

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	Mark Twain Elementary School
Address	12315 Thorson Avenue Lynwood, CA 90262
County-District-School (CDS) Code	19647746020275
Principal	Deette Wilson
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 26, 2025
Local Board Approval Date	March 27, 2025

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

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School Vision and Mission

District Vision and Mission Statement

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

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

Supporting the mission of LUSD are the following objectives:

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

School Vision and Mission Statement

The mission of Mark Twain Elementary School is aligned to the mission statement of Lynwood Unified School District. In 2011, LUSD formed a strategic team composed of parents, teachers, alumnae, administrators and city representatives. The mission of Mark Twain Elementary School is that every student matriculating from this site will have all the prerequisite skills needed to successfully meet all the academic expectations set for them in middle school, high school, and beyond.

Supporting this mission are the following actions:

- Provide a rigorous, standards based curriculum to every student enrolled at Mark Twain
- Provide families with educational opportunities that ensure their ability to assist students toward advanced achievement on standards based testing
- Use our resources in a fiscally and environmentally responsible manner which promotes, encourages and supports student achievement
- Continue improving our teaching skills through professional development and collegial sharing and planning

School Profile

Mark Twain is recognized by the California PBIS Coalition as a Platinum Award winner in 2024. It is a public TK through sixth grade elementary school located in an urban community serving a student population of 563 students in general education classes, special day classes, and dual immersion classes. Mark Twain Elementary school serves a diverse student population with 91.5% of students are Hispanic, 7.1% African American, and the remaining 1% include students who identify as Pacific Islanders, Asian, and White. There are about 159 English Language Learners (ELL) in all grades. All classes in grades TK-3 have an average student to teacher ratio of 21 to 1. In grades 4-6 the average is 26 to 1. One hundred percent (100%) of students at Mark Twain qualify for free or reduced-priced meals, the poverty indicator established by the federal government.

Mark Twain Elementary addresses the needs of our students through a strong general education program aligned to the California Common Core Standards, with each student receiving instruction in all core curriculum areas. Students at Mark Twain rotate classes for appropriate English Language Development (ELD) instruction according to their proficiency level as measured by the English Language Proficiency Assessments for California. The school offers a variety of support programs such as before and after school intervention. Technology is also an important component of the instructional program at Mark Twain. Teachers have access to Promethean Boards, LCD projectors, laptops, and Document Cameras to support instruction. We have a ratio of 1:1 Chromebooks to students. The school uses a variety of technology tools such as Think Central, Swun Math, Savvas, and StudySync to give students online learning opportunities. Students in all grades regularly use Chromebooks as part of their instructional day.

Teachers also provide differentiated instruction to all students during small group time. Students with learning disabilities are provided RSP services in order to meet their needs and GATE identified students receive rigor in addition to being provided opportunities for enrichment programs after school. Furthermore, Mark Twain Elementary School is in its first year of implementation of a Dual Immersion Spanish program. The Dual Immersion curriculum maintains the fidelity and rigor as monolingual classes. Diversity among teachers at Mark Twain is also what makes this school unique. The staff at Mark Twain is composed of one Principal, one Instructional Lead, one Academic Coach, one Resource Specialist, four Special Day Class teachers, nineteen general education classroom teachers, two dual immersion classroom teachers, three office staff, one community case manager, one social emotional learning specialist, one health technician, twenty-two paraeducators, four full time custodians, seven playground supervisors, one library media assistant and one testing assistant.

Parents are important for the success of the Mark Twain family. They are active participants of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). In addition, parents consistently participate in events and volunteer in many school related activities. There is a strong relationship between parents and the school administration. Teachers, parents, administrators and the school community work together and are motivated by the Mark Twain vision: to have each student achieve his or her greatest potential and build a solid foundation for future success in college and career as a responsible citizen in a global society.

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

Schools consult with various stakeholders as part of the planning process for the School Plan for Student Achievement (SPSA) to ensure it addresses the needs of all students effectively. The process involves the School Site Council (SSC) which is the primary decision-making body for the SPSA. It includes administrators, teachers, other school staff, and parents. The council ensures the plan reflects stakeholder priorities. The English Language Advisory Committee (ELAC) also provides input specific to English learner programs and services. The stakeholder consultation is a continuous process throughout the school year, including discussions at SSC and ELAC meetings. During the meetings student performance data is reviewed, needs assessments are conducted, and goals for the next school year are identified. The consultations also include sharing the school's academic data (e.g., test scores and attendance) with stakeholders to inform decisions. SSC and ELAC meetings are held regularly to discuss priorities, review goals, and evaluate program effectiveness. Parents and staff may also provide input through surveys. This way schools ensure transparent communication about goals, funding sources (e.g., Title I and Title III), and the alignment of the SPSA with district and state priorities. The process of consulting with all stakeholders ensures the SPSA reflects a collaborative effort from all stakeholders to improve student outcomes and comply with federal and state requirements.

Resource Inequities

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

Students who really need the intervention supports do not arrive early for before school intervention or stay late for after school intervention; families may have responsibilities that limit the students ability to attend those interventions. Additionally, all grade levels are not fully represented in the intervention programs, which leaves some student unable to participate even when their is a desire.

