

School Year:

March 2025 – March 2026



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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

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

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

School Name	Helen Keller Elementary School
Address	3521 Palm Ave Lynwood, CA 90262
County-District-School (CDS) Code	19647740107912
Principal	Mrs. Yamiler Varela
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 18, 2025
Local Board Approval Date	March 27, 2025

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

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School Vision and Mission

District Vision and Mission Statement

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

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

Supporting the mission of LUSD are the following objectives:

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

School Vision and Mission Statement

Vision

Excellence is valued at Helen Keller! By setting high expectations, we will provide a nurturing environment that will enrich the lives of students and promote life-long learning. All students, parents, and staff will work collaboratively toward a community where Trust, Respect, Responsibility, Fairness, Caring, and Citizenship are integrated into all aspect of life. At Helen Keller, students and staff will continue to learn, grow, and achieve academic excellence

Mission

The mission of Helen Keller Elementary is to inspire all students to become life-long productive citizens through the delivery of high quality instruction in a safe and welcoming learning environment.

School Profile



Helen Keller Elementary School Profile 2024-2025

1. Student Demographics

- a. Enrollment - As of February 2025, the enrollment at Helen Keller Elementary School is 408 students in Transitional Kindergarten to 6th grade.

TK	K	1st	2nd	3rd	4th	5th	6th
54	42	50	57	47	47	55	56

- b. Number of students in Special Programs

Special Day Class (SDC)	14
Resource Specialist Program (RSP and Speech)	50
Gifted and Talented Program (GATE)	11
Foster Students	0
McKinney Vento (Homeless)	0

- c. Limited English Proficiency

- i. All students with a second language other than English spoken in the homes as indicated by the Home Language Survey, are identified as English Language Learners (ELL's). ELL's are given the English Language Proficiency Assessment for California (ELPAC) to determine the level of proficiency. Our language assessment information finds that at Helen Keller Elementary there are currently:

English Language Learners (ELL)	81
Redesignated Fluent English Proficient Students (RFEP)	42
Initial Fluent English Proficient Students (IFEP)	21
To Be Determined (TBD)	15
English Only Students (EO)	249

2. Staff Demographics: All staff including classified are represented in the following numbers:

Certificated	Support Staff (Classified & Certificated)
Principal - 1 Teachers - 17 Instructional Lead Teacher - 1 Academic Coach - 1 Literacy Coach - 1 RSP Teacher - Speech Pathologist - 1 Assistant Speech Pathologist - 1 Psychologist - 1 SEL Coach - 1	Custodian - 1 (AM), 2 (PM) Library Media Assistant - 1 Health Tech - 1 Secretary - 1 Attendance Clerk - 1 Community Liaison - 1 Community Schools Case Manager - 1 Licensed Clinical Social Worker - 1 Certified Student Support Analyst - 1

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

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

School Site Council Members (including teachers, parents, and staff) meet monthly to review progress towards SPSA goals. Data from Benchmark Assessments, SWUN Assessments, SBAC testing, ADAM and DORA testing are shared continuously throughout the year. SSC evaluates the effectiveness of Title I Data. During the January SSC meeting, the council reviews student data and examines the Needs Assessment based on the Data reviewed. Also shared with SSC, was the Needs Assessment from the ELAC committee. School Site Council (SSC) is responsible for developing and approving the SPSA Goals.

Resource Inequities

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

Helen Keller has participated in a multitude of different interventions to better help our struggling students. Teachers have held meaningful before and after school interventions. Teachers have incorporated TRI time (Targeted Reading Intervention), Tier 2 interventions- small group instruction, supplemental Math intervention, Tier 3 interventions - targeted small group instruction for Math and ELA, using Thinking Maps across the curriculum, and creating lessons that are focused on foundational skills for students to learn.

An additional support that has been requested from teachers and parents would be to have an instructional assistant in the classrooms to conduct small group interventions in order to help struggling students who are unable to attend morning or afternoon interventions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	7.20%	7.22%	6.68%	35	34	29
Asian	0.62%	0.85%	0.69%	3	4	3
Filipino	%	0%	%		0	
Hispanic/Latino	92.18%	91.08%	91.24%	448	429	396
Pacific Islander	%	0%	0.23%		0	1
White	%	0.85%	1.15%		4	5
Multiple/No Response	%	0%	%		0	
Total Enrollment				486	471	434

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	54	90	59
Grade 1	59	55	51
Grade 2	75	54	48
Grade 3	78	68	54
Grade 4	80	67	62
Grade 5	63	75	62
Grade 6	77	62	69
Total Enrollment	486	471	434

Data Trends:

1. Based on local data collected through Aeries, attendance continues to decline. Currently for the 2024-2025 enrollment, the number of students enrolled is 408 according to Aeries Analytics Dashboard, this is a decrease from last year of 26 students.
2. Due to the decline in student enrollment, subgroups are changing with the decrease of student population. Each subgroup has changed with the declining enrollment.
3. The dashboard data over the past three years has shown an overall decline in student enrollment, however it also shows that grade 2 has increased since 2022-2023 school year. Looking at grade 2, in 2022-2023 there were 54 students enrolled, 2023-2024 there were 51 students enrolled, and in 2024-2025 enrollment has increased to 57 students.

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	142	122	105	23.00%	29.2%	24.2%
Fluent English Proficient (FEP)	121	85	73	31.40%	24.9%	16.8%
Reclassified Fluent English Proficient (RFEP)				1.7%		

Data Trends:

1. While the raw number decreased, the percentage of EL students initially increased from 23.00% in 21-22 to 29.2% in 22-23, then decreased to 24.2% in 23-24. This suggests the overall student population might be changing as well.
2. The number of students designated as Fluent English Proficient has decreased from 121 in 2021-22 to 73 in 2023-24. This is a decline of 48 students, or a 40% drop in just two years.
3. The number of students classified as English Learners has decreased from 142 in the 2021-22 school year to 105 in the 2023-24 school year. This represents a significant drop of 37 students (approximately 26%).

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	76	71	51	76	69	51	76	69	51	100.0	97.2	100
Grade 4	82	63	57	82	62	56	82	62	56	100.0	98.4	98.2
Grade 5	61	71	59	61	71	59	61	71	59	100.0	100.0	100
Grade 6	77	59	69	77	58	69	77	58	69	100.0	98.3	100
All Grades	296	264	236	296	260	235	296	260	235	100.0	98.5	99.6

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	2351.	2363.	2389.	7.89	14.49	15.69	13.16	11.59	17.65	21.05	14.49	19.61	57.89	59.42	47.06
Grade 4	2416.	2439.	2427.	12.20	22.58	12.50	19.51	16.13	25.00	24.39	19.35	19.64	43.90	41.94	42.86
Grade 5	2449.	2471.	2460.	3.28	11.27	10.17	32.79	25.35	30.51	16.39	25.35	22.03	47.54	38.03	37.29
Grade 6	2486.	2471.	2487.	6.49	6.90	5.80	22.08	20.69	30.43	35.06	27.59	24.64	36.36	44.83	39.13
All Grades	N/A	N/A	N/A	7.77	13.85	10.64	21.28	18.46	26.38	24.66	21.54	21.70	46.28	46.15	41.28

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	2.63	13.04	9.80	59.21	55.07	50.98	38.16	31.88	39.22
Grade 4	12.20	16.13	10.71	57.32	61.29	58.93	30.49	22.58	30.36
Grade 5	9.84	16.90	5.08	63.93	54.93	71.19	26.23	28.17	23.73
Grade 6	10.39	5.17	10.14	55.84	50.00	46.38	33.77	44.83	43.48
All Grades	8.78	13.08	8.94	58.78	55.38	56.60	32.43	31.54	34.47

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	5.26	4.35	15.69	40.79	37.68	45.10	53.95	57.97	39.22
Grade 4	8.54	12.90	8.93	47.56	50.00	55.36	43.90	37.10	35.71
Grade 5	4.92	8.45	10.17	49.18	61.97	54.24	45.90	29.58	35.59
Grade 6	5.19	6.90	1.45	51.95	41.38	60.87	42.86	51.72	37.68
All Grades	6.08	8.08	8.51	47.30	48.08	54.47	46.62	43.85	37.02

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	3.95	1.45	11.76	65.79	72.46	66.67	30.26	26.09	21.57
Grade 4	10.98	9.68	8.93	60.98	69.35	75.00	28.05	20.97	16.07
Grade 5	6.56	8.45	10.17	75.41	77.46	72.88	18.03	14.08	16.95
Grade 6	12.99	6.90	11.59	67.53	81.03	69.57	19.48	12.07	18.84
All Grades	8.78	6.54	10.64	66.89	75.00	71.06	24.32	18.46	18.30

