 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 Lynwood High School's Plan for Student Achievement (SPSA).

Parent and family member feedback will continue to be gathered. Written documentation of comments that reflect the program is unsatisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on February 26, 2025.

Lynwood High 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 Preparatoria Lynwood:

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

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

La Escuela Preparatoria Lynwood continuará identificando las necesidades de las familias a través de la Encuesta familiar anual de Título I que puede impedirles participar en la educación de un niño.

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

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

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

El programa Título I de la Escuela Preparatoria Lynwood seguirá siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

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

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

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

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

El currículo utilizado en La Escuela Preparatoria Lynwood adopta un enfoque holístico y centrado en el estudiante, que enfatiza el pensamiento crítico y la aplicación en el mundo real. Las materias fundamentales que se ofrecen incluyen inglés, matemáticas, ciencias, estudios sociales y educación física, complementadas por una amplia gama de asignaturas optativas que van desde las artes hasta las ciencias avanzadas y educación profesional técnica. Nuestro currículo fomenta el uso del aprendizaje basado en proyectos y el aprendizaje socioemocional, donde se anima a los estudiantes a colaborar en proyectos que están impregnados de tecnología para garantizar la alfabetización digital. El objetivo final de este currículo es la excelencia académica y el desarrollo holístico de los estudiantes, convirtiéndolos en individuos completos equipados con sólidas habilidades de resolución de problemas y comunicación. Se utilizan varios métodos de evaluación, que van desde exámenes escritos tradicionales o en línea hasta presentaciones, aprendizaje basado en proyectos y evaluaciones comparativas, miden el progreso de los estudiantes. El currículo incluye disposiciones para adaptar y modificar el contenido para estudiantes con necesidades especiales y aquellos procedentes de diferentes contextos lingüísticos.

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

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

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

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

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

Se seguirán recopilando comentarios de padres y familiares. La documentación escrita de comentarios que reflejan que el programa no es satisfactorio se enviará al Distrito Escolar de Lynwood.

Revisado y aprobado Por SSC el 26 de Febrero 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] [iii])?

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ana Gonzalez	Principal
Audrey Casas	Classroom Teacher
Brenda Rivera	Classroom Teacher
Lorraine Abbass	Classroom Teacher
Starlynn Gonzalez	Classroom Teacher
Eduardo Sosa	Other School Staff
Aliyah Hearst-Jones	Secondary Student
Isabella Orellana	Secondary Student
Esmeralda Guzman	Secondary Student
Perla Rivas	Parent or Community Member
Rocio Cruz	Parent or Community Member
Adriana Bejar	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 2/20/25.

Attested:



Principal, Ana Gonzalez on 2/26/25



SSC Chairperson, Esmeralda Guzman on 2/26/25

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