

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.

<b>School Name</b>	Lugo Elementary School
<b>Address</b>	4345 Pendleton Avenue Lynwood, CA 90262
<b>County-District-School (CDS) Code</b>	19647746020267
<b>Principal</b>	Paul M. Ceron, Ed.D.
<b>District Name</b>	Lynwood Unified School District
<b>SPSA Revision Date</b>	September 2024 - March 2025
<b>Schoolsite Council (SSC) Approval Date</b>	February 24, 2025 and March 3, 2025
<b>Local Board Approval Date</b>	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

Lugo Elementary School is an enriching learning environment that is inclusive of all of our students. Instruction at Lugo fosters critical thinking skills that are consistent with school wide academic goals of college and career readiness. Teachers and staff are highly-qualified and caring individuals who strive for student success and respect the cultural diversity within the school community. Parents are involved, optimistic, and integral partners in school decision-making and student learning. Students are invested in their education through independence, determination, and the desire to become productive citizens in society.

## School Profile

Lugo Elementary School serves 322 Transitional Kindergarten through sixth grade students. Approximately 94.44% of Lugo students are Hispanic, 3.83% are African American, 0.43% are American Indian/Alaskan Native and 1.28% are White. Of the 322 students in grades TK through six, 39.13% are English Language Learners and 34.47% of the students participate in the Special Education Program. Nearly 87.88% of students at Lugo qualify for free or reduced-priced meals, based on the poverty indicator established by the federal government. Lugo Elementary School employs 25 certificated employees, 35 classified employees, and one (1) administrator. Lugo strives to ensure that all students develop a strong academic foundation that will help them actualize their academic, personal and social goals as they become college and career ready.

Lugo Elementary implements researched based instructional strategies with support from the Lynwood Unified School District, the Principal, the Academic Coach, and the Instructional Improvement Lead. Teachers reflect, collaborate and plan for instruction during guided planning sessions and during grade level meetings. District-wide common assessments are implemented in K - 6th grade in both English Language Arts and Mathematics to monitor student achievement and to drive and monitor instruction. Data reflection sessions after each unit common assessment are another component of the instructional model emphasizing the analysis of student academic data to plan and drive instruction.



## 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

Members of Lugo's ELAC and SSC met on a monthly basis to analyze student data, identify areas of strengths and areas of need and make recommendations for improvements to school programs and services for students and families. Data and partner involvement input was captured in the Needs Assessment. The Needs Assessment was sent home to all families and the data collected was discussed during ELAC and SSC meetings. Parents and guardians also reflected and provided feedback on school climate, school programs, and parent engagement opportunities through a school wide parent survey. The educational partners then used the recommendations from the Needs Assessment and developed the Goals in Lugo's SPSA and collectively decided the best use for Title I and Title III funds to help achieve these Goals. The SPSA was reviewed and approved during our School Site Council (SSC) meetings. Throughout the school year, SSC will monitor the implementation of the SPSA.

## Resource Inequities

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

As a result of conducting the Needs Assessment, inequities in resources were identified. Access to meaningful research based interventions, a progress monitoring tool, high interest supplemental materials to achieve foundational reading skills, and qualified staff to implement these interventions were identified as resource inequities in Lugo's Language Arts program and services. Additionally, access to research based supplemental interventions and materials that focus on building foundational math skills, research based collaborative strategies that promote student discourse, and instructional strategies that build higher level thinking skills were identified as resource inequalities in the area of Mathematics. Furthermore, in English Language Development, access to meaningful research based supplemental interventions, supplemental materials, a progress monitoring tool, and qualified staff to implement these interventions were also identified as resource inequities.

# 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	0.58%	0.28%	0.29%	2	1	1
African American	3.76%	4.44%	4.05%	13	16	14
Asian	0.29%	0.28%	%	1	1	
Filipino	%	0%	%		0	
Hispanic/Latino	94.51%	94.17%	95.09%	327	339	329
Pacific Islander	%	0%	%		0	
White	0.87%	0.83%	0.58%	3	3	2
Multiple/No Response	%	0%	%		0	
<b>Total Enrollment</b>				346	360	346

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	69	41
Grade 1	42	53	52
Grade 2	41	44	54
Grade 3	43	50	39
Grade 4	50	44	51
Grade 5	58	48	44
Grade 6	61	52	53
<b>Total Enrollment</b>	346	360	346

### Data Trends:

1. AERIES data from the 2023 - 2024 years indicates that there has been a decrease in student enrollment compared to the 2022 - 2023 school year. There was an increase of 14 students from the 2021 - 2022 to the 2022-2023 school year. There is a decreasing trend in student enrollment. According to current AERIES data, there 322 TK - 6th grade students enrolled at Lugo Elementary School.
2. AERIES 2021-2024 data indicates that there is a declining enrollment trend in the number of 5th grade students enrolled at Lugo. The data from 2021-2024 indicates that enrollment of 5th grade students decreased from 58 to 44 students, a decrease of 14 students.
3. The student enrollment by subgroup data indicates that Hispanic students continue to make-up the greatest number of students enrolled at Lugo. There were 95.09% Hispanic students enrolled at Lugo in 2023-2024. According to the most current AERIES data, approximately 94.44% of Lugo students are Hispanic.

# 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	147	162	142	40.90%	42.5%	41.0%
Fluent English Proficient (FEP)	63	37	38	19.70%	18.2%	11.0%
Reclassified Fluent English Proficient (RFEP)	4	6		1.4%	2.7%	

### Data Trends:

1. Data from the 2021-2022 and the 2022-2023 school year shows that the percentage of students classified as Reclassified Fluent English Proficient (RFEP) is very small. The number of students classified as RFEP was four (4) in 2021-2022 and six (6) in the 2022-2023 school year. There was a significant increase in the number of students who reclassified according to AERIES data. AERIES data for the 2023-2024 data indicates that 18 students reclassified.
2. According to AERIES data there is a decreasing trend in the number of students classified as English Learner. From the 2022-2023 to the 2023-2024 school year, the number of English Learners decreased from 162 to 142. AERIES data indicates that the number of students classified as English Learners at Lugo Elementary decreased further to 111 students.
3. English Learners made up 45.0% of the student population in the 2022-2023 school year. AERIES data for the 2023-2024 shows that 138 students (39.88%) were classified as English Learners. AERIES data indicates that there are currently 126 students classified as English Learners at Lugo Elementary (39.13%).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	54	40	43	51	40	43	51	40	91.5	94.4	100
Grade 4	52	43	52	52	42	51	52	42	51	100.0	97.7	98.1
Grade 5	55	50	44	55	49	44	55	49	44	100.0	98.0	100
Grade 6	62	51	52	62	51	50	62	51	50	100.0	100.0	96.2
All Grades	216	198	188	212	193	185	212	193	185	98.1	97.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2367.	2332.	2349.	11.63	5.88	12.50	13.95	3.92	10.00	13.95	27.45	20.00	60.47	62.75	57.50
Grade 4	2405.	2380.	2364.	17.31	4.76	5.88	9.62	11.90	7.84	17.31	11.90	15.69	55.77	71.43	70.59
Grade 5	2404.	2419.	2389.	9.09	10.20	4.55	9.09	22.45	20.45	10.91	8.16	6.82	70.91	59.18	68.18
Grade 6	2428.	2403.	2457.	1.61	3.92	4.00	14.52	11.76	24.00	17.74	11.76	24.00	66.13	72.55	48.00
All Grades	N/A	N/A	N/A	9.43	6.22	6.49	11.79	12.44	15.68	15.09	15.03	16.76	63.68	66.32	61.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.30	5.88	7.50	58.14	54.90	50.00	32.56	39.22	42.50
Grade 4	13.46	4.76	5.88	53.85	69.05	54.90	32.69	26.19	39.22
Grade 5	3.64	12.24	11.36	47.27	42.86	43.18	49.09	44.90	45.45
Grade 6	4.84	1.96	10.00	43.55	35.29	42.00	51.61	62.75	48.00
All Grades	7.55	6.22	8.65	50.00	49.74	47.57	42.45	44.04	43.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.63	1.96	10.00	34.88	33.33	30.00	53.49	64.71	60.00
Grade 4	11.54	2.38	1.96	38.46	26.19	35.29	50.00	71.43	62.75
Grade 5	5.45	8.16	2.27	27.27	36.73	29.55	67.27	55.10	68.18
Grade 6	0.00	3.92	4.00	25.81	25.49	40.00	74.19	70.59	56.00
All Grades	6.60	4.15	4.32	31.13	30.57	34.05	62.26	65.28	61.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.33	0.00	10.00	74.42	64.71	57.50	23.26	35.29	32.50
Grade 4	11.54	4.76	1.96	55.77	73.81	62.75	32.69	21.43	35.29
Grade 5	9.09	6.12	6.82	56.36	59.18	47.73	34.55	34.69	45.45
Grade 6	9.68	9.80	10.00	53.23	52.94	60.00	37.10	37.25	30.00
All Grades	8.49	5.18	7.03	58.96	62.18	57.30	32.55	32.64	35.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.30	3.92	7.50	55.81	52.94	55.00	34.88	43.14	37.50
Grade 4	7.69	4.76	1.96	65.38	59.52	64.71	26.92	35.71	33.33
Grade 5	9.09	8.16	4.55	43.64	48.98	38.64	47.27	42.86	56.82
Grade 6	6.45	5.88	16.00	50.00	52.94	50.00	43.55	41.18	34.00
All Grades	8.02	5.70	7.57	53.30	53.37	52.43	38.68	40.93	40.00

**Data Trends:**

1. There were gains in the Overall Achievement between 2022-2023 and 2023-2024. Lugo shows a small increase of 0.27% among students in 3rd-6th grade who exceeded standard in Literacy. According to CERS data there was also an increase of 3.24% among students in 3rd-6th grade who met standards in English Language Arts.
2. According to the CERS data from 2021-2022 to the 2023-2024 school year, Lugo shows an increasing trend in the percentage of students in 6th grade who scored Above Standard, and At or Near Standard in Writing. The percentage of students Above Standard increased by 4.00% from 0.00% to 4.00%. The percentage of students At or Near Standard increased by 14.19% from 25.81% to 40.00%.
3. According to the CERS data from 2022-2023 to the 2023-2024 school year, Lugo shows an increasing trend in the percentage of students in 6th grade who scored At or Near Standard in Listening. The percentage of students At or Near Standard increased by 7.06% from 52.94% to 60.00%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	54	40	44	54	40	44	54	40	93.6	100.0	100
Grade 4	52	43	52	52	42	51	52	42	51	100.0	97.7	98.1
Grade 5	55	50	44	55	49	44	55	49	44	100.0	98.0	100
Grade 6	62	51	52	62	51	50	62	51	50	100.0	100.0	96.2
All Grades	216	198	188	213	196	185	213	196	185	98.6	99.0	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2341.	2378.	2.27	3.70	12.50	13.64	11.11	15.00	29.55	11.11	22.50	54.55	74.07	50.00
Grade 4	2409.	2401.	2372.	7.69	2.38	3.92	17.31	14.29	9.80	19.23	28.57	21.57	55.77	54.76	64.71
Grade 5	2386.	2411.	2406.	1.82	4.08	2.27	5.45	6.12	11.36	20.00	20.41	22.73	72.73	69.39	63.64
Grade 6	2419.	2391.	2414.	0.00	0.00	4.00	8.06	3.92	8.00	16.13	19.61	20.00	75.81	76.47	68.00
All Grades	N/A	N/A	N/A	2.82	2.55	5.41	10.80	8.67	10.81	20.66	19.39	21.62	65.73	69.39	62.16

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.27	3.70	15.00	43.18	27.78	32.50	54.55	68.52	52.50
Grade 4	7.69	7.14	3.92	36.54	33.33	31.37	55.77	59.52	64.71
Grade 5	1.82	2.04	2.27	20.00	40.82	56.82	78.18	57.14	40.91
Grade 6	0.00	0.00	4.00	33.87	29.41	32.00	66.13	70.59	64.00
All Grades	2.82	3.06	5.95	32.86	32.65	37.84	64.32	64.29	56.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.82	9.26	10.00	56.82	46.30	52.50	36.36	44.44	37.50
Grade 4	5.77	4.76	5.88	48.08	42.86	45.10	46.15	52.38	49.02
Grade 5	0.00	4.08	0.00	38.18	42.86	47.73	61.82	53.06	52.27
Grade 6	3.23	0.00	6.00	53.23	47.06	50.00	43.55	52.94	44.00
All Grades	3.76	4.59	5.41	48.83	44.90	48.65	47.42	50.51	45.95

**Data Trends:**

1. There was a 10.23% gain in Overall Achievement in Mathematics between 2021-2022 and 2023-2024 for students in 3rd grade who exceeded standards. Lugo's CERS data also shows a 12.73% increase in the percentage of 3rd grade students who scored Above Standard in Problem Solving and Modeling/Data Analysis from 2.27% to 15.00%.
2. Lugo's data shows there was a 5.91% gain from 5.45% to 11.36% in the Overall Achievement in Mathematics between 2021-2022 and 2023-2024 for students in 5th grade who scored Standard Met. There was a 2.73% increase in the percentage of 5th graders who scored Standard Nearly Met from 20.00 to 22.73%.
3. According to CERS data, there was a 30.82% gain from 20.00% to 56.82% in the percent of 5th grade students who scored At or Near Standard in Problem Solving and Modeling/Data Analysis from the 2021-2022 to the 2023-2024 school year.