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	5.26	11.59	11.76	57.89	56.52	50.98	36.84	31.88	37.25
Grade 4	10.98	8.06	10.71	64.63	70.97	66.07	24.39	20.97	23.21
Grade 5	9.84	14.08	10.17	57.38	53.52	57.63	32.79	32.39	32.20
Grade 6	9.09	10.34	13.04	72.73	62.07	68.12	18.18	27.59	18.84
All Grades	8.78	11.15	11.49	63.51	60.38	61.28	27.70	28.46	27.23

Data Trends:

1. The combined percentage of students meeting or exceeding standards increase from 29.05% in 2021-22 (7.77% Exceeded + 21.28% Met) to 32.31% in 2022-23 (13.85% Exceeded + 18.46% Met), and further rising to 36.92% in 2023-24 (10.64% Exceeded + 26.38% Met). This indicates a positive trajectory in overall student achievement across the reported grade levels, even though individual grade levels may show some year-to-year variations.
2. The "% of Enrolled Students Tested" remained consistently high across all reported grade levels (3rd through 6th) and for the overall total. It ranged from 97.2% in the 2022-23 school year to 100% in the 2021-22 and 2023-24 school years, indicating strong efforts to test enrolled students.
3. Several grades saw an increase in the percentage of students "At or Near Standard" in Writing over the three-year period. Grade 6 demonstrated the most substantial growth, rising from 51.95% in 2021-22 to 60.87% in 2023-24. Grade 5 also showed an increase, going from 49.18% in 2021-22 to 54.24% in 2023-24. While other grades also showed some level of increase, the changes were less pronounced.

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	76	71	51	76	70	51	76	70	51	100.0	98.6	100
Grade 4	82	63	57	82	62	56	82	62	56	100.0	98.4	98.2
Grade 5	61	71	59	61	71	59	61	71	59	100.0	100.0	100
Grade 6	77	59	69	77	59	69	77	59	69	100.0	100.0	100
All Grades	296	264	236	296	262	235	296	262	235	100.0	99.2	99.6

* 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	2377.	2378.	2392.	2.63	2.86	7.84	21.05	21.43	19.61	26.32	30.00	25.49	50.00	45.71	47.06
Grade 4	2411.	2432.	2436.	2.44	3.23	7.14	13.41	14.52	14.29	40.24	43.55	42.86	43.90	38.71	35.71
Grade 5	2459.	2443.	2470.	8.20	5.63	5.08	11.48	8.45	16.95	29.51	25.35	38.98	50.82	60.56	38.98
Grade 6	2453.	2471.	2452.	7.79	3.39	4.35	12.99	13.56	13.04	19.48	38.98	28.99	59.74	44.07	53.62
All Grades	N/A	N/A	N/A	5.07	3.82	5.96	14.86	14.50	15.74	29.05	33.97	34.04	51.01	47.71	44.26

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	6.58	5.71	9.80	48.68	47.14	50.98	44.74	47.14	39.22
Grade 4	6.10	8.06	5.36	42.68	53.23	51.79	51.22	38.71	42.86
Grade 5	4.92	4.23	1.69	55.74	43.66	61.02	39.34	52.11	37.29
Grade 6	6.49	3.39	1.45	46.75	52.54	39.13	46.75	44.07	59.42
All Grades	6.08	5.34	4.26	47.97	48.85	50.21	45.95	45.80	45.53

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	1.32	8.57	11.76	57.89	57.14	54.90	40.79	34.29	33.33
Grade 4	4.88	12.90	10.71	52.44	51.61	50.00	42.68	35.48	39.29
Grade 5	8.20	4.23	3.39	55.74	53.52	64.41	36.07	42.25	32.20
Grade 6	6.49	3.39	5.80	49.35	62.71	50.72	44.16	33.90	43.48
All Grades	5.07	7.25	7.66	53.72	56.11	54.89	41.22	36.64	37.45

Data Trends:

1. According to current data, the overall participation rates for math testing are consistently very high across all grades and years, generally hovering around 98-100%. This indicates a strong effort to ensure nearly all enrolled students are tested. In 2023-2024 Helen Keller had 236 students enrolled to test CAASPP Mathematics. 99.6% of those 236 students tested. The one student who did not test in 4th grade moved right before the test.
2. According to the current data in communicating reasoning - demonstrating the ability to support mathematical conclusions, it shows an increase from 5.07% in 21-22 to 7.25% in 22-23 and a further increase to 7.66% in 23-24 for the percentage of students who scored above standard. However, this overall trend might be heavily influenced by Grade 3's strong positive trend.
3. The percentage of students in grades 3-6 scoring "At or Near Standard" in Problem Solving & Modeling/Data Analysis shows a relatively stable trend with minor fluctuations over the three-year period. In 21-23, 47.49% scored "At or Near Standard, slightly increasing to 48.85% in 22--23. and then another minor increase to 50.21% in 23-24.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1404.9	1390.8	1418.8	1420.4	1397.5	1419.6	1368.2	1375.4	1417.0	20	12	26
1	1451.9	1465.0	*	1445.3	1483.4	*	1457.9	1446.0	*	22	22	9
2	1464.6	1497.2	1485.9	1466.2	1494.4	1483.3	1462.5	1499.8	1488.2	28	18	15
3	1468.5	1483.5	1504.4	1469.8	1485.7	1504.9	1466.6	1480.8	1503.8	25	25	14
4	1475.7	1525.5	1521.4	1471.3	1530.5	1535.6	1479.5	1520.0	1506.6	27	16	16
5	*	1528.1	1514.8	*	1533.0	1520.1	*	1522.7	1508.6	8	18	13
6	1529.8	*	1519.6	1522.1	*	1536.8	1536.9	*	1501.8	12	10	17
All Grades										142	121	110

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	8.33	11.54	35.00	25.00	38.46	40.00	33.33	26.92	20.00	33.33	23.08	20	12	26
1	13.64	22.73	*	31.82	50.00	*	31.82	9.09	*	22.73	18.18	*	22	22	*
2	7.14	16.67	20.00	46.43	66.67	53.33	28.57	5.56	20.00	17.86	11.11	6.67	28	18	15
3	0.00	8.00	7.14	24.00	36.00	64.29	56.00	40.00	28.57	20.00	16.00	0.00	25	25	14
4	7.41	25.00	31.25	29.63	56.25	37.50	22.22	12.50	31.25	40.74	6.25	0.00	27	16	16
5	*	27.78	7.69	*	44.44	61.54	*	11.11	23.08	*	16.67	7.69	*	18	13
6	16.67	*	29.41	41.67	*	17.65	33.33	*	23.53	8.33	*	29.41	12	*	17
All Grades	7.04	17.36	18.18	33.80	45.45	40.91	35.92	19.83	26.36	23.24	17.36	14.55	142	121	110

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	16.67	7.69	40.00	16.67	34.62	35.00	25.00	34.62	20.00	41.67	23.08	20	12	26
1	9.09	40.91	*	36.36	36.36	*	36.36	18.18	*	18.18	4.55	*	22	22	*
2	17.86	22.22	26.67	35.71	55.56	60.00	42.86	22.22	6.67	3.57	0.00	6.67	28	18	15
3	4.00	40.00	21.43	52.00	28.00	71.43	32.00	20.00	7.14	12.00	12.00	0.00	25	25	14
4	14.81	62.50	50.00	40.74	31.25	43.75	18.52	0.00	6.25	25.93	6.25	0.00	27	16	16
5	*	50.00	46.15	*	27.78	38.46	*	11.11	7.69	*	11.11	7.69	*	18	13
6	33.33	*	47.06	50.00	*	17.65	8.33	*	17.65	8.33	*	17.65	12	*	17
All Grades	12.68	38.84	30.00	42.96	33.06	40.91	30.28	15.70	17.27	14.08	12.40	11.82	142	121	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	16.67	7.69	60.00	41.67	73.08	30.00	41.67	19.23	20	12	26
1	13.64	54.55	*	81.82	45.45	*	4.55	0.00	*	22	22	*
2	21.43	27.78	26.67	75.00	72.22	60.00	3.57	0.00	13.33	28	18	15
3	20.00	16.00	14.29	64.00	68.00	64.29	16.00	16.00	21.43	25	25	14
4	37.04	37.50	56.25	37.04	56.25	43.75	25.93	6.25	0.00	27	16	16
5	*	27.78	15.38	*	55.56	76.92	*	16.67	7.69	*	18	13
6	25.00	*	23.53	58.33	*	35.29	16.67	*	41.18	12	*	17
All Grades	21.13	29.75	22.73	62.68	57.85	58.18	16.20	12.40	19.09	142	121	110

