

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	Rosa Parks Elementary School
Address	3900 Agnes Avenue Lynwood, CA 90262
County-District-School (CDS) Code	19647746116685
Principal	Christine Kim
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 10, 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

Rosa Parks Elementary School's mission is to inspire, empower, and prepare every student to achieve their optimal potential and be successful citizens, and lifelong learners with the necessary knowledge and skills for the 21st century.

Rosa Parks Elementary School is committed to providing all students with a challenging, differentiated, standards-based program; collaborating with staff, parents, and the community in a safe and supportive atmosphere. Our staff is dedicated to preparing the students at an elementary level for the rigors of the A-G college requirements. Our primary goal is to ensure that all of our students receive a solid academic foundation that will prepare to propel them as they progress from elementary school through to middle school and high school.

The Vision of RPES is to:

Address the needs of the whole child throughout the year (academic, social, and emotional)

Provide quality and equitable instruction for all students:

Standards-based academic instruction focused on the assets of our student community.

21st Century Skills (critical thinkers, technology skills, collaboration, STEAM, life-long learning)

Setting high expectations for all students:

Character development/behavioral success

Academic goals

Focus on the strengths of our students and our school community

Provide a safe and clean campus/classroom environment

Partnerships with parents and our community

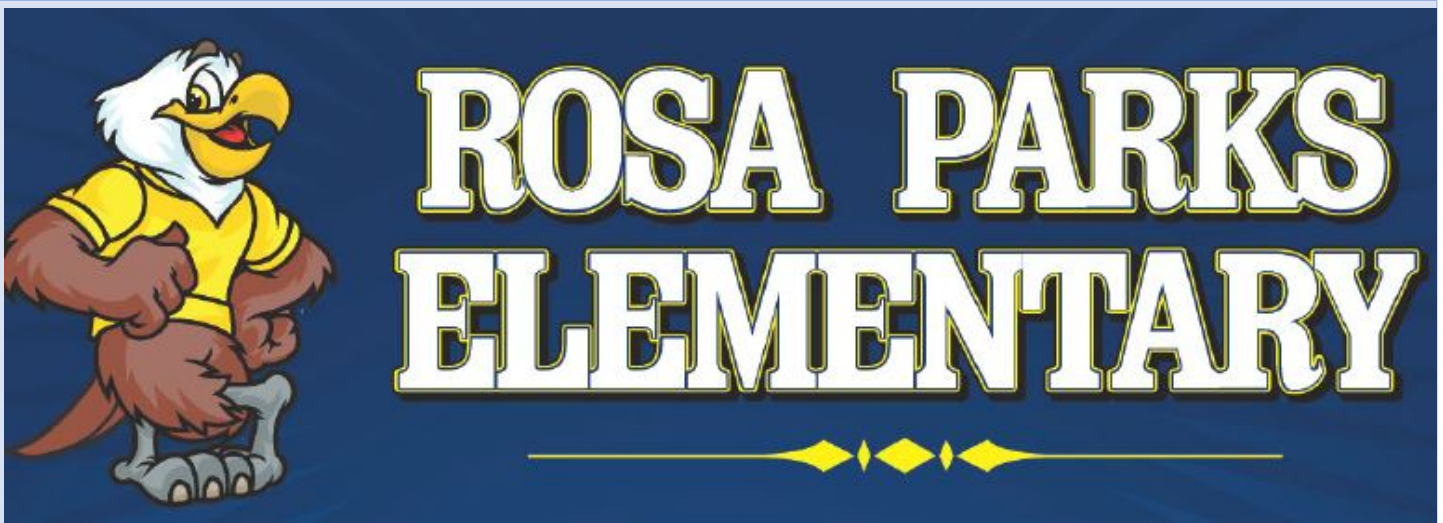
Create more opportunities for staff to develop capacity in the areas of professional development, PLCs, and other instructional learning strategies

School Profile

Located in the city of Lynwood, Rosa Parks Elementary school, formerly known as Agnes Elementary, was established in 2004. It began as a home school for grades kindergarten to fifth. In 2006, Rosa Parks added sixth grade and in 2017, we added TK. Student enrollment in 2024 is 339 students with 17 credentialed teachers. Classroom size is on average about 23 students per teacher, with a 25:1 teacher-to-student ratio in TK through 3rd grades, and approximately 30 students in each 4th through the sixth-grade classroom. All students at Rosa Parks qualify for free or reduced-price meals; the poverty indicator established by the federal government. About 34% of students are English Language Learners and a majority of Rosa Parks students are Latinas/os, a reported 11% are African American (see demographic data/chart).

Our school has been fortunate to receive a grant from the Honda Foundation which provides educational opportunities and tutoring services to 5th and 6th-grade boys and girls. They also provide free live interactive instruction and exposure to a wide range of STEM topics with hands-on activities from certified instructors.

Lynwood Unified School District employs approximately 1,462 employees with over 880 certificated employees and 582 classified employees. Rosa Park's staff is comprised of approximately 45 employees; 18 Certificated employees and 24 Classified employees. All Certificated teachers are either CLAD certified or SB2462 trained to work with English Language Learner populations.



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

The School Improvement Plan for Rosa Parks Elementary School included the following components of parent involvement:

Notice of the School's Improvement Status,
Collaboration and Communication (Needs Assessment), and
Development and Approval of Plan.

The Instructional Team meets with our parent councils on a monthly basis, specifically ELAC (English Learner Advisory Committee) and SSC (School Site Council) in the months of October and continues throughout the remainder of the school year. Together, we evaluate and review data and gather the input suggested by monthly reviews to prepare and plan for the SPSA utilizing the Needs Assessment completed by our stakeholders. The SSC met to evaluate and approve Title I program expenditures.

Resource Inequities

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

Based on CA Dashboard data, Rosa Parks Elementary School has been identified as an Additional Target Support and Improvement (ATSI) school. During the review process, the site leadership team recognized the following resource inequities for the identified student groups:

Rigorous Instructional Content: There is a need for educators to continue to implement academic rigor with academic discourse across all grade levels.

Interventions: There is still a need to provide before/after school academic interventions to identified student groups.

Meaningful access to research-based hands-on interventions before/after school. A cycle of data analysis utilizing research-based pre and post-assessments.

Supplemental mathematics intervention focusing on foundational skills for students utilizing materials such as Ready Common Core and/or other resources that support the standards for mathematical practice (SMPs).



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	7.95%	10.42%	11.35%	33	42	43
Asian	%	0%	0.26%		0	1
Filipino	%	0%	%		0	
Hispanic/Latino	90.84%	88.83%	87.86%	377	358	333
Pacific Islander	%	0%	%		0	
White	1.20%	0.74%	0.53%	5	3	2
Multiple/No Response	%	0%	%		0	
Total Enrollment				415	403	379

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		20	20
Kindergarten	59	77	43
Grade 1	46	50	47
Grade 2	57	43	49
Grade 3	64	56	45
Grade 4	64	56	58
Grade 5	60	64	57
Grade 6	65	57	59
Total Enrollment	415	403	379

Data Trends:

1. There is a trend of declining enrollment statewide. According to local data, the number of students for the 2023-24 has decreased.
2. Overall, according to Aeries, enrollment has continued to decline as evidenced by our 3-year comparison data.
3. Our TK classroom has a total of 20 students for the 23-24 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	147	133	115	35.20%	35.4%	30.3%
Fluent English Proficient (FEP)	93	86	75	20.70%	22.4%	19.8%
Reclassified Fluent English Proficient (RFEP)	17	14		0.6%		

Data Trends:

1. Rosa Parks continues to have a fluctuating EL population; as shown over the three year time span with 2021-22 having the highest number of EL students enrolled. According to the 2023-2024 school year, the number of EL students at Rosa Parks has decreased from the previous year.
2. FEP student enrollment decreased during the 23-24 school year according to local data. Program monitoring is helping us determine the number of students moving into or out of this category.
3. The number of students reclassifying over the years continues to decline. According to local data, there was a slight decrease in the number of students reclassified in the 22-23 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	61	54	46	60	54	46	60	54	46	98.4	100.0	100
Grade 4	64	55	55	64	55	54	64	55	54	100.0	100.0	98.2
Grade 5	60	60	59	60	59	58	60	59	58	100.0	98.3	98.3
Grade 6	66	58	60	66	58	60	66	58	60	100.0	100.0	100
All Grades	251	227	220	250	226	218	250	226	218	99.6	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2378.	2388.	2373.	10.00	14.81	10.87	25.00	18.52	6.52	16.67	22.22	34.78	48.33	44.44	47.83
Grade 4	2436.	2403.	2433.	21.88	16.36	27.78	10.94	12.73	12.96	25.00	21.82	14.81	42.19	49.09	44.44
Grade 5	2462.	2462.	2431.	11.67	15.25	13.79	20.00	27.12	10.34	28.33	16.95	17.24	40.00	40.68	58.62
Grade 6	2481.	2464.	2476.	10.61	6.90	11.67	15.15	20.69	15.00	36.36	29.31	35.00	37.88	43.10	38.33
All Grades	N/A	N/A	N/A	13.60	13.27	16.06	17.60	19.91	11.47	26.80	22.57	25.23	42.00	44.25	47.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	9.26	6.52	51.67	64.81	58.70	38.33	25.93	34.78
Grade 4	12.50	7.27	16.67	54.69	63.64	62.96	32.81	29.09	20.37
Grade 5	13.33	11.86	12.07	68.33	67.80	48.28	18.33	20.34	39.66
Grade 6	9.09	10.34	13.33	51.52	48.28	55.00	39.39	41.38	31.67
All Grades	11.20	9.73	12.39	56.40	61.06	55.96	32.40	29.20	31.65