# 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
<b>K</b>	1408.6	1436.6	1384.6	1422.1	1438.1	1393.3	1377.4	1432.8	1364.3	17	38	26
<b>1</b>	1409.0	1420.9	1446.8	1422.5	1434.4	1456.3	1395.0	1407.0	1436.8	24	19	24
<b>2</b>	1434.3	1438.4	1449.0	1447.8	1450.9	1452.9	1420.4	1425.3	1444.7	17	23	17
<b>3</b>	1455.4	1445.9	1476.7	1445.9	1449.0	1466.0	1464.5	1442.4	1487.1	20	20	18
<b>4</b>	1476.3	1465.0	1486.2	1468.7	1470.0	1473.1	1483.5	1459.5	1498.5	23	21	18
<b>5</b>	1480.1	1484.5	1502.2	1467.2	1481.9	1500.1	1492.5	1486.6	1503.8	28	22	20
<b>6</b>	1471.7	1483.4	1498.8	1459.3	1474.8	1494.6	1483.7	1491.5	1502.4	20	23	18
<b>All Grades</b>										149	166	141

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
<b>K</b>	5.88	15.79	7.69	29.41	47.37	30.77	41.18	26.32	42.31	23.53	10.53	19.23	17	38	26
<b>1</b>	0.00	5.26	4.17	20.83	15.79	33.33	33.33	36.84	45.83	45.83	42.11	16.67	24	19	24
<b>2</b>	5.88	4.35	0.00	35.29	30.43	31.25	17.65	39.13	31.25	41.18	26.09	37.50	17	23	16
<b>3</b>	0.00	5.00	11.11	10.00	25.00	33.33	60.00	35.00	27.78	30.00	35.00	27.78	20	20	18
<b>4</b>	0.00	4.76	11.11	43.48	28.57	38.89	17.39	23.81	16.67	39.13	42.86	33.33	23	21	18
<b>5</b>	0.00	13.64	15.00	28.57	22.73	25.00	28.57	22.73	30.00	42.86	40.91	30.00	28	22	20
<b>6</b>	0.00	0.00	5.56	10.00	26.09	22.22	45.00	30.43	50.00	45.00	43.48	22.22	20	23	18
<b>All Grades</b>	1.34	7.83	7.86	25.50	30.12	30.71	34.23	30.12	35.71	38.93	31.93	25.71	149	166	140

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
<b>K</b>	11.76	5.26	7.69	35.29	60.53	42.31	29.41	21.05	26.92	23.53	13.16	23.08	17	38	26
<b>1</b>	0.00	10.53	4.17	12.50	15.79	66.67	58.33	42.11	20.83	29.17	31.58	8.33	24	19	24
<b>2</b>	5.88	4.35	18.75	41.18	34.78	25.00	29.41	39.13	25.00	23.53	21.74	31.25	17	23	16
<b>3</b>	5.00	10.00	16.67	30.00	35.00	38.89	20.00	25.00	22.22	45.00	30.00	22.22	20	20	18
<b>4</b>	13.04	14.29	11.11	26.09	33.33	50.00	34.78	23.81	11.11	26.09	28.57	27.78	23	21	18
<b>5</b>	10.71	18.18	30.00	28.57	31.82	40.00	28.57	36.36	15.00	32.14	13.64	15.00	28	22	20
<b>6</b>	0.00	13.04	5.56	25.00	26.09	66.67	35.00	26.09	11.11	40.00	34.78	16.67	20	23	18
<b>All Grades</b>	6.71	10.24	12.86	27.52	36.75	47.86	34.23	29.52	19.29	31.54	23.49	20.00	149	166	140

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	
<b>K</b>	11.76	13.51	15.38	82.35	81.08	69.23	5.88	5.41	15.38	17	37	26	
<b>1</b>	12.50	27.78	62.50	79.17	66.67	33.33	8.33	5.56	4.17	24	18	24	
<b>2</b>	11.76	27.27	18.75	64.71	68.18	75.00	23.53	4.55	6.25	17	22	16	
<b>3</b>	25.00	5.00	29.41	60.00	70.00	58.82	15.00	25.00	11.76	20	20	17	
<b>4</b>	34.78	36.84	47.06	47.83	42.11	41.18	17.39	21.05	11.76	23	19	17	
<b>5</b>	3.57	33.33	27.78	78.57	47.62	55.56	17.86	19.05	16.67	28	21	18	
<b>6</b>	5.26	4.35	5.88	73.68	73.91	70.59	21.05	21.74	23.53	19	23	17	
<b>All Grades</b>	14.86	20.00	30.37	69.59	66.25	57.04	15.54	13.75	12.59	148	160	135	

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	
<b>K</b>	13.33	5.41	4.55	53.33	81.08	68.18	33.33	13.51	27.27	15	37	22	
<b>1</b>	0.00	0.00	0.00	37.50	53.85	78.26	62.50	46.15	21.74	24	13	23	
<b>2</b>	12.50	4.76	0.00	56.25	71.43	75.00	31.25	23.81	25.00	16	21	12	
<b>3</b>	0.00	5.26	12.50	30.00	52.63	75.00	70.00	42.11	12.50	20	19	16	
<b>4</b>	4.76	0.00	13.33	38.10	57.89	60.00	57.14	42.11	26.67	21	19	15	
<b>5</b>	30.77	21.05	41.18	26.92	52.63	47.06	42.31	26.32	11.76	26	19	17	
<b>6</b>	5.00	27.27	33.33	55.00	27.27	60.00	40.00	45.45	6.67	20	22	15	
<b>All Grades</b>	9.86	9.33	14.17	40.85	59.33	66.67	49.30	31.33	19.17	142	150	120	

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
<b>K</b>	11.76	15.79	3.85	58.82	76.32	73.08	29.41	7.89	23.08	17	38	26
<b>1</b>	8.33	11.11	20.83	41.67	33.33	37.50	50.00	55.56	41.67	24	18	24
<b>2</b>	11.76	17.39	6.25	41.18	43.48	43.75	47.06	39.13	50.00	17	23	16
<b>3</b>	0.00	5.00	11.11	20.00	30.00	27.78	80.00	65.00	61.11	20	20	18
<b>4</b>	0.00	0.00	5.88	63.64	47.37	52.94	36.36	52.63	41.18	22	19	17
<b>5</b>	0.00	15.00	15.79	44.44	45.00	42.11	55.56	40.00	42.11	27	20	19
<b>6</b>	0.00	0.00	5.88	21.05	20.00	29.41	78.95	80.00	64.71	19	20	17
<b>All Grades</b>	4.11	10.13	10.22	41.78	46.20	45.26	54.11	43.67	44.53	146	158	137

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
<b>K</b>	12.50	37.84	18.18	31.25	35.14	59.09	56.25	27.03	22.73	16	37	22
<b>1</b>	0.00	7.14	20.83	58.33	42.86	50.00	41.67	50.00	29.17	24	14	24
<b>2</b>	0.00	5.00	16.67	64.71	75.00	50.00	35.29	20.00	33.33	17	20	12
<b>3</b>	5.00	10.00	13.33	65.00	55.00	73.33	30.00	35.00	13.33	20	20	15
<b>4</b>	9.09	11.11	25.00	45.45	50.00	56.25	45.45	38.89	18.75	22	18	16
<b>5</b>	14.81	0.00	0.00	44.44	77.78	78.57	40.74	22.22	21.43	27	18	14
<b>6</b>	12.50	10.00	0.00	56.25	75.00	100.00	31.25	15.00	0.00	16	20	13
<b>All Grades</b>	7.75	14.97	14.66	52.11	56.46	64.66	40.14	28.57	20.69	142	147	116

**Data Trends:**

1. According to CERS data from 2021-2022 to 2023-2024, Lugo shows an overall increase in the percent of students scoring L4 and L3 in the ELPAC. The percentage of English Learners scoring L4 increased 6.49% from 1.34% to 7.86%. The percentage of English Learners scoring L3 increased 5.21% from 25.50% to 30.71%.
2. CERS data from the 2021-2022 to the 2023-2024 school year shows a 6.15% increase in the Overall Performance in Oral Language for English learners who scored at a Level 4 in the ELPAC. Additionally, Lugo's CERS data shows an increase in the Overall Performance in Oral Language for English Learners in Level 3. Data from the 2021-2022 to the 2023-2024 school year shows that students in K-6th who scored Level 3 increased by 20.34%.
3. Lugo's CERS data from 2021-2022 to 2023-2024 shows an increase in the percent of students scoring at the Well Developed level in the Listening domain of the ELPAC. The percentage of students increased by 15.51% from 14.86% to 30.37%. Data for the same years show that the percentage increased by 50.0% for 1st grade students, by 12.28% for 4th grade students, and by 24.21% for 5th grade students.

# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>346</b>	<b>94.8%</b>	<b>41%</b>	<b>2.3%</b>
Total Number of Students enrolled in Lugo Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	142	41%
Foster Youth	8	2.3%
Homeless	13	3.8%
Socioeconomically Disadvantaged	328	94.8%
Students with Disabilities	117	33.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	4%
American Indian	1	0.3%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	329	95.1%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	2	0.6%

### Conclusions based on this data:

- Lugo's 2023-2024 data shows that 95.1% of the student population was Hispanic. However, according to AERIES for the current 2024-2024 school year, the number of Hispanic students decreased slightly to 94.4%.

2. Lugo's 2023-2024 data shows that 33.8% of students participated in the Special Education Program. However, according to AERIES data for the 2024-2025 school year, 34.5% of students participate in Lugo's Special Education Program.
3. Lugo's 2023-2024 data shows that there were 346 students enrolled at Lugo Elementary School. However, AERIES data for the 2024-2025 school year indicates that there are currently 322 students enrolled at Lugo Elementary, which indicates a declining enrollment trend.

# School and Student Performance Data

## Overall Performance

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

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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

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

##### Mathematics



Orange

##### English Learner Progress



Yellow

#### Conclusions based on this data:

1. The Dashboard data for the 2023-2024 shows that the Overall Performance for all students in English Language Arts is in the Orange Performance level. CERS data indicates that 22.2% of the students in 3rd-6th grade met/exceeded the standards in Language Arts in the SBAC.

2. Dashboard data for the 2023-2024 shows that the Overall Performance for 3rd-6th grade students in Mathematics is also in the Orange Performance level. Lugo's CERS data indicates that 16.12% of students met/exceeded the standards and 21.6% nearly met the standards in Mathematics in the SBAC.
3. 2023-2024 Dashboard data shows that the overall performance for English Learners' progress in the SBAC is at a Yellow Performance level. Lugo's CERS data demonstrates that 6.8% of ELs met/exceeded the standards and 12.2% nearly met the standards in Language Arts and 6.8% of ELs met/exceeded the standards and 23.0% nearly met the standards in Mathematics.