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	8.33	23.08	70.00	50.00	50.00	25.00	41.67	26.92	20	12	26
1	4.55	36.36	*	72.73	54.55	*	22.73	9.09	*	22	22	*
2	10.71	44.44	26.67	71.43	50.00	66.67	17.86	5.56	6.67	28	18	15
3	16.00	64.00	71.43	72.00	20.00	28.57	12.00	16.00	0.00	25	25	14
4	11.11	75.00	62.50	62.96	25.00	37.50	25.93	0.00	0.00	27	16	16
5	*	77.78	76.92	*	11.11	15.38	*	11.11	7.69	*	18	13
6	50.00	*	64.71	50.00	*	23.53	0.00	*	11.76	12	*	17
All Grades	14.79	52.07	47.27	67.61	33.88	40.91	17.61	14.05	11.82	142	121	110

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	7.69	80.00	66.67	69.23	20.00	33.33	23.08	20	12	26
1	22.73	9.09	*	45.45	63.64	*	31.82	27.27	*	22	22	*
2	14.29	22.22	20.00	53.57	66.67	60.00	32.14	11.11	20.00	28	18	15
3	0.00	0.00	7.14	44.00	60.00	71.43	56.00	40.00	21.43	25	25	14
4	3.70	12.50	6.25	40.74	75.00	68.75	55.56	12.50	25.00	27	16	16
5	*	16.67	0.00	*	50.00	69.23	*	33.33	30.77	*	18	13
6	25.00	*	0.00	33.33	*	29.41	41.67	*	70.59	12	*	17
All Grades	9.15	9.92	8.18	50.70	58.68	59.09	40.14	31.40	32.73	142	121	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	33.33	42.31	50.00	33.33	38.46	40.00	33.33	19.23	20	12	26
1	13.64	13.64	*	63.64	63.64	*	22.73	22.73	*	22	22	*
2	14.29	38.89	33.33	60.71	50.00	46.67	25.00	11.11	20.00	28	18	15
3	4.00	0.00	14.29	68.00	80.00	85.71	28.00	20.00	0.00	25	25	14
4	0.00	18.75	6.25	55.56	68.75	87.50	44.44	12.50	6.25	27	16	16
5	*	27.78	15.38	*	44.44	69.23	*	27.78	15.38	*	18	13
6	25.00	*	11.76	75.00	*	58.82	0.00	*	29.41	12	*	17
All Grades	9.15	19.83	20.91	62.68	59.50	62.73	28.17	20.66	16.36	142	121	110

Data Trends:

1. According to the above data for Overall Language, there seems to be a general trend of a decrease in Level 4 performance across several grades, coupled with an increase in Level 3 performance. This might suggest that while fewer students are reaching the top level, more are achieving solid middle-level performance.
2. The data presented above for Speaking Skills suggests, the overall trend for most grades K-6 is positive across the years. The most noticeable trend is a decrease in the percentage of students scoring at the "Beginning" level (an average of 21.73% from 2021-2024), coupled with a corresponding increase in the "Somewhat/Moderately Developed" category (an average of 61.64% from 2021-2024). This suggests a positive shift in speaking skills across grade levels Kindergarten through 6th grade.
3. As shown in the data above for the Writing Domain, there's a clear upward trend in the percentage of students rated "Well Developed" across all grades K-6. From 21-22 to 22-23, there's more than a doubling of the percentage (from 9.15% to 19.83%. The growth continues from 22-23 to 23-24, albeit at a slower pace (reaching 20.91%).

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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
434	98.2%	24.2%	1.2%
Total Number of Students enrolled in Helen Keller 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	105	24.2%
Foster Youth	5	1.2%
Homeless	15	3.5%
Socioeconomically Disadvantaged	426	98.2%
Students with Disabilities	42	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	6.7%
American Indian	0	0.0%
Asian	3	0.7%
Filipino	0	0.0%
Hispanic	396	91.2%
Two or More Races	0	0.0%
Pacific Islander	1	0.2%
White	5	1.2%

Conclusions based on this data:

1. A significant majority (98.2%) of the student population is classified as socioeconomically disadvantaged. This highlights the school's population likely faces significant economic challenges

2. Nearly a quarter (24.2%) of the students are English Learners, indicating a diverse linguistic background and the need for English language support services. Given this diverse linguistic and ethnic makeup of the student body, culturally responsive teaching and support practices are crucial for the school to meet the needs of all its students.
3. 19.7% of the student population is identified as having disabilities, requiring appropriate special education services and accommodations.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the 2024 Fall Dashboard Overall Performance, both ELA and Mathematics are rated as "Yellow," suggesting that students are performing at a moderate level in these subjects. While not the lowest, it indicates a need for improvement to reach higher proficiency levels.

2. The data above leads us to conclude that the "Yellow" rating for chronic absenteeism suggests that a significant proportion of students are missing a substantial amount of school, which can negatively impact their academic progress. This needs to be addressed to improve student engagement and achievement.
3. The data above highlights that Helen Keller Elementary exhibits a mixed performance, with some areas of moderate achievement (ELA, Math, Chronic Absenteeism) and significant challenges in others (Suspension Rate, English Learner Progress). The "Red" ratings in Suspension Rate and English Learner Progress highlight the urgent need for targeted interventions and support systems in these areas.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>40.3 points below standard</p> <p>Increased 5.7 points</p> <p>229 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>66.2 points below standard</p> <p>Increased 14.9 points</p> <p>73 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>79.2 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>42.3 points below standard</p> <p>Increased 4.1 points</p> <p>199 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>148.1 points below standard</p> <p>Declined 41.1 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>55.4 points below standard</p> <p>Increased 23.8 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>39.3 points below standard</p> <p>Maintained 2.5 points</p> <p>208 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. According to Fall 2024 Dashboard Data English Language Arts, 229 Socioeconomically Disadvantaged students performance band fell into the yellow range with 40.3 points below standard.
2. Dashboard data above shows there are 19 African American students who scored 55.4 points below the English Language Arts Standard. This is a decrease in number of students compared to last years data (2023) where there was 24 African American students who scored 79.3 points below the standard.
3. Dashboard data above indicates that 208 Hispanic Students scored 39.3 points below the standard, compared to last year 230 Hispanic students scored 41.8 points below the standard. This is a decrease of 2.5 points.

School and Student Performance Data

Academic Performance Mathematics

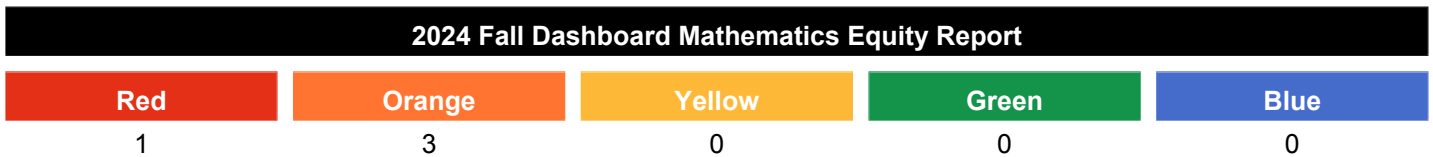
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>63.2 points below standard</p> <p>Increased 3.7 points</p> <p>231 Students</p>	<p>English Learners</p> <p>Orange</p> <p>91.2 points below standard</p> <p>Declined 7.0 points</p> <p>75 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>137.2 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>66.8 points below standard</p> <p>Maintained 0.2 points</p> <p>201 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>135.5 points below standard</p> <p>Declined 5.8 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>90.8 points below standard</p> <p>Increased 12.1 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>61.0 points below standard</p> <p>Maintained 1.7 points</p> <p>210 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>0 Students</p>

Conclusions based on this data:

1. The Mathematics Dashboard data indicates the overall performance in Mathematics for all students is designated as "Yellow," indicating that while there are positive aspects, there are areas that require attention and improvement.
2. The data presented above the performance for English Learners (75 students) is designated as "Orange," indicating a need for more support and intervention. There has been a 7 point decline in performance for English Learners.
3. Past Dashboard data indicated that in 2023 there were 230 Hispanic students who tested and scored 62.7 point below the standard. In 204 there were 210 Hispanic students who tested and scored 31 points below the standard. Performance for this groups has been maintained.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 44.2% making progress. Number Students: 77 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.7%	44.2%	0%	44.2%

Conclusions based on this data:

1. According to the Dashboard data above, 44.2% of our English Learners maintained the level that they were on, which is an increase from the 2023 data of 24%
2. Dashboard data above shows that 44.2% of English Learners progressed at least one ELPI Level. Which is a decrease from the 2023 data which showed 71% progressing at least one ELPI Level.
3. According to the data above 11.7% of English Learners decreased one ELPI level. This is an increase of 1.7% from the 2023 Data where there was 10% of students who decreased one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 28.1% Chronically Absent Declined 12.6 448 Students	English Learners Orange 28% Chronically Absent Declined 4.6 118 Students	Long-Term English Learners No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Homeless No Performance Color 26.3% Chronically Absent Declined 26.6 19 Students	Socioeconomically Disadvantaged Yellow 29.4% Chronically Absent Declined 11.6 395 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>36.7% Chronically Absent</p> <p>Increased 1.3</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>37.9% Chronically Absent</p> <p>Declined 5.3</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>27.6% Chronically Absent</p> <p>Declined 12.3</p> <p>410 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. Helen Keller's African American population consists of 29 students and has the highest percentage of chronic absences with 37.9%. This was a decrease of 5.3% from the previous year of 43.2%.
2. Socioeconomically disadvantaged students represent 395 out of our 448 students. They are in the yellow status with 29.4% chronically absent, a noticeable decrease of 11.6 percentage points from the previous year.
3. Overall as a school community, Helen Keller has moved from Red to the Yellow range in chronic absenteeism. In 2023, Helen Keller had 40.7% of Chronically Absent students schoolwide and is now down to 28.1% in 2024.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

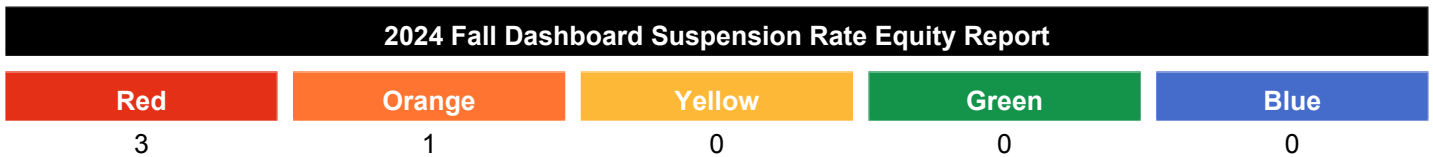
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>4.7% suspended at least one day</p> <p>Increased 3.1%</p> <p>451 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 3.3%</p> <p>120 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>5.3% suspended at least one day</p> <p>Increased 3.6%</p> <p>397 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>10% suspended at least one day</p> <p>Increased 8.5%</p> <p>60 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>13.8% suspended at least one day</p> <p>Increased 3.5%</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>3.9% suspended at least one day</p> <p>Increased 3%</p> <p>413 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. Current dashboard data indicates that our African American population includes 29 students and has the highest suspension rate of 13.8% suspended at least one day. This is an increase of 3.5% from 2023.
2. Overall, the percentages for all student groups at Helen Keller Elementary, with the exception of Homeless students, have increased and are a red flag and require immediate attention.
3. The Homeless population is at 19 students and has maintained the suspension rate of 0% students being 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
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Progress in Academic Areas - Math
Progreso en las Áreas Académicas - Matemáticas

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) 2021-2022 Data: Overall-met or Exceeded: 19.9% English Learners: 9.9% Homeless: 25.0% Students with Disabilities: 3.9% African-American: 19.1% 2022-2023 Data: Overall-met or Exceeded: 18.46% English Learners: 10.29%	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) 2021-2022 Data: Overall- not met or almost met: 80.1% English Learners: 90.1% Homeless: 75% Students with Disabilities: 96.1% African-American: 80.9% 2022-2023 Data: Overall- not met or almost met: 81.54% English Learners: 89.71%	<ol style="list-style-type: none"> Intervention Strategies <ul style="list-style-type: none"> -Tier 2 - Small group instruction when needed <ul style="list-style-type: none"> • Use of technology based adaptive math programs to provide individualized practice and track progress (xtra math, My Math Academy, Reflex Math) • Math talks to provide students with opportunities to explain their reasoning (orally and written) and discuss different problem-solving methods to develop conceptual understanding -Explicit modeling -Note taking/Journals -Scaffolded instruction - breaking complex topics into smaller, manageable steps to build understanding Fluency Practice - memorizing math facts <ul style="list-style-type: none"> • Math Facts Fluency School-wide Challenge. -BTBS on SWUN math Fun interactive math games/Quizziz or other tech site to gamify the review of concepts Real World math instruction/ application - use of manipulatives Parents recommend before and after school intervention Parents recommend tutoring, in-person afterschool. Push in or pull out (Tier 3) support to provide intensive math instruction during class from Academic coach

<p>Students with Disabilities: NA African-American: NA</p> <p>2023-2024 Data: Overall-met or Exceeded: 21.70% English Learners: 5.17% Students with Disabilities: 0.0% African-American: 15.79%</p>	<p>Students with Disabilities: NA African-American: NA</p> <p>2023-2024 Data: Overall- not met or almost met: 78.30% English Learners: 94.83% Students with Disabilities: 100% African-American: 84.21%</p>	<p>8. PD for teachers and support staff 9. Guided Planning time for TK-6th Grade teachers</p>
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

<p>Achievement Progress (SBAC) Constancia del Progreso (SBAC)</p>		<p>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)</p>
<p>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>2021-2022 Data: Overall-met or Exceeded: 29.1% English Learners: 5.6% Homeless: 0.0% Students with Disabilities: 0.0% African-American: 28.60%</p> <p>2022-2023 Data: Overall-met or Exceeded: 32.3% English Learners: 13.2% Homeless: 0.0% Students with Disabilities: 10.7% African-American: 24.0%</p> <p>2023-2024 Data: Overall-met or Exceeded: 37.0% English Learners: 15.5% Homeless: NA Students with Disabilities: 0.0% African-American: 36.8%</p>	<p>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>2021-2022 Data: Overall- not met or almost met: 70.9% English Learners: 94.4% Homeless: 100% Students with Disabilities: 100% African-American: 71.40</p> <p>2022-2023 Data: Overall- not met or almost met: 67.7% English Learners: 86.8% Homeless: 100% Students with Disabilities: 89.7% African-American: 76%</p> <p>2023-2024 Data: Overall- not met or almost met: 63% English Learners: 84.5% Homeless: NA Students with Disabilities: 100% African-American: 63.2%</p>	<p>1. Intervention Strategies:</p> <ul style="list-style-type: none"> • Tier 2 and Tier 3 - small group and pull out to provide specialized support using UFLI and Heggerty • Close Read Strategies • Think Alouds - modeling process for decoding, analyzing, and understanding text <p>-Interactive read-alouds to engage students in active discussion during teacher- led reading sessions</p> <ul style="list-style-type: none"> • Use of Thinking Maps/visual aids <p>-Sentence frames</p> <ul style="list-style-type: none"> • Word walls • Use of technology/ computer programs - ReadWorks, Epic, My Reading Academy, Starfall, Google for Education • Speech to text tools <p>2. Literature Circles</p> <p>3. Provide 1:1 support if applicable by having additional support in the classroom to help</p> <p>4. Teacher PD</p> <p>5. Parents recommend before and after school intervention</p> <p>6. Parents recommend tutoring, in-person afterschool.</p> <p>7. Systematic Integrated ELD</p> <p>8. Use various tech resources (eBooks, podcasts, blogs, interactive storybooks, multicultural literature, graphic novels, etc.)</p> <p>9. Guided Planning time for TK-6th Grade teachers</p> <p>10. Supplemental materials</p> <p>11. FIABs and IAB practice tests</p>

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Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)
<p>2021-2022 Data for Overall Language: Data in Aeries indicates that 40.84% of EL students scored in Level 3 and Level 4.</p> <p>2022-2023 Data for Overall Language: Data in Aeries indicates that 62.81% of EL students scored in Level 3 and Level 4.</p> <p>2023-2024 Data for Overall Language: Data in Aeries indicates that 59.09% of EL students scored in Level 3 and Level 4.</p>	<ol style="list-style-type: none"> 1. Data Chats with LTELs 2. Data Chats with Targeted Intervention Group 3. EL monitoring 4. Integrated ELD instruction 5. Designated ELD instruction 6. Scaffolding techniques <ul style="list-style-type: none"> -Sentence frames -Graphic Organizers/Thinking Maps -Word Banks -Modeling 7. Teacher PD - Summit K12 Training 8. Guided Planning for 2nd-6th Grade teachers 9. Use of Summit K12 during whole group and small group instruction 10. After school intervention for specific EL Students 11. Incentives and awards for students who reclassify 12. Students who have been reclassified will be monitored 13. Parent Workshops

School Programs
Programas de la Escuela

Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
<ul style="list-style-type: none"> -Various strategies can support student academics and behavior. -Based on experience, small group support with instructional assistants significantly improves academic proficiency by encouraging students and providing instruction at their level with needed supports -However, some district-level programs are less effective depending on their implementation. -Programs tend to be successful when consistently applied -Adding more instructional assistants for small group support could enhance outcomes, as they can work with students during regular learning time. 	<ul style="list-style-type: none"> -Maintain the role of the Bilingual Community Liaison to strengthen the connection between parents and the school community. -Keep fostering parent involvement through the Community Schools Case Manager. -Increase adult support to assist struggling students - Academic Coach, Literacy Coach, maximizing the use of IA's and support staff -The school requires additional push-in support to assist English Learners (EL) effectively - - Academic Coach, Literacy Coach, maximizing the use of IA's and support staff -Provide annual interventions for English Learner students to support their progress.