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	10.00	7.41	6.52	45.00	57.41	52.17	45.00	35.19	41.30
Grade 4	15.63	9.26	11.11	53.13	53.70	55.56	31.25	37.04	33.33
Grade 5	13.33	6.78	7.02	43.33	57.63	47.37	43.33	35.59	45.61
Grade 6	6.15	5.17	3.33	49.23	48.28	48.33	44.62	46.55	48.33
All Grades	11.24	7.11	6.91	47.79	54.22	50.69	40.96	38.67	42.40

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	5.00	7.41	6.52	73.33	77.78	69.57	21.67	14.81	23.91
Grade 4	4.69	5.45	12.96	67.19	67.27	64.81	28.13	27.27	22.22
Grade 5	11.67	3.39	6.90	63.33	74.58	58.62	25.00	22.03	34.48
Grade 6	13.64	6.90	11.67	63.64	72.41	63.33	22.73	20.69	25.00
All Grades	8.80	5.75	9.63	66.80	73.01	63.76	24.40	21.24	26.61

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	8.33	12.96	8.70	58.33	53.70	58.70	33.33	33.33	32.61
Grade 4	17.19	7.27	11.11	62.50	63.64	61.11	20.31	29.09	27.78
Grade 5	15.00	16.95	12.07	60.00	50.85	67.24	25.00	32.20	20.69
Grade 6	24.24	12.07	15.00	56.06	60.34	56.67	19.70	27.59	28.33
All Grades	16.40	12.39	11.93	59.20	57.08	61.01	24.40	30.53	27.06

Data Trends:

1. SBAC data demonstrates that the percentage of 4th-grade students who met or exceeded the standard was approximately 41% for the 2023-2024 school year. Local data demonstrates that their overall scores increased by approximately 12% in the Met or Exceeded the standard categories combined.
2. SBAC data demonstrates that 4th-grade students scoring Above, At, or Near Standard in the area of Reading continues to increase. Scores increased from 71% in the 2022-23 school year to 80% in the 2023-24 school year.
3. SBAC data demonstrates that there was an increase in the percentage of students who scored Above, At, or Near Standard in the area of Research/Inquiry Investigating, analyzing, and presenting information. In the 22-23 school year, the percentage was approximately 69% compared to the 23-24 school year which was approximately 73%.

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	61	54	46	59	54	46	59	54	46	96.7	100.0	100
Grade 4	64	55	55	64	54	54	64	54	54	100.0	98.2	98.2
Grade 5	60	60	59	60	59	58	60	59	58	100.0	98.3	98.3
Grade 6	66	58	60	66	58	60	66	58	60	100.0	100.0	100
All Grades	251	227	220	249	225	218	249	225	218	99.2	99.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2384.	2388.	2388.	6.78	5.56	6.52	16.95	24.07	17.39	28.81	25.93	23.91	47.46	44.44	52.17
Grade 4	2431.	2420.	2443.	14.06	9.26	9.26	12.50	18.52	27.78	35.94	24.07	31.48	37.50	48.15	31.48
Grade 5	2450.	2459.	2430.	5.00	8.47	5.17	8.33	16.95	6.90	40.00	32.20	22.41	46.67	42.37	65.52
Grade 6	2480.	2468.	2474.	9.09	5.17	11.67	16.67	10.34	15.00	27.27	34.48	16.67	46.97	50.00	56.67
All Grades	N/A	N/A	N/A	8.84	7.11	8.26	13.65	17.33	16.51	32.93	29.33	23.39	44.58	46.22	51.83

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	8.47	11.11	10.87	40.68	35.19	36.96	50.85	53.70	52.17
Grade 4	14.06	12.96	14.81	51.56	42.59	48.15	34.38	44.44	37.04
Grade 5	5.00	6.78	5.17	53.33	55.93	46.55	41.67	37.29	48.28
Grade 6	9.09	3.45	8.33	53.03	53.45	38.33	37.88	43.10	53.33
All Grades	9.24	8.44	9.63	49.80	47.11	42.66	40.96	44.44	47.71

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	10.17	14.81	10.87	61.02	57.41	56.52	28.81	27.78	32.61
Grade 4	12.50	5.56	20.37	48.44	55.56	40.74	39.06	38.89	38.89
Grade 5	6.67	6.78	1.72	51.67	54.24	56.90	41.67	38.98	41.38
Grade 6	7.58	3.45	8.33	68.18	60.34	61.67	24.24	36.21	30.00
All Grades	9.24	7.56	10.09	57.43	56.89	54.13	33.33	35.56	35.78

Data Trends:

1. The percentage of 6th-grade students who Exceeded the Overall Achievement Standards increased from 5.17% to 11.67% from the 22-23 to the 23-24 school year.
2. According to the current data, there was an increase in the percentage of 4th-grade students who scored Above Standard in Communicating Reasoning. For the 2022-23 school year, the score was 5.56% and in the 2023-24 school year, the number increased to 20.37%.
3. According to the current data, there was an increase of students overall who scored Above Standard in the area of Problem Solving & Modeling / Data Analysis. For the 2022-23 school year, the score was 8.44% and in the 2023-24 school year, the score increased to 9.63%.

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	1394.2	1406.3	1418.4	1404.7	1417.5	1420.5	1369.5	1379.7	1413.4	13	29	22
1	1409.6	*	1398.5	1424.7	*	1405.9	1394.2	*	1390.7	18	8	14
2	1472.2	1446.7	*	1481.0	1451.3	*	1462.8	1441.6	*	21	19	10
3	1494.4	1507.2	1479.5	1499.7	1512.8	1486.4	1488.6	1501.0	1472.2	31	16	19
4	1513.6	1508.8	1488.7	1526.9	1509.6	1479.2	1499.8	1507.6	1497.5	29	26	13
5	1514.9	1526.1	1518.8	1517.3	1533.7	1509.5	1512.1	1518.1	1527.6	17	20	26
6	1534.0	1521.8	1512.3	1525.5	1525.8	1523.9	1542.0	1516.9	1500.3	13	16	15
All Grades										142	134	119

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	7.69	17.24	22.73	23.08	27.59	27.27	46.15	34.48	22.73	23.08	20.69	27.27	13	29	22
1	0.00	*	14.29	0.00	*	7.14	66.67	*	21.43	33.33	*	57.14	18	*	14
2	14.29	0.00	*	47.62	47.37	*	9.52	31.58	*	28.57	21.05	*	21	19	*
3	12.90	31.25	0.00	48.39	37.50	36.84	25.81	18.75	52.63	12.90	12.50	10.53	31	16	19
4	20.69	7.69	7.69	37.93	53.85	38.46	31.03	26.92	30.77	10.34	11.54	23.08	29	26	13
5	5.88	31.58	23.08	52.94	15.79	38.46	29.41	42.11	19.23	11.76	10.53	19.23	17	19	26
6	15.38	6.25	13.33	46.15	50.00	20.00	30.77	31.25	60.00	7.69	12.50	6.67	13	16	15
All Grades	11.97	14.29	15.13	38.03	37.59	28.57	32.39	30.83	31.93	17.61	17.29	24.37	142	133	119

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	15.38	20.69	22.73	15.38	17.24	27.27	38.46	37.93	18.18	30.77	24.14	31.82	13	29	22
1	0.00	*	21.43	44.44	*	21.43	33.33	*	28.57	22.22	*	28.57	18	*	14
2	33.33	5.26	*	38.10	57.89	*	14.29	21.05	*	14.29	15.79	*	21	19	*
3	35.48	43.75	36.84	45.16	43.75	26.32	12.90	6.25	31.58	6.45	6.25	5.26	31	16	19
4	44.83	46.15	15.38	44.83	38.46	46.15	6.90	11.54	23.08	3.45	3.85	15.38	29	26	13
5	47.06	36.84	38.46	35.29	52.63	38.46	5.88	5.26	11.54	11.76	5.26	11.54	17	19	26
6	53.85	43.75	33.33	30.77	31.25	53.33	7.69	18.75	0.00	7.69	6.25	13.33	13	16	15
All Grades	33.80	30.83	28.57	38.73	37.59	35.29	15.49	19.55	16.81	11.97	12.03	19.33	142	133	119