# School and Student Performance Data

## Academic Performance English Language Arts

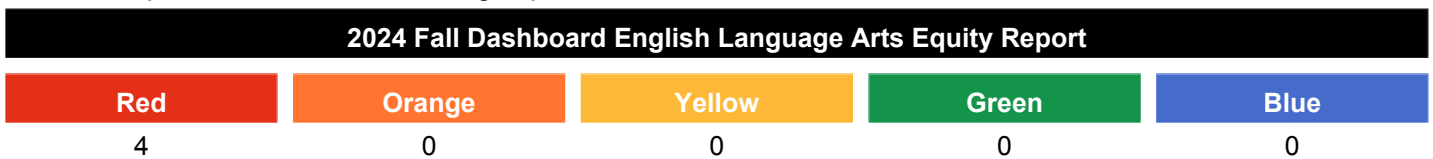
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Orange</p> <p>93.9 points below standard</p> <p>Increased 3.1 points</p> <p>179 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>123.8 points below standard</p> <p>Maintained 1.1 points</p> <p>86 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>96.1 points below standard</p> <p>Maintained 2.4 points</p> <p>168 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>175.3 points below standard</p> <p>Declined 12.0 points</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>95.9 points below standard</p> <p>Maintained 2.0 points</p> <p>171 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. The Dashboard data for 2023-2024 shows that overall performance for students with disabilities in English Language Arts continues to be very low. The progress of students participating in special education is at a Red Performance level in Language Arts. Lugo's CERS data indicates that only 1.4% of students with disabilities in 3rd-6th grade met/exceeded the standards and 5.7% nearly met the standards in Language Arts in the SBAC.
2. Dashboard data for 2023-2024 school year shows that overall performance level is Red for Hispanic students in English Language Arts and is also very low. Lugo's CERS data demonstrates that 21.5% of Hispanic students in 3rd-6th grade met/exceeded the standards and only 17.0% nearly met the standards in English Language Arts in the SBAC.
3. The 2024 Dashboard data shows that overall performance for socioeconomically disadvantaged students in English Language Arts is also very low. The performance level for students in 3rd-6th grade is at the Red Performance level. CERS data for Lugo demonstrates that 21.6% of socioeconomically disadvantaged students in 3rd-6th grade met/exceeded the standard in Language Arts in the SBAC and only 17.0% nearly met the standards.

# School and Student Performance Data

## Academic Performance Mathematics

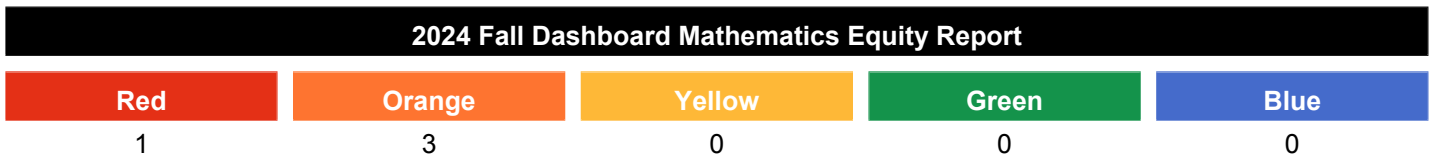
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>108.5 points below standard</p> <p>Increased 4.4 points</p> <p>179 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>123.6 points below standard</p> <p>Increased 6.0 points</p> <p>86 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>110.2 points below standard</p> <p>Increased 4.8 points</p> <p>168 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>187.6 points below standard</p> <p>Declined 12.7 points</p> <p>68 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>108.7 points below standard</p> <p>Increased 4.8 points</p> <p>171 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. Dashboard data for 2023-2024 shows that the Overall Performance for students with disabilities in Mathematics at a Red Performance level. Lugo's CERS data indicates that 0.0% of the students with disabilities in 3rd-6th grade met/exceeded the standards and only 5.8% nearly met the standards in Mathematics in the SBAC.
2. Lugo's Dashboard data for 2023-2024 shows that the Overall Performance for Hispanic students in Mathematics is also very low. Hispanic students' progress is at a Red Performance level. CERS data demonstrates that 15.8% of Hispanic students in 3rd-6th grade met/exceeded the standards and 22.6% nearly met the standards in Mathematics in the SBAC.
3. 2024 Dashboard data shows that the Overall Performance for socioeconomically disadvantaged students in Mathematics is at an Orange Performance level. CERS data for Lugo demonstrates that 16.4% of socioeconomically disadvantaged students in 3rd-6th grade met/exceeded the standards and 21.6% nearly met the standards in Mathematics in the SBAC.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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This section provides 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	
<b>English Learner Progress</b>  Yellow 42.9% making progress. Number Students: 112 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 4 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			
<b>Decreased One ELPI Level</b> 17.9%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 39.3%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 42.9%

### Conclusions based on this data:

1. The 2024 Dashboard data shows that English learner progress is at a Yellow Performance level and 42.9% of English learners are making progress. Lugo’s CERS data demonstrates that 7.9% of the English learners scored at a Level 4 in the ELPAC.
2. Dashboard 2024 data shows that English learner progress is low, 42.9% of English Learners progressed at least one English Language Proficient Language level. CERS data demonstrates that 30.7% of the English learners scored at a Level 3 in the ELPAC.
3. Lugo’s 2024 Dashboard data shows that 39.3% of English learners maintained their English Language Proficient Language level. Lugo’s CERS data also indicates that 35.7% of the English learners scored at a Level 2 in the ELPAC.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 36.6% Chronically Absent Declined 12.4 363 Students	<b>English Learners</b>  Yellow 36.9% Chronically Absent Declined 10.2 157 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Homeless</b>  No Performance Color 23.1% Chronically Absent 0 13 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 37.6% Chronically Absent Declined 12 338 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>45.9% Chronically Absent</p> <p>Declined 9.9</p> <p>135 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>73.3% Chronically Absent</p> <p>Declined 9</p> <p>15 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>35.1% Chronically Absent</p> <p>Declined 12.3</p> <p>345 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

**Conclusions based on this data:**

1. In the 2023-2024 school year 36.6% of all students were chronically absent according to the CA Dashboard. The rate of students who were chronically absent was at a Yellow Performance level according to the CA Dashboard.
2. According to the CA Dashboard, in the 2023-2024 school year chronically absent English learners, socioeconomically disadvantaged students and Hispanic students were at a Yellow Performance level. Only 36.9% of English learners, 37.6% of socioeconomically disadvantaged students, and 35.1% of Hispanic students were chronically absent.
3. There was a higher rate of absenteeism among students with disabilities (45.9%) and African American students (73.3%) in the 2023-2024 school year. According to the Dashboard, students with Disabilities absenteeism was at an Orange Performance level.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

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

### Conclusions based on this data:

1. NOT APPLICABLE
2. NOT APPLICABLE
3. NOT APPLICABLE

# School and Student Performance Data

## Conditions & Climate Suspension Rate

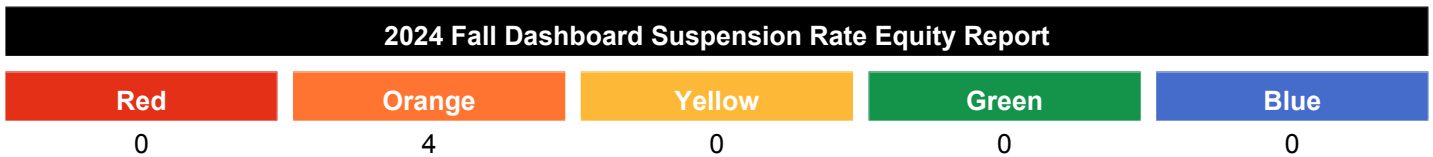
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












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><b>All Students</b></p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.4%</p> <p>373 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>162 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.5%</p> <p>347 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.5%</p> <p>138 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.6%</p> <p>16 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.7%</p> <p>354 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

**Conclusions based on this data:**

1. The 2024 Dashboard data shows that Lugo has a low suspension rate. According to the Dashboard, 1.9% of all students were suspended at least one day.
2. 2024 Dashboard data shows that Lugo has a low suspension rate for the Hispanic and socioeconomically disadvantaged student subgroups. According to the Dashboard, 2.0% of Hispanic students and 2.0% of socioeconomically disadvantaged students were suspended at least one day.
3. Lugo has the lowest suspension rates among African- American students according to the 2024 Dashboard data. Lugo's data indicates that 0.0% of African- American students were suspended at least one day.



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

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

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

**Data Sources/Fuentes de Datos**

CAASPP.org
CDE.gov
Dataquest.org

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

Achievement Progress (SBAC) <i>Progreso del Rendimiento Académico (SBAC)</i>		Important Issues to Address the School Plan for Student Achievement (SPSA) <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i> (Write in specific SPSA goal pertaining to Math; student-friendly language/ <i>Escribir meta específica referente a las matemáticas en el plan escolar</i> )
<p><b>Percentage of Students Meeting or Exceeding Standard/</b> <i>Porcentaje de estudiantes alcanzando o excediendo estándar</i></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>SBAC Math School Wide 2022 2023 2024 14.0 11.2 16.2</p> <p>SBAC Math Subgroups 2022 2023 2024 EL 14.0 2.3 6.8 SWD 4.0 0.0 0.0 AA 0.0 0.0 25.0 SED 4.0 10.3 16.4</p>	<p><b>Percentage of Students Not Meeting or Almost Meeting Standard/</b> <i>Porcentaje de estudiantes casi o no alcanzando estándar</i></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>SBAC School Wide Math Nearly Met 2022 2023 2024 20.7 19.4 21.6</p> <p>SBAC Math Nearly Met 2022 2023 2024 EL 14.2 18.8 23.0 SWD 12.0 11.1 5.7 AA 0.0 25.0 0.0 SED 12.0 19.0 21.64</p>	<ol style="list-style-type: none"> <li>Lugo will provide interventions, extended learning opportunities, supports, and enrichment opportunities to develop and build foundational skills in Mathematics.</li> <li>Lugo will provide supplemental resources (including digital), materials, and interventions to support students' conceptual understanding of math concepts.</li> <li>Lugo will encourage and promote parent engagement and will provide parent and family professional learning opportunities and resources regarding math strategies and how to support students at home.</li> <li>Lugo will provide students with more opportunities to develop math academic language, practice problem solving, engage in math discourse and explain reasoning.</li> <li>Lugo will provide professional learning for teachers and staff on research-based instructional strategies and interventions to increase student achievement in math.</li> </ol>

	SBAC School Wide Math Not Met 2022 2023 2024 65.8 69.3 62.2  SBAC Math Not Met 2022 2023 2024 EL 80.2 77.9 70.25 SWD 84.0 88.9 92.3 AA 100.0 75.0 75.0 SED 84.0 70.7 62.0	
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**Progress in Academic Areas – ELA**  
**Progreso en las Áreas Académicas-Inglés**

<b>Achievement Progress (SBAC)</b> <b>Constancia del Progreso (SBAC)</b>		<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan</b> <b>Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to ELA;</b> <b>student-friendly language/Escribir meta específica</b> <b>referente al lenguaje en el plan escolar )</b>
<b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  SBAC Schoolwide ELA 2022 2023 2024 21.0 18.7 22.2  SBAC ELA Subgroups 2022 2023 2024 EL 21.0 6.0 6.8 SWD 8.0 5.6 1.4 AA 13.0 0.0 25.0 SED 20.1 17.6 21.7	<b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  SBAC School Wide ELA Nearly Met 2022 2023 2024 15.1 15.0 16.8  SBAC ELA Nearly Met 2022 2023 2024 EL 7.8 12.1 12.2 SWD 8.0 1.4 5.7 AA 38.0 12.0 25.0 SED 14.6 14.3 17.0  SBAC ELA Not Met 2022 2023 2024 63.7 66.3 61.1  SBAC ELA Not Met 2022 2023 2024 EL 86.7 81.9 81.1 SWD 85.3 93.1 93.0 AA 50.0 88.0 50.0 SED 65.3 68.1 61.4	<ol style="list-style-type: none"> <li>Lugo will provide interventions, extended learning opportunities, supports, and enrichment opportunities to develop and build English language skills.</li> <li>Lugo will provide supplemental resources (including digital), materials, various texts, and interventions to support students' development of phonics, phonemic awareness, reading fluency and reading comprehension.</li> <li>Lugo will promote parent and family engagement and will provide parent professional learning opportunities and resources regarding literacy and how to support students at home.</li> <li>Lugo will provide professional learning for teachers and staff on best practices, research based instructional strategies, and interventions in literacy.</li> <li>Lugo will provide students more opportunities for literacy activities and opportunities for writing across the curriculum.</li> </ol>