College Readiness/ preparación para la universidad (Qualitative Measure/Medidas cualitativas)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
	-Offer counseling and services to students requiring additional support - SEL Counselor. -Provide extra classroom assistance through the help of an instructional aide. -Allow for the request of supplemental substitute teachers for full days to conduct SST meetings. -Allow for the request of supplemental substitute teachers during planning time for teachers conducting ELD instruction.

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

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

Evidence of Progress Constancia del Progreso (Qualitative Measure/Medidas cualitativas)	Important Issues to Address Temas Importantes que Discutir
The Community Liaison and Community School Case Manager have been effective in increasing family involvement. More families are now attending school events and participating in monthly parent meetings.	<ul style="list-style-type: none"> * Community Liaison: Bilingual * Add position/s for push in support * Reclassify more students

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

SCHOOL GOAL 1: All students will improve one performance band on the California Common Core Standards annual assessment in Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023/2024 SBAC Assessment Results	All students grades 3-6 average will increase to 39% in Language Arts in the met or exceeded standards range in SBAC.	Data from the current dashboard indicates that 235 students completed the SBAC - ELA assessment. The percentage of students meeting or exceeding standards was 37.02%, resulting in a 1.98% gap between the actual outcome and the expected outcome of 39%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will provided extended day intervention to struggling students .	Partially met.	<p>Extended Day Intervention</p> <p>1000-1999: Certificated Personnel Salaries Title I 10000</p> <p>Instructional materials will be provided to students as needed for Intervention programs. 4000-4999: Books And Supplies Title I 24000</p>	<p>Extended Day Intervention Title I 5000</p> <p>Instructional materials provided to students as needed for intervention Title I 40000</p>
Teachers will be provided additional time to collaborate within grade levels to develop lesson plans to better support at-risk students.	Partially met.	Guided Planning Subs Quarterly 1000-1999: Certificated Personnel Salaries Title I 20000	Guided Planning Subs 1000-1999: Certificated Personnel Salaries 2500
Hiring of Instructional Aides (1) to provide supplemental classroom support.	Not implemented.	Support K-6 students for small groups and 1:1 support (as needed) 2000-2999: Classified	Instructional Assistant 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I 10000	
Leadership team will meet at the end of the 1st and 3rd quarter to review data and propose supplemental interventions.	Partially met.	Contract subs to allow Leadership to analyze data. 1000-1999: Certificated Personnel Salaries Title I 3000	Contract subs for Leadership meetings 1000
Teachers will receive high-quality professional development to improve the teaching of academic subjects in order to help all children meet student performance standards.	Partially met.	Provide high quality professional development to teachers to assist students to meet grade level standards. 1000-1999: Certificated Personnel Salaries Title I 14000	Provide high quality professional development to teachers to assist students to meet grade level standards. 2200
Push in support will be provided to assist with intervention programs.	Fully implemented.	Push in support will be provided for interventions/small group support 1000-1999: Certificated Personnel Salaries Title I 8431	Push in support for Tier 3 intervention 1000-1999: Certificated Personnel Salaries 15000
Extended Day - Homework Club - Teachers will support students needing support with homework.	Not implemented.	Extra Duty hours to provide homework support. 1000-1999: Certificated Personnel Salaries Title I 5245	Extra duty hours to provide homework support 1000-1999: Certificated Personnel Salaries 0
Extra Duty Hours-Instructional Lead	Fully implemented.	Instructional Lead will receive extra duty hours to plan Interventions for students. 1000-1999: Certificated Personnel Salaries Title I 1500	Instructional Lead, Academic Coach and Literacy Coach - Extra duty - analyze intervention results and plan school day tier 3 supports 1000-1999: Certificated Personnel Salaries 2010

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.

Teachers Not Interested in Extended Day Intervention: The proposed budget likely accounted for additional costs associated with teachers working extended hours for after-school interventions. However, since teachers were not interested in participating in these extended-day programs, the expected expenditures for additional teacher compensation were not realized.

Guided Planning Less Than Expected Due to Think Together: The proposed budget may have allocated funds for guided planning sessions, assuming they would take place in a traditional format. However, Think Together provided guided planning opportunities, which likely reduced the need for the planned in-person sessions. As a result, the budgeted expenditures for this service were lower than anticipated.

Instructional Assistant Not Hired Due to Hiring Freeze: The budget likely included funds for hiring an instructional assistant to support classroom activities. However, due to a hiring freeze at the district level, this position was not filled, leading to a decrease in expenditures that would have been used for salary and benefits for the assistant.

Professional Development Opportunities Limited: The proposed budget might have allocated funds for professional development opportunities for staff. However, due to limitations (such as budget constraints, scheduling conflicts, or district restrictions), fewer professional development opportunities were offered than expected. This resulted in lower-than-anticipated expenses for training and development.

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

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the 27% (measurement) target in the area of Mathematics on the Smarter Balanced Assessment Consortium (SBAC) annual assessment 2023-2024.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023-2024 SBAC Assessment Results	All students grade 3-6 average will increase to 27% in Mathematics in the met or exceeded standards range in the SBAC.	Data from the current dashboard indicates that 235 students completed the SBAC - Math assessment. The percentage of students meeting or exceeding standards was 21.7%, resulting in a 5.3% gap between the actual outcome and the expected outcome of 27%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will provide extended day intervention to struggling students.	Partially implemented.	Extended Day Intervention 1000-1999: Certificated Personnel Salaries Title I 4000	Extended Day Intervention 1000-1999: Certificated Personnel Salaries Title I 1000
Teachers will be provided additional time to collaborate within grade levels to develop lesson plans to better support at risk students.	Not implemented.	Provide high quality professional development to teachers to assist students to meet grade level standards. 1000-1999: Certificated Personnel Salaries Title I 8000	Provide high quality professional development to teachers 0
Purchase supplemental research-based instructional materials and additional supplies.	Partially implemented.	Research-based instructional materials and additional supplies. 4000-4999: Books And Supplies Title I 5000	Research based instructional materials and additional supplies 3000
Extra Duty Hours - Instructional Lead	Fully implemented.	Extra Duty hours will provide additional time for Instructional Lead to plan for Math Intervention	Extra duty hours will provide additional time for Inst Lead and Academic Coach to plan for Math Intervention

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		grouping/support. 1000-1999: Certificated Personnel Salaries Title I 2000	1000-1999: Certificated Personnel Salaries Title I 2000

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.

Teachers Not Interested in Extended Day Intervention: The proposed budget likely accounted for additional costs associated with teachers working extended hours for after-school interventions. However, since teachers were not interested in participating in these extended-day programs, the expected expenditures for additional teacher compensation were not realized.

Guided Planning Less Than Expected Due to Think Together: The proposed budget may have allocated funds for guided planning sessions, assuming they would take place in a traditional format. However, Think Together provided guided planning opportunities, which likely reduced the need for the planned in-person sessions. As a result, the budgeted expenditures for this service were lower than anticipated.

Instructional Assistant Not Hired Due to Hiring Freeze: The budget likely included funds for hiring an instructional assistant to support classroom activities. However, due to a hiring freeze at the district level, this position was not filled, leading to a decrease in expenditures that would have been used for salary and benefits for the assistant.

Professional Development Opportunities Limited: The proposed budget might have allocated funds for professional development opportunities for staff. However, due to limitations (such as budget constraints, scheduling conflicts, or district restrictions), fewer professional development opportunities were offered than expected. This resulted in lower-than-anticipated expenses for training and development.