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	7.69	27.59	27.27	61.54	55.17	45.45	30.77	17.24	27.27	13	29	22
1	22.22	*	35.71	55.56	*	42.86	22.22	*	21.43	18	*	14
2	38.10	15.79	*	47.62	68.42	*	14.29	15.79	*	21	19	*
3	41.94	43.75	21.05	45.16	50.00	52.63	12.90	6.25	26.32	31	16	19
4	65.52	26.92	23.08	31.03	61.54	69.23	3.45	11.54	7.69	29	26	13
5	17.65	36.84	30.77	70.59	52.63	61.54	11.76	10.53	7.69	17	19	26
6	15.38	25.00	40.00	76.92	68.75	46.67	7.69	6.25	13.33	13	16	15
All Grades	35.21	29.32	29.41	51.41	58.65	51.26	13.38	12.03	19.33	142	133	119

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	7.69	13.79	36.36	69.23	48.28	31.82	23.08	37.93	31.82	13	29	22
1	0.00	*	0.00	66.67	*	64.29	33.33	*	35.71	18	*	14
2	42.86	21.05	*	47.62	57.89	*	9.52	21.05	*	21	19	*
3	45.16	56.25	52.63	48.39	37.50	42.11	6.45	6.25	5.26	31	16	19
4	51.72	53.85	30.77	41.38	38.46	46.15	6.90	7.69	23.08	29	26	13
5	70.59	73.68	57.69	17.65	21.05	26.92	11.76	5.26	15.38	17	19	26
6	61.54	50.00	53.33	30.77	31.25	33.33	7.69	18.75	13.33	13	16	15
All Grades	41.55	39.85	39.50	45.77	40.60	39.50	12.68	19.55	21.01	142	133	119

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	6.90	18.18	69.23	68.97	63.64	30.77	24.14	18.18	13	29	22
1	5.56	*	14.29	11.11	*	14.29	83.33	*	71.43	18	*	14
2	14.29	5.26	*	52.38	63.16	*	33.33	31.58	*	21	19	*
3	9.68	12.50	0.00	54.84	43.75	52.63	35.48	43.75	47.37	31	16	19
4	6.90	3.85	0.00	41.38	69.23	61.54	51.72	26.92	38.46	29	26	13
5	5.88	15.79	7.69	52.94	42.11	69.23	41.18	42.11	23.08	17	19	26
6	23.08	6.25	13.33	61.54	37.50	26.67	15.38	56.25	60.00	13	16	15
All Grades	9.15	7.52	8.40	47.89	54.89	52.10	42.96	37.59	39.50	142	133	119

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	38.46	31.03	40.91	30.77	37.93	40.91	30.77	31.03	18.18	13	29	22
1	0.00	*	7.14	55.56	*	28.57	44.44	*	64.29	18	*	14
2	14.29	5.26	*	57.14	57.89	*	28.57	36.84	*	21	19	*
3	3.23	50.00	0.00	80.65	31.25	89.47	16.13	18.75	10.53	31	16	19
4	13.79	15.38	23.08	58.62	65.38	53.85	27.59	19.23	23.08	29	26	13
5	5.88	15.79	23.08	70.59	52.63	50.00	23.53	31.58	26.92	17	19	26
6	7.69	6.25	6.67	92.31	75.00	80.00	0.00	18.75	13.33	13	16	15
All Grades	10.56	20.30	17.65	64.79	51.88	57.14	24.65	27.82	25.21	142	133	119

Data Trends:

1. Based on the Overall Language Scores, there was an increase of approximately 7% of 6th-grade students who scored in Level 4. In the 2022-23 school year, the score was 6.25% and in 2023-24, the score was 13.33%.
2. In the area of Oral Language, Level 3, 6th-grade had an increase of 22% from the year 22/23 - 23/24. In 2022 - 2023, they scored 31.25% in Level 3 and in 2023-2024, they scored at 53.33%.
3. Writing has been an area of needed improvement so while analyzing the data, we noticed that there was an overall increase in the area of writing. In the Somewhat/Moderately area, during the 2022 - 2023 school year, students scored 51.88%. That number increased, slightly, to approximately 57% in the 2023 - 2024 school year.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
379	95.3%	30.3%	1.8%
Total Number of Students enrolled in Rosa Parks 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	115	30.3%
Foster Youth	7	1.8%
Homeless	8	2.1%
Socioeconomically Disadvantaged	361	95.3%
Students with Disabilities	39	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	11.3%
American Indian	0	0.0%
Asian	1	0.3%
Filipino	0	0.0%
Hispanic	333	87.9%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	2	0.5%

Conclusions based on this data:

1. During the 2023-24 school year, 95.3% of our families were Socioeconomically Disadvantaged at Rosa Parks Elementary.

2. During the 2023-24 school year, 30% of our students are categorized as English Learners at Rosa Parks Elementary.
3. African American, Students with Disabilities, and Homeless/Foster are all targeted subgroups due to continuously low enrollment.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Portions Goals and Action Items of the Single Plan are informed by and based on indicators as identified on the CA Dashboard and as part of the school's Additional Target Support and Improvement (ATSI) plan.
2. For the 2023-2024 school year, suspension rates continue to be low. This can be due to our SEL interventions and supports from our specialist as well as restorative justice.

-
-
3. According to dashboard data, Chronic Absenteeism continue to be an issue for our students.

School and Student Performance Data

Academic Performance English Language Arts

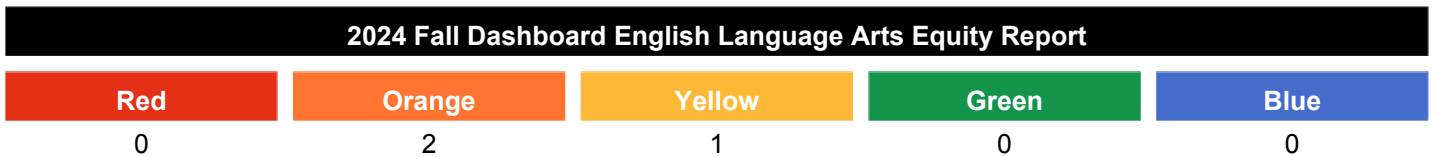
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>53.5 points below standard</p> <p>Maintained 1.6 points</p> <p>210 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>59.1 points below standard</p> <p>Increased 4.1 points</p> <p>104 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>57.0 points below standard</p> <p>Maintained 1.8 points</p> <p>200 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>107.5 points below standard</p> <p>Maintained 1.4 points</p> <p>30 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>83.7 points below standard</p> <p>Declined 21.1 points</p> <p>23 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>49.1 points below standard</p> <p>Maintained 0.7 points</p> <p>184 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. For the 2023-24 school year, 210 students fell about 53.5 points below standard.
2. For the 2023-24 school year, 30 students with disabilities fell about 107.5 points below standard.
3. For the 2023-24 school year, English learners increased by 4.1 points in the CA Dashboard ELA report.

School and Student Performance Data

Academic Performance Mathematics

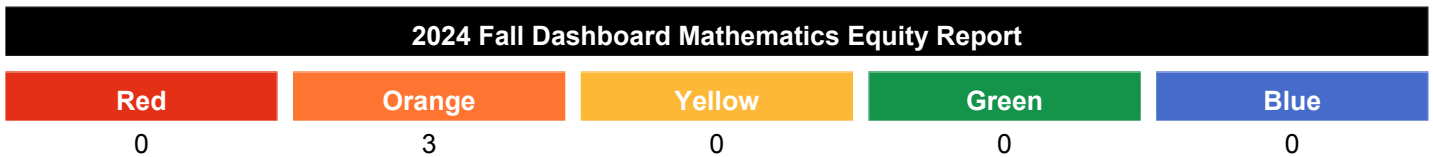
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This section provides number of student groups in each level.