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**Achievement in English Language Proficiency**  
**Lograr un Nivel Competente en Inglés**

<b>Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)</b>	<b>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)</b>																												
<p>ELPAC (K-6th) English Language Proficiency Levels</p> <table border="1"> <tr> <td>Year</td> <td>2022</td> <td>2023</td> <td>2024</td> </tr> <tr> <td>Level 1</td> <td>37.5</td> <td>31.0</td> <td>25.7</td> </tr> <tr> <td>Level 2</td> <td>33.6</td> <td>30.0</td> <td>35.7</td> </tr> <tr> <td>Level 3</td> <td>24.3</td> <td>31.0</td> <td>30.7</td> </tr> <tr> <td>Level 4</td> <td>1.0</td> <td>8.0</td> <td>7.9</td> </tr> </table> <p>Number of students reclassified by year</p> <table border="1"> <tr> <td>Year #</td> <td>RFEF</td> </tr> <tr> <td>2021-2022</td> <td>4</td> </tr> <tr> <td>2022-2023</td> <td>6</td> </tr> <tr> <td>2023-2024</td> <td>18</td> </tr> </table>	Year	2022	2023	2024	Level 1	37.5	31.0	25.7	Level 2	33.6	30.0	35.7	Level 3	24.3	31.0	30.7	Level 4	1.0	8.0	7.9	Year #	RFEF	2021-2022	4	2022-2023	6	2023-2024	18	<p>1. Lugo will provide English learners with supplemental interventions and small group support on the ELPAC domain tasks to build English language skills.</p> <p>3. Lugo will encourage and promote parent engagement and will provide parent professional learning regarding reclassification, the ELPAC, Seal of Biliteracy, and how to support students at home.</p> <p>3. Lugo will provide professional learning for teachers and staff on effective research based instructional strategies for integrated, designated ELD, and the ELPAC.</p> <p>4. Lugo will provide supplemental resources (including digital), materials, and interventions to help English Learners meet reclassification.</p> <p>5. Lugo will provide English learners with more opportunities to use supplemental resources to build vocabulary, build literacy skills, and develop English language proficiency.</p>
Year	2022	2023	2024																										
Level 1	37.5	31.0	25.7																										
Level 2	33.6	30.0	35.7																										
Level 3	24.3	31.0	30.7																										
Level 4	1.0	8.0	7.9																										
Year #	RFEF																												
2021-2022	4																												
2022-2023	6																												
2023-2024	18																												

**School Programs**  
**Programas de la Escuela**

<b>Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)</b>	<b>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
N/A	N/A

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

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

<b>Evidence of Progress Constancia del Progreso (Qualitative Measure/Medidas cualitativas)</b>	<b>Important Issues to Address Temas Importantes que Discutir</b>
Parent Outreach	1. Lugo will provide supplemental material and supplemental school wide events to support and increase the parent-school connection.
Communication	2. Lugo will increase communicate with parents and students regarding progress.
Parent Education (LCAP Parent Survey Results) 60.7% - Help with reading	3. Lugo will provide parent and family professional learning opportunities based on parent needs and requests.

45.9% - Help with Math 37.7% - Help with homework 21.3% - Positive discipline/behavior 26.2% - Family engagement opportunities 21.3% - Socio-emotional support 23.0% - Learning standards & assessments 26.2% - Bullying prevention	
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# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1

SCHOOL GOAL 1: All students will increase in English Language Arts performance.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2024 SBAC Assessment Data for 3rd-6th Grade	2024 SBAC SMART Goals School wide: 27.0% African American students: 10.0% English Learners: 15.0% Students with Disabilities: 15.0%	2024 SBAC SMART Goals School wide: 22.2% African American students: 25.0% English Learners: 6.8% Students with Disabilities: 1.4%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity #1</p> <p>A. Provide interventions and activities to improve foundational skills in literacy.</p> <p>B. Strengthen the home-school connection by communicating with parents regarding student progress and providing parent education to support literacy learning at home.</p>	<p>Activity #1 was fully implemented.</p> <p>A. Students scoring intensive or strategic were invited to attend the Reading Academy to close learning gaps in foundational literacy skills. The extended learning program is still in progress and will continue until mid April.</p> <p>B. Parents and families received written/oral communication through different communication tools. Parents had the opportunity to attend parent-teacher conferences, SST meetings, IEP meetings, and informal meetings with teachers to discuss student progress. Parents and family education opportunities are continuous throughout the school year. Topics</p>	<p>The Instructional Assistants (2) will support small group instruction and interventions to increase student achievement. 2000-2999: Classified Personnel Salaries Title I 44000</p>	<p>The Instructional Assistants (2) will support small group instruction and interventions to increase student achievement. Title I 21036</p>
		<p>Lugo will provide more opportunities for literacy activities including a full time library assistant to help students meet content standards. 2000-2999: Classified Personnel Salaries Title I 33457</p>	<p>Lugo will provide more opportunities for literacy activities including a full time library assistant to help students meet content standards. Title I 0</p>
		<p>Lugo will provide supplemental ELA interventions focused on increasing achievement, building foundational skills and improving attendance and behavior. 1000-1999:</p>	<p>Lugo will provide supplemental ELA interventions focused on increasing achievement, building foundational skills and improving attendance and behavior. 1000-1999:</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	covered include: social-emotional learning, the use of technology and the effect on children, positive communication and discipline, building healthy relationships, and substance abuse prevention.	Certificated Personnel Salaries Title I 3000	Certificated Personnel Salaries 3924
<p>Activity #2</p> <p>A. Provide staff professional development based on need.</p> <p>B. Implement evidence based instructional strategies to increase literacy skills.</p> <p>C. Implement the use of Thinking Maps across the curriculum to support supplemental interventions.</p>	<p>Activity #2 was fully implemented</p> <p>A. Lugo provided staff professional development based on need. Certificated personnel participated in professional development to increase student achievement in foundational reading skills for students not meeting academic standards.</p> <p>B. Lugo provided teachers with professional development to Implement evidence based instructional strategies to increase literacy skills such as spelling patters and phonics and phonemic awareness.</p> <p>C. Lugo teachers implement the use of Thinking Maps across the curriculum to support supplemental small group instruction.</p>	<p>Lugo will provide supplemental professional development for teachers and support staff to be trained in the supplemental programs and evidence based practices implemented during interventions. 1000-1999: Certificated Personnel Salaries Title I 1000</p>	<p>Lugo will provide supplemental professional development for teachers and support staff to be trained in the supplemental programs and evidence based practices implemented during interventions. 1000-1999: Certificated Personnel Salaries 1206</p>
<p>Activity #3</p> <p>A. Integrate the use of technology, digital resources, and supplemental materials to build literacy skills.</p> <p>B. Implement school wide supplemental programs and interventions to</p>	<p>Activity #3 was fully implemented.</p> <p>A. Lugo teachers integrated the use of various forms of technology, digital tools, and supplemental materials to build literacy skills. The teachers implemented the UFLI supplemental material to</p>	<p>Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement. 4000-4999: Books And Supplies Title I 11543</p>	<p>Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement. 4000-4999: Books And Supplies 39310</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
promote and support literacy.	<p>support phonics instruction for students in need of foundational reading skills.</p> <p>B. Lugo implemented the Learning Without Tears supplemental penmanship program school wide for students in TK - 6th grade to support students with writing.</p>		

## Analysis

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

See Data Analysis and Evaluation.

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

See Data Analysis and Evaluation.

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

The proposed expenditures were close to the actual expenditures with a few exceptions as indicated as follows. The funds allocated for an additional classroom assistant (22,000) and the (33457) for a librarian were not used to fund classified salaries. The district discouraged the use of Title I funds to fund additional classified positions. The additional funds were used to purchase supplemental materials and supplemental intervention resources.

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

See Data Analysis and Evaluation.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2

SCHOOL GOAL 2: All students will increase in Mathematics performance.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2024 SBAC Assessment Data for 3rd-6th Grade	2024 SBAC SMART Goals School Wide: 20.0% African-American Students: 10.0% English Learners: 15.0% Students with Disabilities: 10.0%	2024 SBAC SMART Goals School Wide: 16.2% African-American Students: 25.0% English Learners: 6.8% Students with Disabilities: 0.0%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Activity #1 A. Provide supplemental interventions to support the building of foundational skills, development of conceptual understanding, and application of mathematics learning to solve problems in the real world.	Activity #1 was fully implemented A. Provide supplemental interventions to support the building of foundational skills, development of conceptual understanding, and application of mathematics learning to solve problems in the real world.	Lugo will provide supplemental Math interventions for students in focused building foundational skills, increasing achievement, and improving attendance and behavior. 1000-1999: Certificated Personnel Salaries Title I 3000	Lugo will provide supplemental Math interventions for students in focused building foundational skills, increasing achievement, and improving attendance and behavior. 1000-1999: Certificated Personnel Salaries Title I 3924
Activity #2 A. Provide staff professional development based on need, using evidence based practices and supplemental programs to support interventions.	Activity #2 was fully implemented. A. Lugo teachers participated in professional development in the use of evidence based math instructional strategies and practices. Teachers also participated in professional development facilitated by the SWUN Coach, Instructional Coach, and Instructional	Lugo will provide supplemental professional development for teachers and support staff on supplemental programs and evidence based instructional strategies used during interventions. 1000-1999: Certificated Personnel Salaries Title I 1000	Lugo will provide supplemental professional development for teachers and support staff on supplemental programs and evidence based instructional strategies used during interventions. 1000-1999: Certificated Personnel Salaries 1770

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Lead in the implementation of the supplemental math programs and how to use data to plan for interventions and small group instruction.		
<p>Activity #3</p> <p>A. Implement research-based instructional strategies across the grade levels to build conceptual understanding of mathematics.</p> <p>B. Implement research-based instructional strategies that to facilitate collaboration and academic math discourse among students.</p>	<p>Activity #3 was partially implemented</p> <p>A. Lugo teachers implemented research-based instructional strategies across the grade levels to build understanding of math concepts.</p> <p>B. Implement research-based instructional strategies that to facilitate collaboration and academic math discourse among students.</p>	<p>Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement. 4000-4999: Books And Supplies Title I 8125</p>	<p>Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement. 16661</p>

## Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were close to the actual expenditures with a few exceptions as indicated as follows. The funds allocated for an additional classified staff were not used to fund classified salaries. The district discouraged the use of Title I funds to fund additional classified positions. The additional funds were used to purchase supplemental materials and supplemental intervention resources.