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: EL students will meet targets for progress and proficiency to meet district guidelines for reclassification.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student rate of reclassification District Common Assessments SBAC Results from 2023-2024	EL Students who reclassify will increase by 36% from previous school year.	In the 2023-2024 school year, 20 students at Helen Keller Elementary reclassified, representing 18.18% of the English learner population. This fell short of the expected reclassification rate of 36%.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extended day Intervention for EL students 1st - 6th grade	Not implemented.	Extended Day Intervention 1000-1999: Certificated Personnel Salaries Title III 1440	Extended Day Intervention Title III 0
		Materials purchased to support Extenday Day EL Intervention. 4000-4999: Books And Supplies Title III 1000	0
Teachers will be provided additional time to collaborate within grade levels to develop lessons for supplemental ELD instruction.	Partially implemented.	Substitutes will provide coverage for teachers while they plan for their supplemental ELD instruction. None Specified Title III 5000	Guided Planning time for ELD teachers Title III 1000

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.

Teachers Not Interested in Extended Day Intervention: The proposed budget likely accounted for additional costs associated with teachers working extended hours for after-school interventions. However, since teachers were not interested in participating in these extended-day programs, the expected expenditures for additional teacher compensation were not realized.

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

Parent participation at school events will increase by 10% annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Family Nights Parent Workshops School hosted events Parent surveys Parent councils and committees Parent Volunteering	Parent Involvement events will increase by 10% annually. Parent workshops attendance will increase.	Parent participation has increased. The number of participants in the Family Survey for 2023-2024 was 38. The number of participants in the survey for 2024-2025 was 137. More parent workshops were held this year and attendance was strong. Parents are participating in an ongoing campus beautification project.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase participation in: Parent Workshops/Education classes Family Events Understanding the impact of fluency as it pertains to reading achievement and math	Fully implemented.	Purchase materials and supplies to promote parent and family engagement. 5800: Professional/Consulting Services And Operating Expenditures Title I 2000	Materials and supplies to promote parent and family engagement 4000-4999: Books And Supplies 2000
Purchase office supplies for Parent Council meeting needs.	Fully implemented.	Materials purchased will enable school to communicate through flyers. Basic materials such as paper, pens, binders will be used to run SSC meetings and other parent events. 4000-4999: Books And Supplies Title I 1000	Materials used for communication including, papers, pens, binders, paper for flyers. 1000
Parent Engagement/Communication	Fully implemented.	Purchase supplies and materials that will ease communication between parents and teachers,	Supplies and materials that will ease communication between parents and teachers

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		such as school agendas. 4000-4999: Books And Supplies Title I 1000	such as school agendas and homework folders. 1000
Provide extra duty hours and overtime hours to classified staff to support during family events.	Partially implemented.	Provide extra duty hours and overtime hours to classified staff to support during family events. Title I 2000	Provide extra duty hours and overtime for classified staff to support during family events. 1000
Teachers will provide parent workshop on supporting their students.	Partially implemented.	Teachers will receive extra duty hours to plan/provide workshops for families. 1000-1999: Certificated Personnel Salaries Title I 3000	Extra duty hours to plan/provide workshops for families. 2000

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.

Teachers Not Interested in Extended Day Intervention: The proposed budget likely accounted for additional costs associated with teachers working extended hours for after-school interventions. However, since teachers were not interested in participating in these extended-day programs, the expected expenditures for additional teacher compensation were not realized.

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

Staff will provide opportunities for all students and families to participate in a safe environment that promotes behavioral, cognitive and emotional development. In order for students to be successful, they must be highly engaged in both academic and behavioral settings and be provided with a safe learning environment. We will implement PBIS (Positive Behavior Intervention System.)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023-2024 Attendance Data 2023-2024 Aeries Discipline Data 2023-2024 SAS Survey	Helen Keller Elementary will decrease number of Chronically Absent Students by 20% Helen Keller will decrease number of disciplinary referrals by 10%	The chronic absenteeism rate has declined by 12.6% in 2024 according to the fall dashboard data, suggesting some level of improvement. In 2024 there were 28.1 % of students who were chronically absent compared to 40.7% in 2023. The percentage of students who were suspended in 2024 increased by 3.1%. 4.7% of students were suspended at least one day in 2024 as compared to 1.6% of students in 2023.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplies and materials to be purchased for PBIS.	Partially implemented.	Supplies/materials will be purchased for PBIS Intervention system, to increase academic success, attendance and following behavior expectations. 4000-4999: Books And Supplies Title I 8000	Supplies/materials for PBIS intervention system to increase academic success, attendance and behavior expectations. 4000-4999: Books And Supplies Title I 2000
Increase number of after school clubs/ extracurricular activities.	Not implemented.	Teachers will manage afterschool/extracurricular activities for students. 1000-1999: Certificated Personnel Salaries Title I 8000	Teachers provide extracurricular activities for students 1000-1999: Certificated Personnel Salaries Title I 0
Extra duty hours and overtime will be provided to Classified staff to support with PBIS activities.	Not implemented.	Student Council Advisor will assist in supervising the council that will give opportunities to students to gain experience in	Student Council advisors 1000-1999: Certificated Personnel Salaries Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		leadership and collaborate with others to impact their school community. 1000-1999: Certificated Personnel Salaries Title I 5000	

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.

Teachers Not Interested in after school clubs.: The proposed budget likely accounted for additional costs associated with teachers working extended hours for after-school clubs. However, since teachers were not interested in participating in these extended-day programs, the expected expenditures for additional teacher compensation were not realized.

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)

Helen Keller Elementary is not currently meeting its academic or reclassification goals. While English Language Arts (ELA) performance is relatively close to the target, mathematics performance and the English Learner (EL) reclassification rate are significantly below expectations. Specifically, 37.02% of students met or exceeded standards on the SBAC ELA assessment, slightly missing the 39% target (1.98% gap). In mathematics, only 21.7% of students met or exceeded standards on the SBAC Math assessment, falling far short of the 27% target (5.3% gap). The EL reclassification rate was 18.18%, considerably lower than the 36% target.

To address these challenges, Helen Keller Elementary will focus on findings from the 2024-2025 CAASPP, ELPAC, and local assessments. In ELA, the school will prioritize phonological awareness and decoding to strengthen word recognition, ultimately building language comprehension skills thus creating skilled readers. In mathematics, the school will emphasize fact fluency across all grade levels to establish a strong foundation for mathematical understanding and empower students to confidently tackle more complex concepts.

Assessment Results:

Identify ELA areas of strength:

Dashboard data reveals positive trends in student achievement across grades 3-6. While individual grade levels show some variation, overall improvement is evident. In reading, the combined percentage of students meeting or exceeding standards increased from 29.05% in 2021-22 to 36.92% in 2023-24, suggesting effective instructional strategies. Additionally, the percentage of students performing below standard in reading decreased slightly, indicating progress in foundational skills. Writing also demonstrates positive movement, with the percentage of students at or near standard rising from 47.30% in 2021-22 to 54.47% in 2023-24, and the percentage below standard decreasing from 46.62% to 37.02%.

Identify ELA areas of need:

While there has been a downward trend in the percentage of students who Nearly Met or Did Not Meet the Standards, decreasing from 70.94% in 2021-22 to 62.98% in 2023-24, the data indicates that a majority of students at Helen Keller Elementary still require additional support to consistently meet state standards. To address these needs, the following strategies will be implemented:

1. Reading Automaticity

-Students will engage in daily reading practice both at home and school to improve rate and prosody.

-Teachers will work with students to monitor and track fluency progress.

-School-wide universal screeners will be administered at the beginning, middle, and end of the year to assess reading foundational skills.

-Additionally diagnostic assessments will be given to pinpoint where students need additional instructional support. They will also be used to monitor progress during intervention cycles.

-UFLI (University of Florida Literacy Institute) and Heggerty will be utilized as Tier 1, Tier 2, and Tier 3 interventions to build phonemic awareness, phonics, and fluency to build automaticity.

2. Writing

-Students will learn and apply the RACES strategy (Restate, Answer, Cite, Explain, Summarize) in both classroom and home settings to construct well-developed written responses.

-Thinking Maps will be used to guide students through the writing process, fostering critical thinking, idea organization, and the creation of structured and coherent writing pieces.

3. Comprehension

- Teachers will implement small group interventions focused on enhancing reading comprehension skills and strategies.
- Thinking Maps will be used to help students organize information from texts and visualize relationships within the content.
- Questioning techniques will be employed to support and deepen comprehension.
- Explicit instruction in comprehension skills and strategies will be provided.

4. Teachers and families have expressed interest in an online learning program similar to Let's Go Learn. This program would be used both at home and school to target individual student learning needs and support progress toward achieving learning goals. We are currently exploring options to meet this need.