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>Orange</p> <p>66.5 points below standard</p> <p>Maintained 2.8 points</p> <p>213 Students</p>	<p>English Learners</p> <p>Orange</p> <p>70.1 points below standard</p> <p>Maintained 2.3 points</p> <p>107 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>70.7 points below standard</p> <p>Declined 3.4 points</p> <p>203 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>83.2 points below standard</p> <p>Increased 32.5 points</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>80.1 points below standard</p> <p>Increased 4.1 points</p> <p>23 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>63.5 points below standard</p> <p>Maintained 2.8 points</p> <p>187 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. According to Dashboard data, 213 students fell 66.5 points below standard during the 2023-2024 school year.
2. For the 2023-24 school year, our Students with Disabilities were 83.2 points below standard which is an increase of 32.5 points from the previous school year.
3. For the 2023-24 school year, our English Learners were 70.1 points below standard which our students maintained with a gain of 2.3 points from the previous school year.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 40.4% making progress. Number Students: 89 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 4 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 18%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 41.6%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 40.4%

Conclusions based on this data:

1. According to current data, 40% of our students progressed at least one ELPI level.
2. Current data demonstrates that approximately 42% of students maintained ELPI Levels 1, 2L, 2H, 3L, or 3H.
3. Current data further demonstrates that 18% of our students decreased one ELPI level which is 3% more than last year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="text-align: center; background-color: #cccccc; padding: 5px;">All Students</div> <div style="text-align: center; margin: 10px 0;">  Yellow </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">40.5% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 8.7</div> <div style="text-align: center; margin-top: 20px;">400 Students</div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">English Learners</div> <div style="text-align: center; margin: 10px 0;">  Orange </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">40% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 3.7</div> <div style="text-align: center; margin-top: 20px;">130 Students</div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">Long-Term English Learners</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 20px;">5 Students</div>
<div style="text-align: center; background-color: #cccccc; padding: 5px;">Foster Youth</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 20px;">8 Students</div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">Homeless</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 20px;">8 Students</div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin: 10px 0;">  Yellow </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">41.4% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 8.3</div> <div style="text-align: center; margin-top: 20px;">382 Students</div>

<p>Students with Disabilities</p>  <p>Orange</p> <p>41.8% Chronically Absent</p> <p>Declined 9.2</p> <p>55 Students</p>	<p>African American</p>  <p>Orange</p> <p>46% Chronically Absent</p> <p>Declined 12.7</p> <p>50 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>39.8% Chronically Absent</p> <p>Declined 8.3</p> <p>347 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. 2024 Fall Dashboard reports that our Chronically Absent percentage rate is 40.5%.
2. African American students continue to maintain one of the highest percent of chronically absent students with a percentage of 46%.
3. Interventions such as "Attendance Matters" and other strategies are implemented to assist with decreasing our chronic absentee rates and will continue to be an intervention to help decrease the number of chronically absent students at Rosa Parks elementary.

School and Student Performance Data

Conditions & Climate Suspension Rate

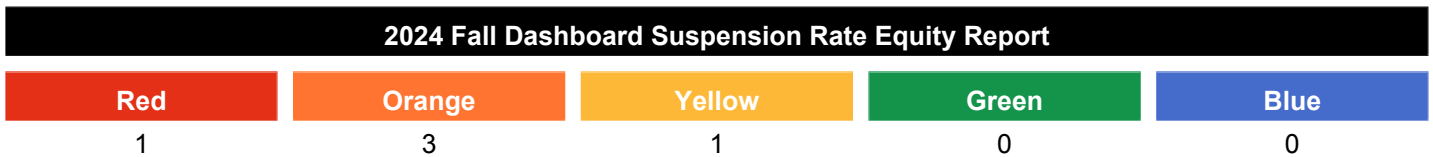
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This section provides number of student groups in each level.



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>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9%</p> <p>413 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>134 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>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>391 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>7.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>56 Students</p>	<p>African American</p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>50 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9%</p> <p>360 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. According to our 2024 data, the overall suspension rate increase by 2%.
2. According to our 2024 data, the overall suspension rate for Students with Disabilities increase by 7%.
3. According to our 2024 data, the overall suspension rate for Socioeconomically Disadvantaged, Hispanic, and African American increase by 2%.



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

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

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

Data Sources/Fuentes de Datos

CAASPP.org
CDE.gov
Dataquest.org

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

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) 2020-2021: 13% of students met or exceeded the standard 2021-2022: 23% of students met or exceeded the standard 2022-2023: 24% of students met or exceeded the standard 2022-2023: 25% of students met or exceeded the standard	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) 2020-2021: 87% of students did not meet the standard 2021-2022: 77% of students did not meet the standard 2022-2023: 76% of students did not meet the standard 2023-2024: 75% of students did not meet the standard English Learners: 89% of students did not meet the standard	<ul style="list-style-type: none"> -The amount of students not meeting standards has increased each year -Percentages are high in the area of students not meeting the standards -Offer more 1:1 math help -Intervention, tutoring, Saturday school, and meeting with parents -Interventions/Reteach Opportunities: Focused intervention in the spring -Materials: Promoting the use of online programs such as LGL. -Other: Math fair

English Learners: 11% of students met or exceeded the standard African American: 26% of students met or exceeded the standard Students w/ Disabilities: 13% of students met or exceeded the standard	African American: 74% of students did not meet the standard Students w/ Disabilities: 87% of students did not meet the standard	
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) Constancia del Progreso (SBAC)		Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)
<p>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>2020-2021: 26% of students met or exceeded the standard 2021-2022: 31% of students met or exceeded the standard 2022-2023: 33% of students met or exceeded the standard 2023-2024: 28% of students met or exceeded the standard English Learners: 2% of students met or exceeded the standard African American: 20% of students met or exceeded the standard Students w/ Disabilities: 4% of students met or exceeded the standard</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>2020-2021: 74% of students did not meet the standard 2021-2022: 69% of students did not meet the standard 2022-2023: 67% of students did not meet the standard 2023-2024: 72% of students did not meet the standard English Learners: 97% of students did not meet the standard African American: 80% of students did not meet the standard Students w/ Disabilities: 96% of students did not meet the standard</p>	<ul style="list-style-type: none"> -The percentage of students not meeting standards is still high -Intervention, tutoring and also meeting with student parents individually to make them aware of the academic status of the child -Interventions/Reteach Opportunities: Focused intervention in the fall -Tutoring: Reading Recovery, 1:1 tutoring -Materials: Leveled readers -Other: Incentives and reading clubs

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
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(ELPAC/Reclasificación)	(Write in specific goal(s)/ Escribir metas específicas)
2020-2021 - 13% proficient 2021-2022 - 12% proficient 2022-2023 - 14% proficient 2023-2024 - 15% proficient	Results and improvements are barely changing. Students are failing on one year and doing better on the following. Interventions needed. Parents read to children at home.

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
-Intervention (Before School, After School, and/or During School, Saturdays) -Student Recognition Programs (Awards Assemblies) -(Instructional Aides) Personnel for small-group/individual support -Substitutes for Reflection Sessions and Tutoring -Community Resources	Continue to award students for their efforts on a quarterly basis. We are happy to know that the arts are being incorporated throughout the school day and throughout the year. Excited to see Community Schools Case managers bringing resources to our schools.

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
College and Career month in March Promote college wear on Wednesdays	Continue allowing field trips to colleges for 6th grade and introduce colleges to students in the lower grades Invite college students to speak to elementary students or come in person, especially during College and Career Month Career planning for student Visitors from the military speak with students or come in person College fair prepared and presented by students during College and Career Week

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
School environment	Parents feel welcome and are treated with respect by office staff and teachers. Parent Square, school website, and social media are always giving updates
Parents welcome to attend group meetings, events, and gatherings	Some parents are unable to attend meetings due to different reasons Parents have informed school that too many surveys are being given. Less parents participating in workshops.
School communication	Better form of communication for parents besides the flyers, website, phone messages, and social media. Perhaps adding a digital marquee in front of school grounds.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

All students, including numerically significant subgroups, with the realization of the lingering learning loss due to Covid-19, will meet a 35 - 40% school-wide target, in the area of English Language Arts on the Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment Results DORA Results	All students in grades 3-6 will meet the 35 - 40% school-wide target in the area of Language Arts on the SBAC	Our student did not meet the 35-40% school wide target. Our students who met or exceeded were at 26%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Analyze ELA data and supplemental programs through systems promoting a continuous cycle of improvement. Additional hours for teachers to collaborate and attend supplemental Professional Development led by our leadership team, Academic Coach, SEL, and/or Lead, District Support Staff, or outside agency.	Fully implemented	Provide Sub-release time for certificated staff analyze ELA data and plan instructional strategies to provide Tier 1 support for student progress in ELA. 1000-1999: Certificated Personnel Salaries Title I 4000	Sub release time for certificated staff are being used and the school expects to spend more than the estimated funds to support collaboration for teachers, and to attend supplemental PD opportunities. Title I 7000
Identify student needs based on data and create opportunities for supplemental intervention programs. Programs can include: targeted after-school interventions such as Focused ELA intervention for 3rd-6th, reading intervention for 3rd-6th, foundational skills for TK - 2nd grade.	Fully implemented	Extra duty hours for certificated staff to provide supplemental Intervention opportunities to support student achievement in ELA focusing on at-promise students. 1000-1999: Certificated Personnel Salaries Title I 7000	Due to teacher fatigue, we do not expect that we will spend all of the fund allocated for extra duty hours to provide interventions. However, we will repurpose the funds to support interventions using substitutes. 1000-1999: Certificated Personnel Salaries 4000
Purchase of supplemental resources, including technology to support	Fully implemented	Materials and Supplies to support the	Books, instructional materials, and other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA achievement so that students can have home and school access to content related to the acquisition of Literacy/Reading Foundation Skills.</p>		<p>supplemental interventions, which will provide academic assistance to students and home support for parents in reading and writing. Supplemental materials and supplies to support students in the area of English Language Arts. 4000-4999: Books And Supplies Title I 10000</p>	<p>supplemental resources were and are being purchased to support ELA achievement. Materials for supporting TRI interventions were purchased. 4000-4999: Books And Supplies 10000</p>
<p>Provide supplemental professional development and/or training, supplemental program planning, supplemental data analysis opportunities, and supplemental supports in the area of ELA</p>	<p>Not implemented</p>	<p>Instructional assistant to push into classrooms during TRI to support ELA Tier 1 instruction of students. This service will include the use of supplemental materials including technology. 2000-2999: Classified Personnel Salaries Title I 0</p>	<p>When an IA was requested in August of 2024, it was declined. We had to use the funds for supplemental intervention using a different method. 0</p>
<p>Provide supplemental program planning, supplemental supports for instruction in the area of ELA</p>	<p>Fully implemented</p>	<p>Substitute to provide supplemental intervention support in the area of ELA, provide instructional support in Targeted reading intervention in ELA Tier 1 and 2. The service will include the use of supplemental materials, including technology 1000-1999: Certificated Personnel Salaries Title I 16000</p>	<p>The substitute began providing supplemental interventions beginning in January. The interventions have focused on primary level students in the area of systematic phonics. The supplemental, early intervention will support building foundation for our students in the area of ELA. 16000</p>