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

See Data Analysis and Evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3

SCHOOL GOAL 3: English learners will progress at least one language level in the ELPAC.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2024 ELPAC Assessment for K- 6th Grade	2024 ELPAC: Progressed at Least One ELP Level: 43.6%	2024 ELPAC: Progressed at Least One ELP Level: 42.9%
2024 ELPAC Assessment for K-6th Grade	2024 ELPAC: Maintained ELP Level 1-3: 39.2%	2024 ELPAC: Maintained ELP Level 1-3: 39.3%
2024 ELPAC Assessment for K-6th Grade	2024 ELPAC: Maintained ELP Level 4: 0.0%	2024 ELPAC: Maintained ELP Level 4: 0.0%
2024 ELPAC Assessment for K-6th Grade	2024 ELPAC: Decreased at at Least One ELP Level: 0.0%	2024 ELPAC: Decreased at at Least One ELP Level: 17.9%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity #1</p> <p>A. Provide staff professional development based on need, using evidence based practices and supplemental programs to support interventions.</p> <p>B. Communication with school staff, parents, and students regarding language development and English Learner progress.</p>	<p>Activity #1 was fully implemented</p> <p>A. Lugo teachers participated in professional development on the use of evidence based practices and supplemental programs to support designated and integrated ELD.</p> <p>B. Lugo communicated with school staff, parents, and students regarding language development and English Learner progress. Teachers were informed of EL students making and not making progress. Lugo communicated with parents regarding student progress in ELD, the ELPAC, and criteria for reclassification. EL</p>	<p>Lugo will provide supplemental professional development and collaboration for teachers and support staff to be trained in the supplemental program and evidence based instructional strategies used during the interventions. 1000-1999: Certificated Personnel Salaries Title III 3000</p>	<p>Lugo will provide supplemental professional development and collaboration for teachers and support staff to be trained in the supplemental program and evidence based instructional strategies used during the interventions. Title III 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	students and parents of EL students participated in data chats to monitor progress towards English proficiency.		
<p>Activity #2</p> <p>A. Strengthen the home-school connection by providing parent education to strengthen their understanding of what it means to have a student classified as an English Learner.</p> <p>B. Provide supplemental interventions to support the building of English language skills and understanding of the tasks in the ELPAC assessment.</p>	<p>Activity #2 was partially implemented</p> <p>A. Lugo strengthen the home-school connection by providing parent education to develop their understanding of what it means to have a student classified as an English Learner.</p> <p>B. Lugo provide supplemental interventions to support the building of English language skills and understanding of the tasks in the ELPAC assessment. Due to insufficient staff availability to teach interventions after school, only students in 3rd-6th participated in the Language Academy after school.</p>	<p>Lugo will provide students with supplemental interventions focused on the reading, listening, speaking, and writing domains to help English learners meet the requirements for reclassification. 1000-1999: Certificated Personnel Salaries Title III 3000</p>	<p>Lugo will provide students with supplemental interventions focused on the reading, listening, speaking, and writing domains to help English learners meet the requirements for reclassification. Title III 2600</p>
<p>Activity #3</p> <p>A. Provide extended learning opportunities and interventions to support the acquisition of the academic English language in the speaking, listening, reading, and writing domains.</p>	<p>Activity #3 was fully implemented</p> <p>A. Lugo provided extended learning opportunities and interventions to support the acquisition of the academic English language in the speaking, listening, reading, and writing domains. Lugo provided LTEL students with additional intervention in reading and writing using supplemental digital tools to help students reach reclassification.</p>	<p>Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement. 4000-4999: Books And Supplies Title III 3879</p>	<p>Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement. 4000-4999: Books And Supplies 5397</p>

## Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were very close to the actual expenditures.

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

See Data Analysis and Evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 4

SCHOOL GOAL 4: Parent and Family participation will increase by 10% annually.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SSC Sign in Sheets	SSC Sign in Sheets: 10	SSC Sign in Sheets: 11
ELAC Sign in Sheets	ELAC Sign in Sheets: 6	ELAC Sign in Sheets: 5
Back to School Night Sign in Sheets	Back to School Night Sign in Sheets: 213	Back to School Night Sign in Sheets: 187
Open House Sign in Sheets	Open House Sign in Sheets: 135	Open House Sign in Sheets: 130
Parent Conference Sign in Sheets	Parent Conference Sign in Sheets: 334	Parent Conference Sign in Sheets: 289

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity #1</p> <p>A. Promote parent outreach throughout the school year to increase the home-school connect.</p> <p>B. Communicate regularly with parents regarding student progress.</p>	<p>Activity #1 was fully implemented</p> <p>A. Lugo conducted parent and family outreach throughout the school year to increase the home-school connect. Parents and families were encouraged to participate in their child's education by participating in different school events and programs.</p> <p>B. Lugo regularly communicated with parents regarding student progress through formal and informal modes of communication.</p>	<p>Lugo will provide supplemental material to increase the home-school connection to support student learning, increase achievement, and improve attendance and behavior. 4000-4999: Books And Supplies Title I 857</p>	<p>Lugo will provide supplemental material to increase the home-school connection to support student learning, increase achievement, and improve attendance and behavior. 4000-4999: Books And Supplies 1060</p>
<p>Activity #2</p> <p>A. Parent education on topics of interest that support student learning</p>	<p>Activity #2 was fully implemented</p> <p>A. Lugo offered parent education opportunities</p>	<p>Lugo will provide families educational opportunities that support student learning</p>	<p>Lugo will provide families educational opportunities that support student learning</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and development, as identified in needs assessment activities.</p> <p>B. Provide education and resources that promotes and supports the home-school connection.</p>	<p>based on topics of interest and that support student learning and development. Topics covered include: social-emotional learning, the use of technology and the effect on children, positive communication and discipline, building healthy relationships, and substance abuse prevention.</p> <p>B. Provide education and resources that promote and support the home-school connection. Parents and family education opportunities are continuous throughout the school year. Lugo provided educational resources that extend learning to the home for parents on a check out basis.</p>	<p>and to strengthen the home-school connection. 4000-4999: Books And Supplies Title I 500</p>	<p>and to strengthen the home-school connection. 1680</p>

## Analysis

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

See Data Analysis and Evaluation.

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

See Data Analysis and Evaluation.

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

The proposed expenditures were very close to the actual expenditures. An additional \$1100 was used to purchase additional supplemental instructional resources for parents to support learning at home.

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

See Data Analysis and Evaluation.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 5

SCHOOL GOAL 5: Students will have educational opportunities for social emotional learning.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate: 39.1%	2023-2024 Chronic Absenteeism Rate: 36.6%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Activity #1</p> <p>A. Supplement interventions and resources will be provided to support student engagement, achievement, attendance, positive behavior and social emotional development.</p>	<p>Activity #1 was fully implemented.</p> <p>A. Lugo provided supplement interventions and resources will be provided to support student engagement, achievement, attendance, positive behavior and social emotional development.</p>	<p>Lugo will organize and implement extended learning opportunities and interventions to support student's social emotional learning and well being, improve attendance, and promote positive behavior. 4000-4999: Books And Supplies Title I 1000</p>	<p>Lugo will organize and implement extended learning opportunities and interventions to support student's social emotional learning and well being, improve attendance, and promote positive behavior. 4000-4999: Books And Supplies Title I 0</p>
<p>Activity #2</p> <p>A. Implement social emotional learning opportunities and development through curriculum, school wide events, extended learning opportunities, and interventions.</p>	<p>Activity #2 was fully implemented.</p> <p>A. Implement social emotional learning opportunities and development through curriculum, school wide events, extended learning opportunities, and interventions.</p>	<p>Lugo will provide supplemental resources and materials to support students' social emotional learning and well being, improve attendance, and promote positive behavior. 4000-4999: Books And Supplies Title I 1000</p>	<p>Lugo will provide supplemental resources and materials to support students' social emotional learning and well being, improve attendance, and promote positive behavior. 4000-4999: Books And Supplies Title I 1484</p>
<p>Activity #3</p> <p>A. Family education opportunities that supports students' and parents' social emotional learning.</p>	<p>Activity #3 was fully implemented.</p> <p>A. Lugo provided families with educational that supports students' and parents' social emotional learning. Lugo offered</p>	<p>Lugo will provide professional development for teachers and support staff to support student's social emotional learning</p>	<p>Lugo will provide professional development for teachers and support staff to support student's social emotional learning</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>B. Professional development for school staff that promotes student engagement, achievement, attendance, positive behavior and social emotional development.</p>	<p>families workshops on the following topics: attendance, non-violent communication in the family, and child emotional distress and how to regulate it. Additionally, Lugo hosted an SEL paint night centered around building positive relationships.</p> <p>B. Lugo provided professional learning for teachers and school staff that promotes student engagement, achievement, attendance, positive behavior and social emotional development. SPED staff attended behavior workshops provided by the district BCBA.</p>	<p>and well being, improve attendance, and promote positive behavior. 1000-1999: Certificated Personnel Salaries Title I 1000</p>	<p>and well being, improve attendance, and promote positive behavior. 0</p>

## Analysis

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

See Data Analysis and Evaluation.

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

See Data Analysis and Evaluation.

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

The proposed expenditures were very close to the actual expenditures. Lugo provided professional development to teachers and support staff to support student's social emotional learning at no cost. The training was conducted by District BCBA's.

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

See Data Analysis and Evaluation.

## School Plan for Student Achievement: Data Analysis and Evaluation

### Overall Data Findings Based on Assessment Results (Narrative)

Lugo Elementary School has demonstrated limited academic growth in the areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics according to data trends from the year 2021-2022 to 2023-2024. Providing supplemental interventions and supporting services to students in ELA, ELD, and Math continues to be a focus for Lugo Elementary. Data trends indicate that students across different grade levels are struggling to demonstrate understanding of literary and non-literary text, producing clear and coherent writing, applying mathematical concepts and procedures to solve real world math problems. Additionally, students are also struggling to understand information and content presented orally and communicating information and reasoning.

ELPAC data shows that Lugo's English learners are struggling to effectively communicate using oral and written language and read and understand text. As a result, Lugo Elementary School will continue to focus on assessment findings and results determined from 2023-2024; as well as results from local assessments and evaluations. More specifically, in the area of English language arts, the focus will be on building foundational skills, decoding multiple syllable words to build reading fluency, citing evidence, and annotating the text to build reading comprehension. Writing will focus on grammar, spelling, and sentence structure. Additionally, writing instruction will provide more opportunities to write for different purposes and across the curriculum. In mathematics, our focus will be building foundational skills using manipulatives to promote the development of the conceptual understanding of math concepts. More importantly, math instruction will provide more opportunities for students to apply their math understanding and skills to solve real word problems.

### Assessment Results:

#### **Identify ELA areas of strength:**

Lugo Elementary has made some growth in literacy in the area of reading, listening, and research and inquiry based on the most current 2024 SBAC data. Growth in literacy was demonstrated by the overall achievement of students who exceeded/met the standard in English Language Arts/Literacy. There was a small growth of 3.5% from 18.7% to 22.2% for all students in 3rd-6th grade. More significant was the improvement demonstrated by the 3rd grade students who exceeded/met the standards in overall literacy skills. Students improved from 9.8% to 22.5%, which was a 12.7% growth from the previous year's results. The growth for students in 6th grade who exceeded/met the standard increased by 12.3% from 15.7% to 28.0%.

The growth in students' ability to demonstrate understanding of literary and non-fictional text was demonstrated by the percentage of students in 3rd - 6th grade who met or nearly met the standard. This growth in reading was demonstrated by an overall performance increase of 0.26% from 56.0% to 56.2%. Even more significant was the improvement demonstrated by the 6th grade students as 52.0% met or nearly met the standard in reading. This was a 14.8% growth from the previous year's results. Overall, the percentage of students who met or nearly met the standard in reading was as follows:

- a. 3rd grade - 57.7%
- b. 4th grade - 60.7%
- c. 5th grade - 54.5%
- d. 6th grade - 52.0%

Growth in students' ability to demonstrate effective communication skills (listening) was demonstrated by the 1.9% of students in 3rd - 6th who scored Above Standard and a 57.3% who scored Near Standard. More significant was the improvement demonstrated by the 6th grade students as 70.0% met or nearly met the standard in listening. This was a 7.3% growth from the previous year's results. Overall, the percentage of students who met or nearly met the standard in reading was as follows:

- a. 3rd grade - 67.5%

- b. 4th grade - 64.7%
- c. 5th grade - 54.5%
- d. 6th grade - 70.0%

The growth in research and inquiry was demonstrated as the percentage of students in 3rd-6th grade who scored Above Standard increased by 1.9% from 5.7% to 7.6%. The data also shows that 52.4% of students' ability to find and present information about a topic scored At or Near Standard. Overall, 60.0% of students in 3rd 6th met or nearly met the listening standards in the SBAC. The improvement was demonstrated more significantly by the 66.0% of 6th grade students who met and nearly met the standards in research and inquiry. This was an increase of 7.2% from the previous year's results. Overall, the percentage of students who met or nearly met the standard in research/inquiry was as follows:

- a. 3rd grade - 62.5%
- b. 4th grade - 66.7%
- c. 5th grade - 43.2%
- d. 6th grade - 66.0%

Data from the end of the year DORA assessments for the 2023-2024 school year indicated that students made some growth in high frequency words, word recognition, phonics, vocabulary, and comprehension. This is evidenced from a comparison of data from the beginning of the year and end of the year. The weighted score for grades K-6th increased from 44.9% to 69.0%. This was an improvement in student achievement of 24.1%. There was an increase in the percentage of students scoring above and/or proficient in Language Arts in the following areas:

- a. High frequency word recognition increased from 45.4% to 68.2% (+22.8%)
- b. Word recognition increased from 36.9% to 58.7% (+21.8%)
- c. Phonics increased from 36.9% to 60.8% (+23.9%)
- d. Vocabulary increased from 77.4% to 90.9% (+13.5%)
- e. Comprehension increased from 25.3% to 40.9% (+15.6%)

Furthermore, the growth in student achievement from the beginning of the year to the end of the year in word recognition, phonics, high frequency words, and comprehension was most significant among the following grade levels:

Word recognition:

- a. 3rd grade increased from 3.09 to 4.96 (+1.87)
- b. 4th grade increased from 3.77 to 5.83 (+2.06)

Phonics:

- a. 1st grade increased from 0.43 to 1.72 (+1.27)

Vocabulary

- a. 1st grade increased from 2.24 to 3.62 (+1.38)
- b. 5th grade increased from 4.75 to 6.14 (+1.39)

Comprehension

- a. 3rd grade increased from 1.56 to 2.80 (+1.24)
- b. 4th grade increased from 1.94 to 3.03 (+1.09)
- c. 5th grade increased from 3.15 to 4.66 (+1.51)

Local District benchmark data for the 2023-2024 also indicated some areas of strength in English language arts. There were strengths in the 4th grade students who were able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. District benchmarks show that 23% met or exceeded the standard in this area of reading comprehension. 22% of 4th grade students met or exceeded the standard in determining the theme of a story, drama, or poem from details in the text and were able to summarize the text. Additionally, 33% of 5th graders were also able to determine two or more main ideas of a text and explain how they are supported by key details and summarize the text as well. 38% of 6th grade students also met or exceeded the standard in determining the theme or central idea of a text and how it is conveyed through particular details and were able to provide a summary of the text distinct from personal opinions or judgments. Lastly, local benchmark data indicates that there were some areas of strength in 3rd grade

students who met or exceeded the standard in comprehension and language skills. 54% of 3rd graders were able to explain the function of nouns, pronouns, verbs, adjectives, and adverbs. 58% of 3rd grade students were able to form and use regular and irregular nouns. In reading comprehension, 34% of students were able to retell stories and 56% were able to determine the meaning of words and phrases of literal and nonliteral language.

**Identify ELA areas of need:**

Based on the most current SBAC ELA data for 2023-2024, areas of need for Lugo students are in reading and listening. According to SBAC data, the area of greatest need is in the area of writing. Even though Lugo made progress in the overall performance in the area of reading, listening, and research and inquiry, Lugo did not reach the 27.0% SMART goal for Language Arts. There are some areas of need among different grade levels and student subgroups.

Data indicates that growth in the overall performance only increased by 3.51% for students who met and exceeded the standards in Language from 18.66% to 22.17%. The percentage of students who met and exceeded the standard decreased by 2.94% for students in 4th grade, from 16.66 to 13.72%. Similarly, the percentage of students who met and exceeded the standard decreased by 7.625 for students in 5th grade, from 32.65% to 25.03%.

SBAC data indicates that there was a significant decline in growth in the reading domain for 4th grade students. The percentage of students at or near the standard decreased by 14.15% from 69.05% to 54.90%. Additionally, the percentage of students below standard was close to 50% for students in 3rd - 6th grade. Data from the previous year's results indicate that there was an increase in the percentage of students below standard for the following grade levels:

- a. 3rd grade increased by 3.28% from 39.22% to 42.50%
- b. 4th grade increased by 13.03% from 26.19% to 39.22%
- c. 5th grade increased by 0.55% from 44.90% to 45.45%

Another area of need is listening and demonstrating effective communication. A comparison of SBAC data for the 2022-2023 and 2023-2024 indicates that the percentage of students who scored at or near the standard decreased from 62.18% to 57.30%% (-4.88%%). SBAC data indicates that there was a significant decline in growth in the listening domain for 3rd, 4th, and 5th grade. The percentage of 3rd grade students who scored at or near the standard decreased from 64.71% to 57.50% (-7.21%). The percentage of 4th grade students who scored at or near the standard decreased from 73.81% to 62.75% (-11.06%). Additionally, the percentage of 4th grade students who scored below standard increase from 21.43% to 35.29% (+13.86%) Furthermore, the percentage of 5th grade students who scored at or near the standard decreased from 59.18% to 47.73% (-11.73%). The percentage of 5th graders who scored below standard increased from 34.69% to 45.45% (+10.76%) in listening and demonstrating effective communication.

The SBAC data for the 2023-2024 school year indicates that students who can produce clear and purposeful writing increased by only 3.48% from 30.57% to 34.05%. The percentage of students who scored above the standard increased only by 0.17%, from 4.15% to 4.32%. SBAC data indicates that more than 50% of students in 3rd-6th grade scored below standard in writing:

- a. 3rd grade scored 60.0% below standard
- b. 4th grade scored 62.75% below standard
- c. 5th grade scored 68.18% below standard
- d. 6th grade scored 56.00% below standard

An average of all students scored 61.62% below standard in writing.

Data from DORA assessments for the 2023-2024 school year indicate that phonics, spelling and reading comprehension are the areas of greatest need across the grade levels, based on a comparison of DORA data from the beginning of the school year to the end of the school year

First graders scored emergent in the following areas:

- a. 41.9% in phonics
- b. 48.8% in spelling
- c. 62.8% in comprehension

Second graders scored emergent in the following areas:

- a. 74.0% in phonics

- b. 80.00% in spelling
- c. 82.00% in comprehension

Third graders scored emergent in the following areas:

- a. 54.3% in phonics
- b. 85.7% in spelling
- c. 62.9% in comprehension

Fourth graders scored emergent in the following areas:

- a. 60.4% in phonics
- b. 85.4% in spelling
- c. 70.8% in comprehension

Fifth graders scored emergent in the following areas:

- a. 45.2% in phonics
- b. 73.8% in spelling
- c. 57.1% in comprehension

Most recent local District benchmark data also provides evidence of areas of need. The local benchmark data indicates that the average overall scores for reading comprehension of literary and non fictional text is about 10%. More specifically, local benchmark data shows that students in 3rd-6th grade have needs in different areas of literacy.

Fourth grade students are struggling to determine the main idea of a text and explain how it is supported by key details in the text. Only 17% of 4th grade students met or exceeded the standard in this area. Other areas of need for 4th graders includes how to order adjectives within sentences according to conventional patterns (4%) and how to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (13%).

Local benchmark data also indicates that students in 5th grade have the greatest needs in quoting accurately from a text when explaining what the text says explicitly (16%) and comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (15%). Determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (2%) and recognizing and correcting inappropriate shifts in verb tense (13%) were more significant needs for students in 5th grade. Additionally, students in 3rd-6th grade are struggling to use appropriate language skills. The language standards are usually taught in isolation and students struggle to apply language skills in the context of writing. This is evidenced by the 6% of 6th graders who met or exceeded the standard in the use of intensive pronouns and the 4% of students who were able to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### **Identify ELD areas of strength:**

Based on the 2022-2023 and 2023-2024 ELPAC Data for Lugo Elementary, there was some growth in Overall Language performance for English learners in K-6th grade. The data indicates that growth in the Overall Language increased for students in 3rd-6th grade who scored at a Level 4.

- a. 3rd grade increased from 5.00% to 11.11% (+6.11%)
- b. 4th grade increased from 4.76% to 11.11% (+6.35%)
- c. 5th grade increased from 13.64% to 15.00% (+1.36%)
- d. 6th grade increased from 0.00% to 5.56% (+5.56%)

The data also shows that there was also an increase in the percentage of English learners in specific grade levels who scored at an Overall Language Level 3.

The following grade levels demonstrated the following gains:

- a. 1st grade increased significantly by 17.54% from 15.79% to 33.33%
- b. 3rd grade increased by 8.33% from 25.00% to 33.33%
- c. 4th grade increased by 10.32% from 28.57% to 38.89%
- d. 5th grade increased by 2.27% from 22.73% to 25.00%

A comparison of the data from 2022-2023 and 2023-2024 indicates there was growth in the oral language (listening and speaking domains). The percentage of English learners who scored at the Well Developed level increased from 20.00% to 30.37% in listening, an increase of 10.37%. The percentage of English learners who scored at the Well Developed level increased from 9.33% to 14.17% in speaking, an increase of 4.84%. More significantly was the growth demonstrated by the following grade levels:

- a. 1st grade increased from 27.78% to 62.50% (+34.72%) in listening
- b. 3rd grade increased from 5.00% to 29.41% (+29.40%) in listening
- c. 3rd grade increased from 5.26% to 12.50% (+7.24%) in speaking
- d. 4th grade increased from 36.84% to 47.06% (+10.22%) in listening
- e. 4th grade increased from 0.00% to 13.33% (+13.33%) in speaking
- f. 5th grade increased from 21.05% to 41.18% (+20.13%) in speaking

Lugo's ELPAC data also indicates that the percentage of English Learners in the Well Developed level in the reading and writing domains also improved. The growth was most significantly demonstrated by the following grade levels:

- a. 1st grade increased from 11.11% to 20.83% in the reading domain
- b. 2nd grade increased from 5.00% to 16.67% in the writing domain
- c. 3rd grade increased from 5.00% to 11.11% in the reading domain
- d. 4th grade increased from 11.11% to 25.00% in the writing domain

Furthermore, the CA Dashboard data indicates that 42.9% of English learners progressed at least one ELPI level.

#### **Identify ELD areas of need:**

The CA Dashboard Data for the 2023-2024 school year indicates that 17.9% of English learners decreased one ELPI level and 39.3% maintained ELPI Level 1-3. The most current ELPAC Data shows that some of Lugo's English learners are struggling to make adequate progress to meet reclassification criteria. Only 11 students met the criteria for reclassification in the 2023-2024 school year. English learners are struggling to effectively communicate orally and in writing and read and understand text. 2023-2024 ELPAC Data indicates that only 42.9% of ELs are making progress towards ELA proficiency in the Listening, Speaking, Reading, and Writing Domains.

Data from the previous year's results indicate that the percentage of students in all grades who scored at a Level 4 in Overall Language increased only by 0.06% from 7.83% to 7.86%. More significant was the minimal growth demonstrated by the following grade levels who scored at a Level 4:

- a. 1st grade - 4.17%
- b. 2nd grade - 0.0%
- c. 6th grade - 5.56%

Similarly, data from the previous year's results indicate that the percentage of students in all grades who scored at a Level 4 in Oral Language increased only by 2.62% from 10.24% to 12.86%. More significant was the minimal growth demonstrated by the following grade levels who scored at a Level 4:

- a. 1st grade - 4.17%
- b. 6th grade - 5.56%

ELPAC Data also shows that there were 17 students in 5th grade and 17 students in 6th who have not reclassified.