Identify ELD areas of strength:

Across grades K-6, students have shown consistent improvement in multiple domains of the ELPAC assessment over the last three years. Notably, there has been a significant increase in the percentage of students reaching "Well Developed" levels in reading and writing, demonstrating that instructional supports and interventions are positively impacting language development. Additionally, oral language proficiency remains a strength, particularly in upper grade levels, where students are demonstrating stronger speaking and listening skills.

This upward trend reflects the effectiveness of targeted instruction, small-group interventions, and increased exposure to academic language, helping students make measurable progress in their English proficiency. Continued focus on building academic vocabulary, structured writing, and listening comprehension strategies will further accelerate language development across all grade levels.

The percentage of students scoring "Well Developed" in the Reading Domain has increased over three years.

In 2020-2021, 6.47% of students were "Well Developed," compared to 9.92% in 2022-2023, showing a 4.22% increase. Also, Grades 4-6 have higher percentages of students in Level 3 and 4 compared to lower grades.

Indicates stronger speaking skills and language fluency in upper grades.

Identify ELD areas of need:

The percentage of students at the "Well Developed" level in the Listening Domain has fluctuated and slightly decreased.

Many students remain at Somewhat/Moderately Developed, indicating the need for stronger auditory processing and comprehension support. Despite improvement, only around 9-10% of students are "Well Developed" in reading.

A large portion remains at "Somewhat/Moderately Developed", showing a need for more targeted reading interventions. While improving in Writing Proficiency, a majority of students are still in "Somewhat/Moderately Developed" rather than "Well Developed."

Indicates a need for explicit writing instruction, sentence structure practice, Thinking Maps instruction and usage, and academic vocabulary development. There is a need for more structured intervention programs and monitoring to ensure students move from Levels 1 & 2 to Level 3 & 4.

Identify Math areas of strength:

Dashboard data reveals positive trends in student achievement across grades 3-6. While individual grade levels show some variation, overall improvement is evident. In overall achievement, the combined percentage of students meeting or exceeding standards increased from 18.29% in 2022-23 to 21.70% in 2023-24, suggesting effective instructional strategies. Additionally, the percentage of students performing below standard decreased slightly from 41.22 in 21-22 to 37.45 in 23-24, indicating progress in Communicating Reasoning. Problem Solving & Modeling/Data Analysis also demonstrates positive movement, with the percentage of students at or near standard rising from 47.97% in 2021-22 to 50.21% in 2023-24.

Identify Math areas of need:

There is a declining trend in the percentage of students who did not meet standards across all grades from the 2021-2022 to the 2023-2024 school years - from 80.06% down to 78.30%. This data indicates that the majority of students at Helen Keller Elementary still require additional support to meet state standards. To address these needs, the following strategies will be implemented.

1. Math Facts Fluency - a schoolwide challenge is implemented with grade level goals to be attained by the end of the year.
2. Word Problems - Students will increase their math vocabulary with explicit vocabulary instruction and visual supports and implementing the CUBES strategy to answer word problems and write a paragraph explaining their process.
3. Targeted Intervention Programs - Small group Tier 2 and Tier 3 will be offered for struggling students.
4. Teachers and families have expressed interest in an online learning program similar to Let's Go Learn. This program would be used both at home and school to target individual student learning needs and support progress toward achieving learning goals. We are currently exploring options to meet this need.

School: Helen Keller 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
Before school intervention	ELA	BPST	BPST, teacher assessment	BPST, teacher assessment	Fully implemented
Tier 3 math intervention	Math	Swun Benchmarks	Swun benchmarks, teacher assessment	Swun benchmarks, teacher assessment	Fully implemented
After school EL intervention	ELD	Home Language Survey	ELPAC scores	ELPAC scores	Fully implemented
Tier 3 ELA intervention	ELA	BPST	BPST, teacher assessment	BPST, teacher assessment	Fully implemented
Tier 2 - targeted reading intervention (TRI)	Reading	Teacher evaluation	Teacher assessments	Teacher assessments	Fully implemented
Tier 2 - math intervention	Math	Teacher evaluation	Teacher assessments, exit tickets, formative assessments	Teacher assessments, exit tickets, formative assessments	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 2025-2026:

<p>What 2024-2025 actions/interventions worked?</p> <p>Helen Keller Elementary implemented multiple interventions this year to support our low-performing students. Title I intervention cycles were conducted for ELA and Math, while Title III interventions focused on English Language Development (ELD). These interventions took place in small-group settings with teachers, targeting the specific areas where students needed the most support.</p> <p>Additionally, targeted reading interventions were provided in classrooms, with Tier 2 and Tier 3 supports offered throughout the day using UFLI, Heggerty, and REWARDS to help close learning gaps.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026?</p> <p>For the 2025-2026 school year, we will continue offering before- and after-school interventions for ELA, Math, and ELD. Tier 2, Tier 3, and targeted reading instruction will remain in place, with small-group lessons led by teachers in the classroom, as well as pull-out support provided by additional staff. Data collected from universal screeners will drive the planning and instruction.</p>
<p>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?</p> <p>To ensure accelerated achievement in 2025-2026, the following actions will be taken: More teachers will be recruited to provide before- and after-school intervention programs. High-quality small group interventions, both in-class and pull-out, will be implemented. Evidence-based intervention programs focused on</p>

foundational skills will be utilized. Teachers and support staff will receive training in effective differentiation strategies, how to identify achievement gaps, and how to provide targeted instruction to close those gaps.

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

No interventions will be eliminated for the 2025-2026 school year. ELA, Math, and ELD will continue to be fully implemented.

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

No new interventions will be implemented for the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Planned improvements in Student Performance - English Language Arts

Goal Statement

SCHOOL GOAL 1: All students will improve one performance band on the California Common Core Standards annual assessment in Language Arts.

Basis for this Goal

What data did you use to form this goal?

-District Benchmark Assessment Results from 2024-2025

What were the findings from the analysis of this data?

- 37.02% of students met or exceeded standards school-wide in English Language Arts on the SBAC in 2023-2024
- 32.31% of students met or exceeded standards school-wide in English Language Arts on the SBAC in 2022-2023

There was a 4.71% increase in students who met or exceeded the state standard.

-Regular assessment and analysis of data meeting standards in English Language Arts

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

Form B

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024/2025 SBAC Assessment Results	Comparison between 2022/2023 SBAC ELA Results and 2023-2024 SBAC ELA Results	All students grades 3-6 average will increase to 43% in Language Arts in the met or exceeded standards range in SBAC.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will provided extended day intervention to struggling students .

Students to be Served by this Strategy/Activity

All students in grades K-6 will be eligible for Extended Day Intervention.

Timeline

March 2025- March 2026 analyze ELA data through data reflection meetings (using Common Assessment data and universal screeners) to identify student needs and provide after-school intervention to targeted students.

Data Reflection Sessions dates will be held continuously through the school year, every 5-6 weeks.
Extended Day Intervention November- January and February through April

Person(s) Responsible

Principal, Instructional Lead, Grade Level Teachers, Testing Assistant, Community Liaison, Academic Coach, Literacy Coach, and Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended Day Intervention
Amount	12810
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional materials will be provided to students as needed for Intervention programs.

Strategy/Activity 2

Teachers will be provided additional time to collaborate within grade levels to develop lesson plans to better support at-risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarterly guided planning sessions.

Person(s) Responsible

Principal, Instructional Lead, Teachers, Academic Coach & Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Guided Planning Subs Quarterly

Strategy/Activity 3

Leadership team will meet to analyze data. Teachers will identify patterns, make informed adjustments to teaching strategies.

Students to be Served by this Strategy/Activity

Students designated by data analysis of SBAC and other universal diagnostic tests.

Timeline

March 2025- March 2026

Person(s) Responsible

Principal, Instructional Lead, Secretary

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Contract subs to allow Leadership to analyze data.

Strategy/Activity 4

Request substitutes that will support in providing Tier 3 support (push in/pull out model.)

Students to be Served by this Strategy/Activity

All students.

Timeline

March 2025- March 2026

Person(s) Responsible

Principal, Instructional Lead, Teachers, Community Liaison, Academic Coach, Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support K-6 students for small group/pull out support.

Strategy/Activity 5

Teachers will receive high-quality professional development to improve the teaching of academic subjects in order to help all children meet student performance standards.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026 School Year

Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide high quality professional development to teachers to assist students to meet grade level standards.

Strategy/Activity 6

Teachers will receive extra duty hours to plan and provide workshops for parents.

Students to be Served by this Strategy/Activity

Groups will be determined by workshop content.