Analysis

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

See Data Analysis & Evaluation

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

See Data Analysis & Evaluation

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

One difference between the proposed expenditures and estimated actual expenditure is due to a few factors. First, for supplemental interventions by teachers (through extra duty hours), there was very little interest by teachers at RPES for before or after school interventions. We had to pivot and focus more of the funds in this area for supplemental interventions provided by a substitute. We expect to spend these funds by the end of the school year. Additionally, our proposed funds for an IA (classified employee) had to be modified due to the fact that the board item for an additional IA was denied. We pivoted and used a certificated sub, to provide supplemental interventions in ELA.

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 & Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

All students, including numerically significant subgroups, will meet the 30 - 35% school-wide target in the area of Mathematics on the LUSD common assessments and the Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Benchmarks SBAC ADAM	All students in grades 3-6 will meet the 30 - 35% school-wide target in the area of Math on the SBAC	Of all students in grades 3-6, 25% of them met or exceeded the standards in the area of Math in SBAC.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Identify students lacking foundational math skills to plan and provide supplemental extended learning opportunities. Extended Learning Opportunities (Afterschool, Saturday, Summer, etc.) will include research-based strategies in math computational and problem-solving skills.</p>	<p>Not implemented</p>	<p>Teacher Extra Duty Hours to provide students with supplemental interventions after school, on weekends, or during the summer in mathematics to increase student performance to meet academic standards.</p> <p>Teacher Extra Duty Hours to analyze academic progress of students, i.e. "at-promise" students, and develop Tier 1 instruction as well as in-class interventions to support students' Math progress based on data.</p> <p>Teacher Extra Duty Hours to facilitate Saturday STEAM/STEM programs with outside agencies. 1000-1999: Certificated</p>	<p>Teachers who selected to provide interventions using extra duty hours, decided to focus on ELA.</p> <p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Personnel Salaries Title I 6000</p> <p>Provide sub-release time to support supplemental data analysis and intervention planning/monitoring for at-promise students. Tasks included: Curriculum Alignment, Guided Planning, Instructional Rounds discussing data, and grade-level planning related to Benchmark Assessment, SBAC, and other assessments for teachers K-6 with at-risk students. 1000-1999: Certificated Personnel Salaries Title I 4000</p>	<p>Sub release time was used to support teachers in collaboration in data analysis and intervention planning and monitoring. We expect to use these funds for the remainder of the school year. 4000</p>
<p>Provide Supplemental Material and Supplies to support Planned Strategies and Activities to increase Math Achievement</p>	<p>Not implemented</p>	<p>Purchase of Supplemental Materials and Supplies to provide students with access to the core curriculum through new learning, and scaffolding concepts, and increase student achievement. Purchase of materials and supplies to target specific math skills and promote student achievement. Purchase of Technology to support MATH achievement. Purchase materials and supplies to support at-promise students. These supplemental materials will be used during school interventions and RTI (Tier 1). 4000-4999: Books And Supplies Title I 10000</p>	<p>Materials were purchased to provide supplemental support for instruction in math. We also purchased manipulatives to target specific math skills and promote students' math achievement. 10000</p>
<p>Provide Supplemental Professional Development and services using</p>	<p>Not implemented</p>	<p>Allocation of funds to support increased MATH achievement and</p>	<p>We were not able to use the funds for</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
outside companies and agencies		effective instruction through integration of Science, Technology, Engineering, Art, and Math. (STEAM/STEM) Provide math and/or science presentations/performances for students given by outside agencies. 5800: Professional/Consulting Services And Operating Expenditures Title I 7000	professional consulting services 0

Analysis

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

See Data Analysis & Evaluation

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

See Data Analysis & Evaluation

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

In our proposed expenditure, we estimated that we would spend 6000 for teacher extra duty hours for supplemental interventions before and after school. However, due to lack of teacher availability before/after school, we were not able to utilize the funds. Additionally, contracted PD services were not utilized. With SWUN coaching occurring on a monthly basis as well as the presence of an academic coach, there was a high saturation for teacher PDs.

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 & Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

EL students will increase and/or maintain their individual Benchmark, SBAC and ELPAC level. The goal is for all EL students to reclassify.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rates	Increase Reclassification percentages	In 2023, 12.2% of our EL students were reclassified. In 2024, 20.2% of our EL students were reclassified.
SBAC Performance	Increase SBAC ELA for EL's to over 20% by 2024-2025.	Only 2% of ELs were at or exceeding standards in 23-24. In 22-23, only 4% of ELs were at or exceeding standards. We hope to see an increase for 24-25.
ELPAC	Increase by 10 points plus in each grade level	We did not see the increase in 10 points in each grade level for 23-24. We do not yet have results of the 2024-2025 assessments

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide extended learning opportunities for EL students	Fully implemented	<p>Extended Learning Opportunities for EL Students and Parents that focuses on Language Acquisition and supports areas of Reading, Writing, Speaking, and Listening. 5000-5999: Services And Other Operating Expenditures Title III 1000</p> <p>Certificated staff extra duty hours to provide supplemental extended learning time for ELs focused on ELD (i.e. Afterschool, Summer, enrichment ELD opportunities such as drama, etc.) 1000-1999:</p>	<p>Contracted services were not utilized this school year for the EL students. 0</p> <p>Certificated staff extra duty hours is anticipated to be used to provide supplemental extended learning opportunities for our ELs. 1110</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title III 1110	
Provide supplemental professional development and/or training, supplemental program planning, supplemental data analysis opportunities, and supplemental supports in the area of ELD	Fully implemented	Bilingual Instructional Assistant to support EL students during school day. This service will include the use of supplemental materials (including technology). The focus group for this supplemental intervention will include newcomers/level 1 EL student population. 2000-2999: Classified Personnel Salaries Title I 16000	Bilingual instructional assistant supported EL students during the school day with supplemental language instruction, specifically working with newcomers and students with ELPAC scores at 1. We anticipate we will spend more than the allotted amount 16000
Provide materials and supplies for supplemental intervention and support	Fully implemented	Provision of Substitute Teachers for Collaboration to develop supplemental instructional strategies, activities, and lessons with ELD/ELPAC focus also data Studies: Focus on continuous improvement inquiry cycle with teachers and admin. Time will also include the development of pre and post-test for supplemental interventions. 1000-1999: Certificated Personnel Salaries Title III 3000	Sub release days may be used to support collaboration around supplemental instructional strategies. We may not use all of the funds, depending on substitute availability. 3000
		Provide additional supplemental instructional materials, supplies, and equipment to support all content areas including Language Arts, Math, Science, Social Studies and the Arts for our ELL's. 4000-4999: Books And Supplies Title III 3000	Supplemental instructional materials, supplies and equipment was provided to support ELs in content areas and instruction. 3000

Analysis

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

See Data Analysis & Evaluation

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

See Data Analysis & Evaluation

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

Proposed expenditures were spent in most of the planned actions for Goal 3. The supplemental bilingual IA will cost more than the amount allotted. The only area that we have not been using the funds is in the area of Extended Learning Opportunities for EL Students and Parents that focuses on Language Acquisition and supports areas of Reading, Writing, Speaking, and Listening. These funds were allocated in contracts. However, with so many parents workshops provided by district, our partnership with Crossroads, and with Community Schools funding, there was a saturation of parent workshops. We will reallocate moneys for contracts to materials next school year.