- a. 25.00% of 5th graders scored at a Level 3; 30.00% at a Level 2; 30.00% at a Level 1
- b. 22.22% of 6th graders scored at a Level 3; 50.00% at a Level 2; 22.22% at a Level 1

Even Though there was a small increase in the percentage of students in all grade levels who scored well Developed in the listening domain, there was minimal improvement among 5th and 6th grade students. The data indicates that there was a decrease in the percentage of students in 4th grade with well developed listening skills. This is demonstrated by a decrease in the percentage from 33.33% to 27.78%, a decrease of 5.55% from the previous year's scores. Only 5.88% of 6th graders have well developed listening skills according to ELPAC data. Additionally, there is a high percentage of students in 4th - 6th grade whose listening skills are still somewhat and moderately developed. This is demonstrated by the following tests scores:

- a. 4th grade - 55.56%
- b. 5th grade - 55.56%
- c. 6th grade - 70.59%

This is a great area of need because the 4th graders are at risk of becoming long term English learners and the majority of the 5th and 6th graders are long term English learners who are not making the academic progress necessary for reclassification. Additionally, ELPAC data for the speaking, reading, and writing domain show high percentages of 4th - 6th grade students with somewhat and moderately developed skills. This is demonstrated by the following ELPAC scores:

Speaking Domain:	Reading Domain	Writing Domain:
4th grade - 60.00%	4th grade - 52.94%	4th grade - 56.25%
5th grade - 47.06%	5th grade - 42.11%	5th grade - 78.57%
6th grade - 60.00%	6th grade - 29.41%	6th grade - 100.0%

More significant are the alarming percentages evident in the 3th-6th grade students who scored at a beginning in the reading domain. This is evidenced by the following test scores:

- 3rd grade - 61.11%
- 4th grade - 41.18%
- 5th grade - 42.11%
- 6th grade - 64.71%

#### **Identify Math areas of strength:**

Based on the most current SBAC Data for Lugo Elementary, there was growth in the math achievement of students in 3rd-6th grade. This growth is evidenced by the percentage of students who met and/or exceeded the standard in Mathematics. There was a 2.86% from 11.22% to 16.22% in the overall math achievement from the previous year's scores. More significant was the growth for 3rd, 5th and 6th grade students as indicated as follows:

- 3rd grade increased by 2.69% from 14.81% to 17.50%
- 5th grade increased by 3.43% from 12.92% to 16.67%
- 6th grade increased by 8.08% from 3.02% to 12.00%

Lugo's areas of strength in Mathematics are in problem solving and modeling/data analysis and communicating math reasoning. This growth was demonstrated by the overall percentage of students who scored At or Near Standard in all grades. The percentage increased by 5.19% in problem solving and the percentage increased by 3.75% for all grades in communicating reasoning. More significant was the increase in growth among the following grade levels:

- 3rd grade increased by 4.72% from 27.78% to 32.50% in problem solving and modeling/data analysis
- 3rd grade increased by 6.20% from 46.30% to 52.50% in communicating reasoning
- 4th grade increased by 2.24% from 42.86% to 45.10% in problem solving and modeling/data analysis
- 5th grade increased by 16.00% from 40.82% to 56.82% in problem solving and modeling/data analysis
- 5th grade increased by 4.87% from 42.86% to 47.73% in communicating reasoning
- 6th grade increased by 2.59% from 29.41% to 32.00% in problem solving and modeling/data analysis
- 5th grade increased by 2.94% from 47.06% to 50.00% in communicating reasoning

There was also a significant increase in the percentage of 3rd graders who scored Above Standard in problem solving and modeling/data analysis. The percentage of 3rd graders increased by 12.70% from 3.70% to 15.00%.

A comparison of the beginning of the year and the end of the year ADAM assessments data for the 2023-2024 school year indicates that students are making progress in numbers and operations, measurement, data and probability. This is evidenced in the percentage of students in 1st - 3rd grade scoring above and/or proficient for the following grades:

- 1st grade scores increased by 28.2% from 43.9% to 72.1% in numbers and operations
- 1st grade scores increased by 22.7% from 12.2% to 34.9% in measurement
- 2nd grade scores increased by 8.83% from 27.1% to 36.0% in numbers and operations
- 3rd grade scores increased by 5.7% from 20.0% to 25.7% in measurement

ADAM data also indicates that the percentage of students approaching proficiency also increased for the following students:

- 31.4% of 3rd graders are approaching proficiency in numbers and operations
- 34.3% of 3rd graders are approaching proficiency in data and probability

- c. 32.7% of 4th graders are approaching proficiency in numbers and operations
- d. 36.7% of 4th graders are approaching proficiency in measurement

SWUN data from 2023- 2024 indicate that students are making progress in geometry, measurement, and operations and algebraic thinking. Overall assessment data indicates that 22.8% of students are proficient and 52.9% are making progress. Trimester 1 - 3 for 2nd grade students indicate that the student show strengths in the following areas:

- a. 66% of students were proficient or were making progress in the identification of shapes
- b. 85% of students were proficient or were making progress in the comparison of numbers to 100
- c. 47% of students were proficient or were making progress in the addition and subtraction of numbers within 100
- d. 85% of students were proficient or were making progress in the comparison of numbers to 100
- e. 69% of students were proficient or were making progress in telling time to the nearest 5 minutes

**Identify Math areas of need:**

CA Dashboard data from the 2023-2024 school year indicate that Lugo students are struggling in the area of mathematics. This is evidenced by the Overall Achievement of all students in 3rd-6th grade who scored in the Standard Not Met in mathematics:

- a. 50.00% of 3rd graders
- b. 64.71% of 4th graders
- c. 63.64% of 5th graders
- d. 62.16% of 6th graders

More significant are the percentages of the students who scored below standard in problem solving and modeling and data analysis.

- a. 3rd grade - 52.50%
- b. 4th grade - 64.71%
- c. 6th grade - 64.00%

A comparison of the data from 2022-2023 to the 2023-2024 indicates that the percentages of the students above standard in communicating reasoning have remained very low as evidenced by the grade level data that follows:

- a. 3rd grade - 9.26% to 10.00%
- b. 4th grade - 4.76% to 5.88%
- c. 5th grade - 4.08% to 0.00%
- d. 6th grade - 0.00% to 6.00%

Additionally, about 50% of students in 3rd-6th grade are scoring below standard in their ability to communicate their math reasoning.

- a. 3rd grade - 37.50%
- b. 4th grade - 49.02%
- c. 5th grade - 52.27%
- d. 6th grade - 44.00%

Data from ADAM assessments indicated that there is a decline in the academic performance in mathematics overall. Based on a comparison of the beginning of the year and the end of the year 2023-2024 ADAM data, there is a decline in the percentage of students scoring above in the different ADAM subtests. The data indicates that students in the following grade levels scored 0.00% in different ADAM subtests:

- a. 1st grade - measurement
- b. 2nd grade - measurement, data/probability, and algebra
- c. 3rd grade - numbers and operations, measurement, data/probability, geometry, and algebra
- d. 4th grade - numbers and operations, measurement, data/probability, geometry, and algebra
- e. 5th grade - numbers and operations, measurement, data/probability, geometry, and algebra
- f. 6th grade - numbers and operations, measurement, data/probability, geometry, and algebra

ADAM data from the 2023 - 2024 year for Lugo Elementary indicates that students are starting below grade level in the different math strands. The data also indicates that students are not closing their existing learning gaps in mathematics. In some cases the students are making less than half a year's growth in mathematics. A comparison of the beginning of the year and end of the year ADAM assessment indicate that there was very little growth in specific math subtest for the specific grade levels:

- a. 2nd grade - data/probability from 1.56 to 2.01 (0.45 growth), geometry from 1.49 - 1.95 (0.46 growth), algebra from 1.42 to 1.81 (0.39 growth)
- b. 3rd grade - data/probability from 2.59 to 2.85 (0.26 growth), geometry from 2.73 to 2.96 (0.23 growth)
- c. 4th grade - data/probability from 2.83 to 3.30 (0.47 growth), 4th grade - numbers and operations from 3.46 to 3.93 (0.47 growth)
- d. 5th grade - measurement from 3.63 to 3.72 (0.09 growth), 5th grade - data/probability from 3.59 to 3.87 (0.28 growth)
- e. 5th grade - numbers and operations from 4.23 to 6.64 (0.39 growth)

Even though Lugo students have made some gains in their mathematical learning and reasoning, there are still gaps in their mastery of foundational math skills and concept development. This is evidence by the high percentage of students scoring emergent in the different ADAM subtests as indicated by the different grade levels:

- a. 2nd grade - measurement (58.0%), geometry (56.0%), algebra (56.0%)
- b. 3rd grade - data/probability (51.4%)

More significant are the percentages among the upper elementary school students as indicated as follows:

- a. 4th grade - measurement (53.1%), data/probability (81.6%), geometry (67.3%), algebra (63.3%)
- b. 5th grade - numbers and operations (65.0%), measurement (90.0%), data/probability (80.0%), geometry (85.0%), and algebra (70.0%)

SWUN data from 2023- 2024 indicate that students are struggling with basic computational skills, problem solving, and communicating reasoning as indicated by the average assessment scores. Overall assessment data also indicates that less than 50% of students are still at a beginning level in their understanding and application of math concepts. This is evidenced from the Trimester 1 - 3 data as follows:

Trimester 1 average scores/ # of students at a beginning level :

- a. 3rd grade - 39.0% (13 students at beginning level in Trimester 1 skills)
- b. 4th grade - 41.0% (19 students at beginning level in Trimester 1 skills)
- c. 5th grade - 31.0% (21 students at beginning level in Trimester 1 skills)
- d. 6th grade - 40.0% (22 students at beginning level in Trimester 1 skills)

Trimester 2 average scores:

- a. 3rd grade - 44.0% (17 students at beginning level in Trimester 2 skills)
- b. 4th grade - 38.0% (28 students at beginning level in Trimester 2 skills)
- c. 5th grade - 27.0% (28 students at beginning level in Trimester 2 skills)
- b. 6th grade - 33.0% (26 students at beginning level in Trimester 2 skills)

Trimester 3 average scores:

- a. 3rd grade - 44.0% (13 students at beginning level in Trimester 3 skills)
- b. 4th grade - 34.0% (26 students at beginning level in Trimester 3 skills)
- c. 5th grade - 28.0% (28 students at beginning level in Trimester 3 skills)
- d. 6th grade - 28.0% (28 students at beginning level in Trimester 3 skills)

School: Lugo Elementary School

**2024-2025 Activities/interventions**

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
Reading Academy (After School Supplemental Intervention Program)	English Language Arts	Local Assessment Data	BPST Pre -Test	BPST Post - Test	This activity has been partially implemented. The program runs until mid April.
Math Academy (After School Supplemental Intervention Program)	Mathematics	SWUN Trimester Data	SWUN Trimester 1 Assessment	SWUN Trimester 1 Assessment (retake)	This activity has been partially implemented. The program runs until mid April.
English Learner Academy for LTELs (After School Supplemental Program)	English Language Development	SummitK12 ELPAC Assessment	SummitK12 Summative Benchmark	SummitK12 Quizzes Summative ELPAC	This activity has been fully implemented.

**2025-2026 Next Steps (narrative)**

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

<p><b>What 2024-2025 actions/interventions worked?</b> The English Learner Academy intervention was fully implemented and showed growth based on the evaluation tools used. The Reading Academy and the Math Academy have been partially implemented since the programs run until mid April. Growth will be determined based in the evaluation tools selected.</p>
<p><b>What 2024-2025 actions/interventions will you keep for 2025-2026?</b> Lugo will keep the activities and interventions specified above. The data analysis shows that students across different grade levels demonstrate a need in foundational skills in literacy, math, and English language development. Lugo will strive to provide supplemental interventions to all students not meeting academic standards.</p>
<p><b>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?</b> The interventions need to be modified to ensure more accelerated achievement in 2025-2026. This modification includes implementing pre and post assessments that measures the academic growth of students and the effectiveness of the interventions. The interventions need to be implemented across the grade levels and throughout the school year to allow students in need of intervention expended time to master the specific skills taught. The goal is to plan and implement lessons and evidence based instructional strategies that target specific skills to close the learning gap among students in different grade levels.</p>
<p><b>What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?</b> There is no need to eliminate any activity or intervention for 2025-2026.</p>
<p><b>What new interventions will you implement in 2025-2026 as a result?</b> Lugo will add a new supplemental interventions in 2025-2026 to address the writing needs of students, as indicated in the Data Analysis.</p>

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

SCHOOL GOAL 1: All students will increase in English Language Arts performance.

### Basis for this Goal

22.2% of students met/exceeded the standards in Language Arts  
16.8% of students nearly met the standards in Language Arts  
61.1% of students did not meet standards in Language Arts  
21.9% of students reached the SMART target of 27% in District common assessments

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2025 SBAC Assessment Data for 3rd-6th Grade	2024 SBAC SMART Goals School wide: 22.2% African American students: 25.0% English Learners: 6.8% Students with Disabilities: 1.4%	2025 SBAC SMART Goals School wide: 30.0% African American students: 30.0% English Learners: 15.0% Students with Disabilities: 10.0%

### Planned Strategies/Activities

#### Strategy/Activity 1

Lugo will implement supplemental interventions to strengthen foundational skills in literacy and increase student achievement in Language Arts.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	22000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	The Instructional Assistant will support small group instruction and interventions to increase student achievement.
<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide supplemental interventions focused on increasing achievement, building foundational skills and improving attendance and behavior.