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide parent workshops to actively engage parents in their children's education, which can lead to improved student outcomes by giving parents the knowledge and tools to better support their child's learning at home, understand classroom curriculum, and foster a stronger partnership between school and family.

Strategy/Activity 7

Extended Day - Homework Club - Teachers will support students needing support with homework.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-2026 school year

Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	3907
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty hours to provide homework support.

Strategy/Activity 8

Extra Duty Hours- Instructional Lead , Academic Coach and Literacy Coach

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-2026 school year

Person(s) Responsible

Principal, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Instructional Lead will receive extra duty hours to plan Interventions for students and to provide professional development for teachers.

Strategy/Activity 9

Provide supplemental materials for student achievement in language arts.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Planned improvements in Student Performance - Mathematics

Goal Statement

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the 27% (measurement) target in the area of Mathematics on the Smarter Balanced Assessment Consortium (SBAC) annual assessment 2024-2025

Basis for this Goal

The results for 2023-2024 SBAC assessment show that 18.32% met or exceeded the state standard. Our goal this year is to grow % in SBAC.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024-2025 SBAC Assessment Results	Comparison between 2023-2024 and 2024-2025 SBAC Math results.	All students grade 3-6 average will increase to 29% in Mathematics in the met or exceeded standards range in the SBAC.

Planned Strategies/Activities

Strategy/Activity 1

Teachers will provide extended day intervention to struggling students.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Grade Level Teachers, Testing Assistant, Community Liaison, Academic Coach, and Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended Day Intervention

Strategy/Activity 2

Teachers will be provided additional time to collaborate within grade levels to develop lesson plans to better support at risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026 School Year

Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Secretary

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide high quality professional development to teachers to assist students to meet grade level standards.

Strategy/Activity 3

Purchase supplemental research-based instructional materials and additional supplies.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal, Instructional Lead, Teachers, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Research-based instructional materials and additional supplies.

Strategy/Activity 4

Extra Duty Hours - Instructional Lead and Academic Coach

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount

3000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra Duty hours will provide additional time for Instructional Lead to plan for Math Intervention grouping/support.

Strategy/Activity 5

Request substitutes that will support in providing Tier 3 support (push in/pull out model)

Students to be Served by this Strategy/Activity

Tier 3 intervention students (Math based)

Timeline

2025-2026

Person(s) Responsible

Principal, Academic Coach, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Contract subs to provide Tier 3 interventions

Strategy/Activity 6

Provide supplemental materials for student achievement in Math

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Planned Improvements in Student Performance - English Learners

Goal Statement

SCHOOL GOAL 3: EL students will meet targets for progress and proficiency to meet district guidelines for reclassification.

Basis for this Goal

Only 18.18% of EL students scored a Level 4 overall on the ELPAC Exam for the 2023-2024 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Student rate of reclassification District Common Assessments SBAC Results from 2024-2025	Comparison between 2023/2024 SBAC Results (ELA-Subgroup EL's) and 2024/2025 SBAC Results (ELA- Subgroup EL's)	EL Students who reclassify will increase by 10% from previous school year.

Planned Strategies/Activities

Strategy/Activity 1

Extended day Intervention for EL students 2nd - 6th grade

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2025-2026
Extended Day Intervention for English Language Learners.
Data Reflection Meetings every 5-6 weeks to analyze data for EL's

Person(s) Responsible

Leadership Team: Principal, Instructional Lead, grade level leadership, Academic Coach, Literacy Coach, and Parent Councils.

Proposed Expenditures for this Strategy/Activity

Amount	2500
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Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extended Day Intervention
Amount	625
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Materials purchased to support Extenday Day EL Intervention.

Strategy/Activity 2

Teachers will be provided additional time to collaborate within grade levels to develop lessons for supplemental ELD instruction.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	2750
Source	Title III
Budget Reference	None Specified
Description	Substitutes will provide coverage for teachers while they plan for their supplemental ELD instruction.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Parent participation at school events will increase by 10% annually.

Basis for this Goal

Parent participation in the 2025-2026 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Family Nights Parent Workshops School hosted events Parent surveys Parent councils and committees Parent Volunteering	Parent participation Sign-in sheets Oral interviews/surveys	Parent Involvement events will increase by 10% annually. Parent workshops attendance will increase.

Planned Strategies/Activities

Strategy/Activity 1

Provide parent workshops/educational classes.

Students to be Served by this Strategy/Activity

All parents

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Community Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Offer parent workshops/educational classes.

Strategy/Activity 2

Purchase office supplies for Parent activities (workshops,council meetings, etc.)

Students to be Served by this Strategy/Activity

All parents

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Secretary

Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Materials purchased will enable school to communicate through flyers. Basic materials such as paper, pens, binders will be used to run SSC meetings and other parent events.

Strategy/Activity 3

Organize family engagement events that provide valuable resources and information.

Students to be Served by this Strategy/Activity

All parents

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Secretary

Proposed Expenditures for this Strategy/Activity

Amount

1662

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Purchase supplies and materials for family engagement events.

Strategy/Activity 4

Provide extra duty hours and overtime hours to classified staff to support during family events.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026

Person(s) Responsible

Instructional Lead, Principal

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide extra duty hours and overtime hours to classified staff to support during family events.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Positive Behavior Intervention Strategies

Goal Statement

Staff will provide opportunities for all students and families to participate in a safe environment that promotes behavioral, cognitive and emotional development. In order for students to be successful, they must be highly engaged in both academic and behavioral settings and be provided with a safe learning environment. We will implement PBIS (Positive Behavior Intervention System.)

Basis for this Goal

Attendance Data
Aeries Discipline Data
SAS Survey/PBIS

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024-2025 Attendance Data 2024-2025 Aeries Discipline Data 2024-2025 SAS Survey	No SBAC data for PBIS	Helen Keller Elementary will decrease number of Chronically Absent Students by 15% Helen Keller will decrease number of disciplinary referrals by 10%

Planned Strategies/Activities

Strategy/Activity 1

Supplies and materials to be purchased for PBIS.

Students to be Served by this Strategy/Activity

All Students

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Secretary, Attendance Tech, Health Tech, PBIS Committee

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

Title I

Budget Reference	4000-4999: Books And Supplies
Description	Supplies/materials will be purchased for PBIS Intervention system, to increase academic success, attendance and following behavior expectations.

Strategy/Activity 2

Increase number of afterschool clubs/ extracurricular activities.

Students to be Served by this Strategy/Activity

All students

Timeline

2025-2026

Person(s) Responsible

Principal, Instructional Lead, Secretary, PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	4380
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will manage afterschool/extracurricular activities for students.

Strategy/Activity 3

Provide supplemental materials for students to recognize attendance goals and positive behavior.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Instructional Lead, Secretary, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6375
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and supplies.

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	\$133,009
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	133,009.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	\$127,134	0.00
Title III	\$5,875	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	127,134.00
Title III	5,875.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	81,787.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	46,472.00
None Specified	2,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	79,287.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	45,847.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
4000-4999: Books And Supplies	Title III	625.00
None Specified	Title III	2,750.00

Helen Keller 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 Helen Keller 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])

Keller 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])

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

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

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

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

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

(d) Provide parents of participating children with the following

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

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

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

The curriculum used at Keller Elementary School is all Core curriculum and supplemental materials: Journey's, Go Math, SWUN, Science, and Social Studies..

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

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

Keller 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 spring, 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])

Keller 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 Keller Elementary School's Plan for Student Achievement (SPSA).

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

Revised and Approved by SSC on 1/28/25.

Helen Keller 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 Helen Keller:

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

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

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

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana, varios días para brindar la máxima flexibilidad 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 Keller. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

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

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

El plan de estudios utilizado en la Escuela Primaria Keller es El plan de estudios utilizado en la Escuela Primaria Keller es todo el plan de estudios básico y materiales complementarios: Journey's, Go Math, SWUN, Ciencias, Estudios Sociales.

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

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

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

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

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

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

Revisado y aprobado Por SSC el 01/28/2025.

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
Yamiler Varela	Principal
Aurora Carrillo	Classroom Teacher
Karla Orellana	Classroom Teacher
Tasha Houston	Classroom Teacher
Oliver Gomez	Other School Staff
Brenda Beltran Soto	Parent or Community Member
Gloria Santana	Parent or Community Member
Nelly Cuevas	Parent or Community Member
Luz Flores	Parent or Community Member
Monica Arellano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Site Council

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 18, 2025.

Attested:



Principal, Mrs. Yamiler Varela on 2/28/24



SSC Chairperson, Mrs. Gloria Santana on 2/28/25

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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