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 & Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

Increase Student, Parent, and Family Engagement through events, incentives, activities, and council groups.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Involvement sign-ins during activities such as: Family Nights (virtual or in-person) Parent Workshops School-hosted events (virtual or in-person) Parent surveys Parent councils and committees Attendance	We will increase parent participation by 3% as evidenced by parent sign-in sheets	In comparison to the sign in sheets from last school year, we met the goal of increased participation of 3 percent.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide supplemental extra duty hours to support the increase of participation in: Parent Workshops/Education classes Family Events Understanding the impact of fluency as it pertains to reading achievement and math	Fully implemented	Extra duty hours to provide updates and training to parents to assist with the use of supplemental materials provided to students for school to home use. Parents will be better able to understand the need and how to implement the supplemental materials across domains for student achievement. 1000-1999: Certificated Personnel Salaries Title I 2000	Extra duty hours for teachers to provide and participate in parent and family engagement activities have been used and will be used for the remainder of the school year. 2000
		Extra duty hours to provide updates and training to parents to assist with the use of supplemental materials provided to students for	We anticipate that we will utilize all of the funds allocated for classified extra duty hours. They help support students and families

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>school to home use. Parents will be better able to understand the need and how to implement the supplemental materials across domains for student achievement. 2000-2999: Classified Personnel Salaries Title I 1000</p>	<p>during parent and family engagement activities. 1000</p>
<p>Provide Parent Education Workshops and Involvement activities to increase parent participation in the school and home.</p>	<p>Fully implemented</p>	<p>Provide parent engagement workshops, by professional outside agencies, to promote family and community engagement 5800: Professional/Consulting Services And Operating Expenditures Title I 7000</p>	<p>Parent engagement workshops were provided and well attended by families - sign in sheets indicate so. 7000</p>
<p>Provide Supplemental Materials and Supplies to support and promote Strategies/Activities (i.e. Parent Workshops/Trainings, Parent Center, Technology for workshops/trainings, Curriculum-based supports for home/school partnership)</p>	<p>Fully implemented</p>	<p>Technology: Purchase of supplies, materials, and technology for Parent Center (offering support and training) 5000-5999: Services And Other Operating Expenditures Title I 3000</p> <p>Allocation of funds to support Student, Parent, and Family Engagement to increase ELA and MATH achievement. Will include the purchase of supplemental materials that are curriculum/standards-aligned for at-home support. In addition, the purchase of misc. supplies and materials will be provided during student, parent, and family involvement activities as well as Parent and Family Education Opportunities. 4000-4999: Books And Supplies Title I 9000</p>	<p>Materials, supplies were supplied for parent center. 3000</p> <p>Supplemental materials have been and will be utilized to support parent and family engagement to support ELA and Math achievement. 9000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Provide student, parent, family engagement to increase ELA and Math achievement. Purchase of misc. supplies and materials to provide during student, parent, and family engagement activities as well as parent and family education opportunities. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1519	We were able to spend funds to support parent and family engagement to increase content achievement. We anticipate that we will spend all funding to support families. 1519

Analysis

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

See Data Analysis & Evaluation

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

See Data Analysis & Evaluation

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

Parent engagement workshops have been effective in supporting family engagement at RPES. Extra duty hours for both certificated and classified staff have also been instrumental in increasing family engagement in instruction.

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 & Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

Staff will provide opportunities for all students 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 the PBIS system (Positive Behavioral Interventions & Supports) and SEL (Social Emotional Learning) programs. All students will be educated in learning environments that promote positive school culture, as school culture is the foundation for student success and academic achievement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Data PBIS SAS (Self Assessment Survey) PBIS TFI (Tiered Fidelity Inventory) School Discipline Data (ODR) Health Collaborative Referrals PBIS/SWIS School Site Data Platform	Decrease the number of chronic absenteeism by 10%. Increase the number scored on the TFI up to 70% by June 2025. Student attendance will be at an average of 92% for the 2024-2025 school year.	The chronic absenteeism rate did decrease from 49.2% to 40.5% this school year. Our attendance average would have met 92%. However, due to the CA fires in January and the subsequent air quality issues, the attendance average dropped.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide restorative activities for students to sustain our school-wide expectations, rules, and school pledge. Provide materials and supplies to students for positive behavior, increased attendance, positive mindsets, motivation, and positive communication skills. Use of Student Wellness Room, Restorative Justice, and Community Circles to support the Strategies/Activities.	Fully implemented	Supplemental resources are allocated to provide learning opportunities (programs) for students, outside agencies for SEL opportunities, and activities (online, in-person, and off-campus) to support implementing evidence-based SEL practices and programs school-wide and in classrooms. 5800: Professional/Consulting Services And Operating Expenditures Title I 6000	We expect to spend all the funds for support of PBIS activities to sustain our school-wide expectations, rules and school pledge. We provided and will continue to provide materials and supplies to students for PBIS, attendance, positive mindset and positive communication and coping skills. 6000
		Mentors and committee members will utilize supplemental materials and supplies to help improve student success, provide restorative justice and	PBIS committee will spend all the funds for support of PBIS activities to sustain our school-wide expectations, rules and school pledge. We

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		enhance/incorporate SEL room. 4000-4999: Books And Supplies Title I 6505	provided and will continue to provide materials and supplies to students for PBIS, attendance, positive mindset and positive communication and coping skills. We will also spend funds to support SEL growth in the SEL room. 6505
		Extra duty hours for PBIS team to support initiatives, plan activities and implement activities related to student behavior and student social emotion learning. 1000-1999: Certificated Personnel Salaries Title I 4500	There are extra duty hours for PBIS team to support initiatives. However due to saturation of teacher duties, not all of the funds will be utilized. 4500
		Extra duty hours for PBIS team to support initiatives, plan activities and implement activities related to student behavior and student social emotion learning. 2000-2999: Classified Personnel Salaries Title I 2000	There are extra duty hours for PBIS team to support initiatives. However due to saturation of teacher duties, not all of the funds will be utilized. 2000

Analysis

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

See Data Analysis & Evaluation

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

See Data Analysis & Evaluation

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

Funds allocated for PD by consultants were allocated towards supporting materials, supplies for schoolwide SEL and PBIS activities, and restorative practices. The implementation of materials and supplies to support in-class SEL and PBIS were utilized fully to support student behavior expectations and build school morale.

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 & Evaluation

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

Rosa Parks Elementary has demonstrated gradual academic growth in the areas of English Language Arts, English Language Development, and Mathematics. Therefore, continuing to provide supplemental interventions to at-risk students in these areas remains a focus. Trends demonstrated from 2022-2023 and 2023-2024 show that student growth has fluctuated in certain areas. Students are capable of succeeding from year to year with the proper interventions in place. As a result, Rosa Parks Elementary will continue to focus on assessment findings and results determined from 2023-2024; as well as, results from local assessments and evaluations. More specifically, in the area of English Language Arts, the focus will be on phonics for non-readers, reading, and comprehension for developing reading. In mathematics, our intervention focus will continue to be geared towards basic math facts and fluency with math vocabulary and conversation embedded in our daily curriculum.

Assessment Results:

Identify ELA areas of strength:

Based on the most current SBAC Data, the number of students exceeding the standard, overall, increased in the 2023-2024 school year by approximately 3%. During the same year, in the area of Listening, there was an increase of approximately 4%.

Identify ELA areas of need:

Current data shows that our 5th grade students increased the most in % of Standard Not Met or % Below Standard in all areas except Research/Inquiry.

Identify ELD areas of strength:

Reading continues to be an area of need across grade levels and yet, we have seen growth in the area of students who have achieved the level of "Well Developed" in the Reading Domain. The overall percentage increased from approximately 7.5% in 22-23 to approximately 8% in the 23-24 school year.

Identify ELD areas of need:

Summative ELPAC data from the California Educator Reporting System shows that we need to continue strengthening skills in the area of Overall Written Language because data indicates that our percentage in Level 1 has the highest number of students.

Identify Math areas of strength:

According to the SBAC Math data, 4th grade excelled in many different areas. In the area of % Standard Met, they moved from 18.52% in the 22-23 school year to 27.78% in the 23-24 school year. In addition, in the area of % Above Standard, they moved from 5.56% in the 22-23 school year to 20.37% in the 23-24 school year.

Identify Math areas of need:

After analyzing our SBAC Math data, our scores show that the majority of our students scored in the % of Standard Nearly Met and % of Standard Not Met. There is still a need for students to become fluent in basic math facts and fluency in all mathematical domains.