## Strategy/Activity 2

Lugo will provide supplemental professional learning on evidence based instructional strategies and supplemental programs to increase student achievement in Language Arts.

## Students to be Served by this Strategy/Activity

All students

## Timeline

March 2025 - March 2026

## Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide supplemental professional learning for teachers to be trained in the supplemental programs and evidence based practices implemented during interventions.
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Lugo will provide supplemental professional learning for paraprofessionals to be trained in the supplemental programs and evidence based practices implemented during interventions.

<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Lugo will provide supplemental professional learning for parents and families to strengthen the parent-home connection.

### Strategy/Activity 3

Lugo will integrate the use of technology, digital resources, and supplemental materials to implement school wide supplemental programs and interventions to increase student achievement in Language Arts.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal  
 Instructional Lead  
 Teachers  
 Instructional Coach  
 Other School Personnel  
 Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	28660
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lugo will provide supplemental materials, digital resources, equipment, and supplies for interventions to increase student achievement.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

SCHOOL GOAL 2: All students will increase in Mathematics performance.

### Basis for this Goal

16.2%% of students met/exceeded the standards in Mathematics  
21.6% of students nearly met standards in Mathematics  
62.2% of students did not meet standards in Mathematics  
17.7% of students reached the SMART Goal of 20.0% in Mathematics

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2025 SBAC Assessment Data for 3rd-6th Grade	2024 SBAC Scores School Wide: 16.2% African-American Students: 25.0% English Learners: 6.8% Students with Disabilities: 0.0%	2025 SBAC SMART Goals School Wide: 25.0% African-American students : 25.0% English Learners: 15.0% Students with Disabilities: 10.0%

### Planned Strategies/Activities

#### Strategy/Activity 1

Lugo will implement supplemental interventions to strengthen foundational skills, development of conceptual understanding, and application of mathematics learning to solve problems in the real world.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
Instructional Lead  
Teacher  
Instructional Coach  
Other School Personnel  
Support Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide supplemental Math interventions focused on building foundational skills, increasing achievement, and improving attendance and behavior.

## Strategy/Activity 2

Provide staff supplemental professional learning for staff based on need, using evidence based practices and supplemental programs to support interventions.

## Students to be Served by this Strategy/Activity

All students

## Timeline

March 2025 - March 2026

## Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide supplemental professional learning for teachers to be trained in the supplemental programs and evidence based practices implemented during interventions.

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Lugo will provide supplemental professional learning for paraprofessionals to be trained in the supplemental programs and evidence based practices implemented during interventions

<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Lugo will provide supplemental professional learning for parents and families to strengthen the parent-home connection.

### Strategy/Activity 3

Lugo will provide supplemental materials, digital resources, and programs to implement school wide supplemental programs and interventions to increase student achievement in Mathematics.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	14000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lugo will provide supplemental materials, digital resources, and supplemental programs for interventions to increase student achievement in Mathematics.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Development

### Goal Statement

SCHOOL GOAL 3: English learners will progress at least one language level in the ELPAC and will meet requirements for reclassification.

### Basis for this Goal

2023-2024 ELPAC data indicates that only 11 students reclassified.  
30.0% of 5th graders scored at a Level 1 in the ELPAC and are at risk of being long term English Learner  
30.0% of 5th graders scored at a Level 2 in the ELPAC.  
22.2% of 6th graders scored at a Level 1 in the ELPAC.  
50.0% of 6th graders scored at a Level 2 in the ELPAC.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2025 ELPAC Assessment for K- 6th Grade	2024 ELPAC: Progressed at Least One ELP Level: 42.9%	2025 ELPAC: Progressed at Least One ELP Level: 52.9%
2025 ELPAC Assessment for K-6th Grade	2024 ELPAC: Maintained ELP Level 1-3: 39.3%	2025 ELPAC: Maintained ELP Level 1-3: 29.3%
2025 ELPAC Assessment for K-6th Grade	2024 ELPAC: Maintained ELP Level 4: 0.0%	2025 ELPAC: Maintained ELP Level 4: 0.0%
2025 ELPAC Assessment for K-6th Grade	2024 ELPAC: Decreased at at Least One ELP Level: 17.9%	2025 ELPAC: Decreased at at Least One ELP Level: 0.0%

### Planned Strategies/Activities

#### Strategy/Activity 1

Lugo will implement supplemental interventions to build English language skills and understanding of the tasks in the ELPAC assessment to help English learners reach reclassification.

#### Students to be Served by this Strategy/Activity

English Learners

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
Instructional Lead  
Teachers

Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide students with supplemental interventions focused on the reading, listening, speaking, and writing domains to help English learners meet the requirements for reclassification.

### Strategy/Activity 2

Lugo will provide supplemental professional learning on evidence based instructional strategies and supplemental programs to increase English language skills achievement and understanding of the tasks in the ELPAC assessment.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide supplemental professional learning for teachers and paraprofessionals to be trained in supplemental programs and research based instructional strategies used during the interventions.

### Strategy/Activity 3

Lugo will provide supplemental materials, programs and interventions to increase student achievement in the academic English language in the speaking, listening, reading, and writing domains.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

## Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3363
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lugo will provide supplemental materials, digital resources, and supplemental programs for interventions to increase student achievement and attainment of English language skills.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

SCHOOL GOAL 4: Parent and Family participation will increase by 10% annually.

### Basis for this Goal

Designated sign in sheet data were used as the basis for this Goal (see list below).  
Sign in sheets and LCAP Parent Survey data were used to analyze and evaluate this goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SSC Sign in Sheets	SSC Sign in Sheets: 11	SSC Sign in Sheets: 12
ELAC Sign in Sheets	ELAC Sign in Sheets: 5	ELAC Sign in Sheets: 6
Back to School Night Sign in Sheets	Back to School Night Sign in Sheets: 187	Back to School Night Sign in Sheets: 206
Open House Sign in Sheets	Open House Sign in Sheets: 130	Open House Sign in Sheets: 143
Parent Conference Sign in Sheets	Parent Conference Sign in Sheets: 289	Parent Conference Sign in Sheets: 318

### Planned Strategies/Activities

#### Strategy/Activity 1

Lugo will promote parent outreach and will provide supplemental materials throughout the school year to increase the parent-school connection.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lugo will provide supplemental material to increase the home-school connection to support student learning, increase achievement, improve attendance and behavior, and social emotional development.

### Strategy/Activity 2

Lugo will provide supplemental professional learning for parents on topics of interest that support student learning and development, as identified in needs assessment activities and parent surveys.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	820
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Lugo will provide families educational opportunities, programs, activities, and events that support student learning, increase achievement, improve attendance and behavior, and social emotional development.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Social Emotional Learning

### Goal Statement

SCHOOL GOAL 5: Students will have educational opportunities for social emotional learning.

### Basis for this Goal

36.6% of students are chronically absent  
36.9% of English learners are chronically absent  
45.9% of Students with Disabilities are chronically absent  
73.3% of African-American students are chronically absent  
AERIES data indicates that 2 student discipline referrals resulted in suspensions during the 2023-2024 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate: 36.6%	2024-2025 Chronic Absenteeism Rate: 26.6%

### Planned Strategies/Activities

#### Strategy/Activity 1

Lugo will provide supplemental materials and programs and supplemental interventions to increase student achievement, engagement, attendance, positive behavior and social emotional development.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
Instructional Lead  
Teachers  
Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Lugo will provide supplemental materials and interventions to support students' social emotional learning and well being, improve attendance, and promote positive behavior and a growth mindset.

### Strategy/Activity 2

Lugo will provide professional development to teachers and support staff to support student's social emotional learning and well being, improve attendance, and promote positive behavior.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
 Instructional Lead  
 Teachers  
 Instructional Coach  
 Other School Personnel  
 SEL Specialist  
 Support Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4500
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Lugo will provide professional development to teachers and paraprofessionals to support student's social emotional learning and well being, improve attendance, and promote positive behavior.

### Strategy/Activity 3

Lugo will organize and provide supplemental professional learning for parents that promote relationship building and support students' and parents' social emotional learning.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal  
 Instructional Lead  
 Teachers

Instructional Coach  
Other School Personnel  
Support Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Lugo will provide families supplemental educational opportunities, programs, activities, and school wide events that support student learning, increase achievement, improve attendance and behavior, and social emotional development.

# 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	109,343.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	109,343.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	100,980	0.00
Title III	8363	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	100,980.00
Title III	8,363.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	21,000.00
2000-2999: Classified Personnel Salaries	27,000.00
4000-4999: Books And Supplies	51,023.00
5000-5999: Services And Other Operating Expenditures	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	7,820.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	16,000.00
2000-2999: Classified Personnel Salaries	Title I	27,000.00
4000-4999: Books And Supplies	Title I	47,660.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,820.00
1000-1999: Certificated Personnel Salaries	Title III	5,000.00
4000-4999: Books And Supplies	Title III	3,363.00

# Lugo Elementary School Parent and Family Engagement Policy



## Title I Parent and Family Engagement Policy

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

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

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

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

Lugo Elementary School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in their 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 (ParentSquare, ClassDojo, flyers, school marquee, & social media), when possible offer meetings/events in different 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 translation.

**(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 Lugo's School Site Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Lugo Elementary 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])**

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

**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 Lugo Elementary School is Journeys and GO Math by Houghton Mifflin Harcourt for ELA/ELD, and Math for students in K-5th grade. SWUN Math is used as a supplemental program for students in K-6th grade. California StudySync ELA with ELD by McGraw Hill for students in 6th grade. Inspire Science by McGraw Hill for students in K-6th grade and My World Interactive CA History-Social Science by Pearson for students in K-6th grade.

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

**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])**

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

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

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

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

Revised and Approved by SSC on January 13, 2025 & February 24, 2025.

# Lugo Elementary School Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento de Padres y Familias de Título I

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

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

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

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

La Escuela Primaria Lugo 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 (ParentSquare, ClassDojo, folletos, marquesina escolar y redes sociales) cuando sea posible ofrecer reuniones/eventos en diferentes formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

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

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

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

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

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

La Escuela Primaria Lugo 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, Concilio 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. Incluyendo la publicación de una grabación de video de la reunión Anual de Padres del Programa Título I en los sitios web de Lugo.

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

El plan de estudios utilizado en la Escuela Primaria Lugo es Journeys y GO Math por Houghton Mifflin Harcourt para artes de lenguaje y desarrollo del idioma de inglés, y matemáticas para estudiantes de K-5to grado. También se implementa el programa suplemental de SWUN Math para los grados de K-6to. California StudySync ELA con ELD (desarrollo del idioma de inglés) por McGraw Hill para estudiantes de 6to grado. Inspire Science por McGraw Hill para los estudiantes del K-6to grado y My World Interactive CA History-Social Science por Pearson para estudiantes en K-6to grado.

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

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

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

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

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

Se seguirá recopilando y analizando el aporte de los padres y miembros de la familia y se enviará al Distrito de Lynwood el documento final en el que se refleje que el programa no es satisfactorio.

Revisado y aprobado Por SSC el 13 de enero de 2025 y el 24 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Paul Ceron	Principal
Consuelo Valente	Parent or Community Member
Katty Rodriguez	Parent or Community Member
Berenice Gutierrez	Parent or Community Member
Rosita Sanchez	Parent or Community Member
Benigno Garcia	Parent or Community Member
Trifena Avelar	Classroom Teacher
Edelmira Escobedo	Classroom Teacher
Tracy Ellis	Classroom Teacher
Rosana Maya	Other School Staff

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 February 24, 2025.

Attested:

Principal, Paul M. Ceron, Ed.D. on March 3, 2025

SSC Chairperson, Berenice Gutierrez on March 11, 2025

# Addendum

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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](mailto: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

# 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 February 24, 2025.

Attested:



Principal, Paul M. Ceron, Ed.D. on March 3, 2025

SSC Chairperson, Berenice Gutierrez on March 3, 2024



Berenice G. Gutierrez 03/11/2025.



Consuelo Valente

SSC Vice Chairperson 03/06/2025