School: Rosa Parks 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
Focused Academic Intervention	ELA and Math	Title I	DORA, Benchmarks	DORA, Benchmarks	Fully Implemented
Small Group Intervention	ELA and Math	Title I	Benchmark	Benchmark	Fully Implemented
EL Intervention	ELD	Title III	ELPAC, Language Levels	ELPAC, Language Levels	Fully Implemented

2025-2026 Next Steps (narrative)

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

<p>What 2024-2025 actions/interventions worked? Having our Bi-lingual assistant is an action that worked for our students. Utilizing a retired teacher to work with small groups in the area of reading intervention has worked as well. Small group and focused group interventions worked because students were able to work directly with the teacher/assistant. AAA support also worked.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? For the 2025-2026 school year, we will keep the small group and focused group interventions, EL interventions, and reading intervention from substitute teacher.</p>
<p>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026? For the 2025-2026 school year, due to teacher burnout, we will continue to encourage intervention session during the morning session and on Saturdays for those willing to provide extra support.</p>
<p>What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement? Based on our implemented 24-25 interventions, we do not see the need to eliminate any activities/interventions at this time.</p>
<p>What new interventions will you implement in 2025-2026 as a result? Based on the interventions implemented, there are no new interventions however, we would like to start the intervention we have with the substitute (reading intervention) to begin earlier in the school year.</p>

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Planned Improvements in Student Performance for English Language Arts

Goal Statement

All students, including numerically significant subgroups, with the realization of lingering learning loss, will meet a 35 - 40% school-wide target, in the area of English Language Arts on the Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts.

Basis for this Goal

In order to address the academic needs of student groups identified through Additional Target Support and Improvement (ATSI), the following evidence-based planned improvements will be implemented.

What data did you use to form this goal?

- District Benchmark Assessment Results
- SBAC results

What were the findings from the analysis of this data?

- 23% of students met or exceeded standards schoolwide in English Language Arts on the SBAC in 2017-18.
- 33% of students met or exceeded standards schoolwide in English Language Arts on the SBAC in 2018-19.
- 26% of students met or exceeded standards schoolwide in English Language Arts on the SBAC in 2020-21.
- 31% of students met or exceeded standards schoolwide in English Language Arts on the SBAC in 2021-22.
- 34% of students met or exceeded standards schoolwide in English Language Arts on the SBAC in 2022-23.
- 28% of students met or exceeded standards schoolwide in English Language Arts on the SBAC in 2023-24.

How will the school evaluate the progress of this goal?

-Regular assessment and analysis of data meeting standards in English Language Arts. In grades 3 - 6, SBAC and Local Benchmarks will be used to measure academic achievement and gains. TK-2 Early Local District Benchmarks, Literacy data, high-frequency words, and language sound identification will be used to evaluate the progress of this goal.

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
SBAC Assessment Results	ELA SBAC	All students in grades 3-6 will meet the 35 - 40% school-wide target in the area of Language Arts on the SBAC

Planned Strategies/Activities

Strategy/Activity 1

Analyze ELA data and supplemental programs through systems promoting a continuous cycle of improvement. Additional hours for teachers to collaborate and attend supplemental Professional Development led by our leadership team, Academic Coach, SEL, and/or Lead, District Support Staff, or outside agency.

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide Sub-release time for certificated staff analyze ELA data and plan instructional strategies to provide Tier 1 support for student progress in ELA.

Strategy/Activity 2

Identify student needs based on data and create opportunities for supplemental intervention programs. Programs can include: targeted after-school interventions such as Focused ELA intervention for 3rd-6th, reading intervention for 3rd-6th, foundational skills for TK - 2nd grade.

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours for certificated staff to provide supplemental Intervention opportunities to support student achievement in ELA focusing on at-promise students.

Strategy/Activity 3

Purchase of supplemental resources, including technology to support ELA achievement so that students can have home and school access to content related to the acquisition of Literacy/Reading Foundation Skills.

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies to support the supplemental interventions, which will provide academic assistance to students and home support for parents in reading and writing. Supplemental materials and supplies to support students in the area of English Language Arts.

Strategy/Activity 4

Provide supplemental professional development and/or training, supplemental program planning, supplemental data analysis opportunities, and supplemental supports in the area of ELA

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Classified Staff, and Parent Council

Proposed Expenditures for this Strategy/Activity

Amount	18000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitute teacher hours for extended learning opportunities to provide targeted literacy instruction and support students in a push-in intervention model using UFLI/SIPPS as well as other intervention strategies during small group instruction.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Planned Improvements in Student Math Performance

Goal Statement

All students, including numerically significant subgroups, will meet the 30 - 35% school-wide target in the area of Mathematics on the LUSD common assessments and the Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics.

Basis for this Goal

In order to address the academic needs of student groups identified through Additional Target Support and Improvement (ATSI), the following evidence-based planned improvements will be implemented.

What data did you use to form this goal?

- District Benchmark Assessment Results
- SBAC results

What were the findings from the analysis of this data?

- 23% of students met or exceeded standards on the SBAC in 2017.
- 27% of students met or exceeded standards on the SBAC in 2018.
- 35% of students met or exceeded standards on the SBAC in 2020.
- 23% of students met or exceeded standards on the SBAC in 2021.
- 28% of students met or exceeded standards on the SBAC in 2022.
- 25% of students met or exceeded standards on the SBAC in 2023.

How will the school evaluate the progress of this goal?

- Regular assessment and analysis of achievement in Mathematics

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
District Benchmarks SBAC	SBAC Data	All students in grades 3-6 will meet the 30 - 35% school-wide target in the area of Math on the SBAC

Planned Strategies/Activities

Strategy/Activity 1

Identify students lacking foundational math skills to plan and provide supplemental extended learning opportunities. Extended Learning Opportunities (Afterschool, Saturday, Summer, etc.) will include research-based strategies in math computational and problem-solving skills.

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in Math.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>Teacher Extra Duty Hours to provide students with supplemental interventions after school, on weekends, or during the summer in mathematics to increase student performance to meet academic standards.</p> <p>Teacher Extra Duty Hours to analyze academic progress of students, i.e. "at-promise" students, and develop Tier 1 instruction as well as in-class interventions to support students' Math progress based on data.</p> <p>Teacher Extra Duty Hours to facilitate Saturday STEAM/STEM programs with outside agencies.</p>
Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>Provide sub-release time to support supplemental data analysis and intervention planning/monitoring for at-promise students.</p> <p>Tasks included: Curriculum Alignment, Guided Planning, Instructional Rounds discussing data, and grade-level planning related to Benchmark Assessment, SBAC, and other assessments for teachers K-6 with "at-promise" students.</p>

Strategy/Activity 2

Provide Supplemental Material and Supplies to support Planned Strategies and Activities to increase Math Achievement

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in Math.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of Supplemental Materials and Supplies to provide students with access to the core curriculum through new learning, and scaffolding concepts, and increase student achievement. Purchase of materials and supplies to target specific math skills and promote student achievement. Purchase of Technology to support MATH achievement. Purchase materials and supplies to support at-promise students. These supplemental materials will be used during school interventions and RTI (Tier 1).

Strategy/Activity 3

Provide Supplemental Professional Development and services using outside companies and agencies

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated Staff, Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Allocation of funds to support increased MATH achievement and effective instruction through integration of Science, Technology, Engineering, Art, and Math. (STEAM/STEM) Provide math and/or science presentations/performances for students given by outside agencies.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Learners

Goal Statement

EL students will increase and/or maintain their individual Benchmark, SBAC and ELPAC level. The goal is for all EL students to reclassify.

Basis for this Goal

In order to address the academic needs of student groups identified through Additional Target Support and Improvement (ATSI), the following evidence-based planned improvements will be implemented.

What data did you use to form this goal?

- SBAC Data
- District Benchmark Assessment Results
- ELPAC

What were the findings from the analysis of this data?

- The total number of EL students has been decreasing.
- Majority of students are concentrated in the Intermediate level.
- Intermediate students are struggling in the areas of Listening, Reading, and Writing.

How will the school evaluate the progress of this goal?

- The school will perform regular monitoring of EL student performance through regular benchmark assessments in ELA and Math
- The school will continue to monitor the progress of EL's on SBAC (3rd-6th) grade
- The school will continue monitoring and updating EL ELPAC data by the school's Testing Assistant
- The school will monitor students who have reclassified to measure success rate. Redesignated Fluent English Proficient (RFEP) students will be monitored on a yearly basis and on-going for a two-year period

*Students will be monitored to determine interventions

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
Reclassification Rates	2022-2023 14 students Reclassified	Increase Reclassification Rate by 5% in 2024/25 with an emphasis on all EL students reclassified by the end of 5th grade or before.
SBAC Performance	2023-2024 SBAC EL Goal - 14% (ELA)	Increase SBAC ELA for EL's to over 20% by 2024-2025.
ELPAC	Average Scale Score 2022-2023 K - 1406 1st - 1410 2nd - 1446 3rd - 1507	Increase by 10 points plus in each grade level

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
	4th - 1508 5th - 1526 6th - 1521 Average Scale Score 2023-2024 K - 1418 1st - 1399 2nd - 1424 3rd - 1480 4th - 1489 5th - 1519 6th - 1512	

Planned Strategies/Activities

Strategy/Activity 1

Provide extended learning opportunities for EL students

Students to be Served by this Strategy/Activity

All English Learners including those who have reclassified

Timeline

March 2025 - March 2026

Person(s) Responsible

Leadership Team:
 Principal,
 Certificated Staff
 Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	3110
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated staff extra duty hours to provide supplemental extended learning time for ELs focused on ELD (i.e. Afterschool, Summer, enrichment ELD opportunities such as drama, etc.)

Strategy/Activity 2

Provide supplemental professional development and/or training, supplemental program planning, supplemental data analysis opportunities, and supplemental supports in the area of ELD

Students to be Served by this Strategy/Activity

All English Learners including those who have reclassified

Timeline

March 2025 - March 2026

Person(s) Responsible

Leadership Team:
Principal,
Certificated Staff
Parent Councils
Classified

Proposed Expenditures for this Strategy/Activity

Amount	16000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Instructional Assistant to support EL students during school day. This service will include the use of supplemental materials (including technology). The focus group for this supplemental intervention will include newcomers/level 1 EL student population.

Strategy/Activity 3

Provide materials and supplies for supplemental intervention and support

Students to be Served by this Strategy/Activity

All English Learners including those who have reclassified

Timeline

March 2025 - March 2026

Person(s) Responsible

Leadership Team:
Principal,
Certificated Staff
Parent Councils

Proposed Expenditures for this Strategy/Activity

Amount	3111
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Provide additional supplemental instructional materials, supplies, and equipment to support all content areas including Language Arts, Math, Science, Social Studies and the Arts for our ELL's.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Student, Parent, and Family Engagement

Goal Statement

Increase Student, Parent, and Family Engagement through events, activities, and council groups.

Basis for this Goal

In order to address the academic needs of student groups identified through Additional Target Support and Improvement (ATSI), the following evidence-based planned improvements will be implemented.

- Greater transparency and communication for parents
- Increase student, parent, and family involvement
- Build parent capacity to assist students at home
- Increase parent workshops for English development
- Increase parent education opportunities
- Support school attendance initiatives
- Support student engagement initiatives

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Parent Involvement sign-ins during activities such as: Family Nights (virtual or in-person) Parent Workshops School-hosted events (virtual or in-person) Parent surveys Parent councils and committees Attendance	No SBAC data for student, parent, and family engagement.	We will increase parent participation by 3% as evidenced by parent sign-in sheets

Planned Strategies/Activities

Strategy/Activity 1

Provide supplemental extra duty hours to support the increase of participation in:
Parent Workshops/Education classes
Family Events
Understanding the impact of fluency as it pertains to reading achievement and math

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Certificated Staff
Library Media Assistant
Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours to provide updates and training to parents to assist with the use of supplemental materials provided to students for school to home use. Parents will be better able to understand the need and how to implement the supplemental materials across domains for student achievement.
Amount	1000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty hours to provide updates and training to parents to assist with the use of supplemental materials provided to students for school to home use. Parents will be better able to understand the need and how to implement the supplemental materials across domains for student achievement.

Strategy/Activity 2

Provide Parent Education Workshops and Involvement activities to increase parent participation in the school and home.

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	4950
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Provide parent engagement workshops, by professional outside agencies, to promote family and community engagement

Strategy/Activity 3

Provide Supplemental Materials and Supplies to support and promote Strategies/Activities (i.e. Parent Workshops/Trainings, Parent Center, Technology for workshops/trainings, Curriculum-based supports for home/school partnership)

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase of supplies, materials, and technology for Parent Center (offering support and training)
Amount	8525
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Allocation of funds to support Student, Parent, and Family Engagement to increase ELA and MATH achievement. Will include the purchase of supplemental materials that are curriculum/standards-aligned for at-home support. In addition, the purchase of misc. supplies and materials will be provided during student, parent, and family involvement activities as well as Parent and Family Education Opportunities.
Amount	1443
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Provide student, parent, family engagement to increase ELA and Math achievement. Purchase of misc. supplies and materials to provide during student, parent, and family engagement activities as well as parent and family education opportunities.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

PBIS (Positive Behavioral Interventions & Supports) and SEL (Social Emotional Learning)

Goal Statement

Staff will provide opportunities for all students 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 the PBIS system (Positive Behavioral Interventions & Supports) and SEL (Social Emotional Learning) programs. All students will be educated in learning environments that promote positive school culture, as school culture is the foundation for student success and academic achievement

Basis for this Goal

In order to address the academic needs of student groups identified through Additional Target Support and Improvement (ATSI), the following evidence-based planned improvements will be implemented.

Students will develop a better understanding of their thoughts and emotions, to become more self-aware, and to develop more empathy for others within their community and the world around them.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Attendance Data PBIS SAS (Self Assessment Survey) PBIS TFI (Tiered Fidelity Inventory) School Discipline Data (ODR) Health Collaborative Referrals PBIS/SWIS School Site Data Platform	No SBAC data for PBIS/SEL	Decrease the number of chronic absenteeism by 10%. Increase the number scored on the TFI up to 70% by June 2026. Student attendance will be at an average of 92% for the 2025-2026 school year.

Planned Strategies/Activities

Strategy/Activity 1

Provide restorative activities for students to sustain our school-wide expectations, rules, and school pledge.
Provide materials and supplies to students for positive behavior, increased attendance, positive mindsets, motivation, and positive communication skills.
Use of Student Wellness Room, Restorative Justice, and Community Circles to support the Strategies/Activities.

Students to be Served by this Strategy/Activity

All students including subgroups such as African American, English Learners, Students with Disabilities and Foster, and/or students at risk of not meeting proficiency in ELA.

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Certificated, and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Supplemental resources are allocated to provide learning opportunities (programs) for students, outside agencies for SEL opportunities, and activities (online, in-person, and off-campus) to support implementing evidence-based SEL practices and programs school-wide and in classrooms.

Amount	8506
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Mentors and committee members will utilize supplemental materials and supplies to help improve student success, provide restorative justice and enhance/incorporate SEL room.

Amount	4500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours for PBIS team to support initiatives, plan activities and implement activities related to student behavior and student social emotion learning.

Amount	1500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty hours for PBIS team to support initiatives, plan activities and implement activities related to student behavior and student social emotion learning.

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	116,645.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	116,645.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	108981	0.00
Title I Part A: Parent Involvement	1443	0.00
Title III	6221	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	108,981.00
Title I Part A: Parent Involvement	1,443.00
Title III	6,221.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,610.00
2000-2999: Classified Personnel Salaries	18,500.00
4000-4999: Books And Supplies	38,585.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	39,500.00
2000-2999: Classified Personnel Salaries	Title I	18,500.00
4000-4999: Books And Supplies	Title I	34,031.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,950.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,443.00
1000-1999: Certificated Personnel Salaries	Title III	3,110.00
4000-4999: Books And Supplies	Title III	3,111.00

Rosa Parks 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 Rosa Parks 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])

Rosa Parks 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])

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

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

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

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

Rosa Parks 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])

Rosa Parks 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 Rosa Parks Elementary School is SWUN Math, Journeys, and McGraw Hill. The above curriculum is part of our school's goals, assessments, methods, and materials used to teach necessary skills and/or subjects.

Rosa Parks 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])

Rosa Parks 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])

Rosa Parks 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 Rosa Parks 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 January 13, 2025.

Rosa Parks 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 Rosa Parks:

(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 Rosa Parks 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 Rosa Parks continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

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

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

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

El programa Título I de la Escuela Primaria Rosa Parks 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 Rosa Parks 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 Rosa Parks es El plan de estudios utilizado en la Escuela Primaria Rosa Parks es SWUN Math, Journeys y McGraw Hill. El plan de estudios anterior es parte de los objetivos, evaluaciones, métodos y materiales de nuestra escuela utilizados para enseñar las habilidades y/o materias necesarias.

La Escuela Primaria Rosa Parks 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 Rosa Parks 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 Rosa Parks 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 Rosa Parks.

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 13 de enero de 2025.

Lynwood District Parent and Family Engagement Policy



Title I Part A Parent and Family Engagement Policy

What is Family Engagement?

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

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

LUSD's Family Engagement Vision

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



1) Purpose of Parent and Family Engagement Policy:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lynwood District Parent and Family Engagement Policy (Spanish)



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

¿Qué es el Involucramiento Familiar?

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

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

La Visión de Involucramiento de Familia de LUSD

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveerán, 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
Christine Kim	Principal
Irene Luna	Other School Staff
Catherine Quinton	Classroom Teacher
Chung Nguy	Classroom Teacher
Kimberly Brown	Classroom Teacher
Maria Aguilar	Parent or Community Member
Julie Tamayo	Parent or Community Member
Bereniece Martinez	Parent or Community Member
Esmeralda Vasconcelos	Parent or Community Member
Teresa McCarroll	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 2/13/25.

Attested:



Principal, Christine Kim on 2/13/25



SSC Chairperson, Irene Luna on 2/13/2025

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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