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	0.18%	0.19%	0.18%	1	1	1
African American	6.26%	5.46%	7.10%	34	29	40
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	92.08%	93.41%	91.47%	500	496	515
Pacific Islander	0.55%	0.38%	0.53%	3	2	3
White	0.55%	0.19%	0.53%	3	1	3
Multiple/No Response	0.37%	0.38%	0.18%	2	2	1
Total Enrollment				543	531	563

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	76	93	69
Grade 1	79	58	82
Grade 2	82	81	62
Grade 3	80	76	82
Grade 4	69	79	79
Grade 5	79	67	91
Grade 6	78	77	79
Total Enrollment	543	531	563

Data Trends:

1. The number of students enrolled increased from 531 in 2022-2023 to 563 in 2024-2025.
2. From 2022-2023 to 2023-2024 first and fifth grades enrollments increased. During the same period, enrollment decreased in kindergarten and second grades. Greatest changes have been seen in decreased kindergarten enrollment. Transitional kindergarten is not represented or counted.
3. Monthly attendance incentives as well as attendance academy on Saturdays helps to encourage and maintain good attendance practices among the students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	162	156	159	24.20%	29.8%	28.2%
Fluent English Proficient (FEP)	130	134	123	25.60%	23.9%	21.8%
Reclassified Fluent English Proficient (RFEP)	18	9	9	0.7%	0.2%	0.2%

Data Trends:

1. The number of English Learners remains below the 2021-2022 levels with a slight increase in English Learners from 2022-2023 to 2023-2024 to 159 English Language Learners.
2. Students meeting the reclassification requirements have remained the same from 2022-2023 to 2023-2024 at 9 students.
3. The percentage of students with Fluent English proficiency has continued to decline from 2022-2023 to 2023-2024.

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	80	73	81	78	72	79	78	72	79	97.5	98.6	97.5
Grade 4	67	73	81	66	72	77	66	72	77	98.5	98.6	95.1
Grade 5	76	62	83	76	62	80	76	62	80	100.0	100.0	96.4
Grade 6	77	69	82	77	65	80	77	65	80	100.0	94.2	97.6
All Grades	300	277	327	297	271	316	297	271	316	99.0	97.8	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2370.	2379.	2388.	17.95	9.72	21.52	16.67	29.17	10.13	15.38	16.67	21.52	50.00	44.44	46.84
Grade 4	2409.	2417.	2424.	10.61	18.06	14.29	15.15	12.50	15.58	25.76	16.67	22.08	48.48	52.78	48.05
Grade 5	2452.	2438.	2450.	15.79	20.97	12.50	26.32	14.52	17.50	10.53	11.29	18.75	47.37	53.23	51.25
Grade 6	2510.	2510.	2482.	15.58	15.38	17.50	27.27	27.69	17.50	27.27	18.46	21.25	29.87	38.46	43.75
All Grades	N/A	N/A	N/A	15.15	15.87	16.46	21.55	21.03	15.19	19.53	15.87	20.89	43.77	47.23	47.47

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	8.97	12.50	17.72	58.97	55.56	53.16	32.05	31.94	29.11
Grade 4	15.15	11.11	11.69	40.91	63.89	63.64	43.94	25.00	24.68
Grade 5	10.53	16.13	6.25	51.32	37.10	60.00	38.16	46.77	33.75
Grade 6	11.84	15.38	20.00	57.89	44.62	38.75	30.26	40.00	41.25
All Grades	11.49	13.65	13.92	52.70	50.92	53.80	35.81	35.42	32.28

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	6.41	8.33	10.13	39.74	48.61	49.37	53.85	43.06	40.51
Grade 4	7.58	8.33	6.49	45.45	40.28	51.95	46.97	51.39	41.56
Grade 5	13.16	8.06	7.50	40.79	41.94	55.00	46.05	50.00	37.50
Grade 6	12.00	18.46	8.75	56.00	55.38	45.00	32.00	26.15	46.25
All Grades	9.83	10.70	8.23	45.42	46.49	50.32	44.75	42.80	41.46

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	7.69	6.94	10.13	69.23	68.06	74.68	23.08	25.00	15.19
Grade 4	4.55	6.94	11.69	68.18	68.06	68.83	27.27	25.00	19.48
Grade 5	11.84	14.52	12.50	63.16	56.45	62.50	25.00	29.03	25.00
Grade 6	17.11	9.23	7.50	72.37	80.00	67.50	10.53	10.77	25.00
All Grades	10.47	9.23	10.44	68.24	68.27	68.35	21.28	22.51	21.20

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	17.95	12.50	16.46	46.15	56.94	50.63	35.90	30.56	32.91
Grade 4	12.12	19.44	9.09	59.09	55.56	70.13	28.79	25.00	20.78
Grade 5	18.42	12.90	11.25	52.63	50.00	56.25	28.95	37.10	32.50
Grade 6	13.16	18.46	13.75	69.74	53.85	55.00	17.11	27.69	31.25
All Grades	15.54	15.87	12.66	56.76	54.24	57.91	27.70	29.89	29.43

Data Trends:

1. In 2023-2024, 31.6% of Mark Twain students met or exceeded ELA standards overall. This is a decrease from the 2022-2023 school year, where 36.9% of students met or exceeded standards overall.
2. From 2022-2023 to 2023-2024 there was a decrease in the overall percentage of students that meet or exceeded standards from 36.9% to 31.65%.
3. Each grade level 3rd-6th, showed a decrease in meeting and exceeding the standards from 2022-2023 to 2023-2024 with 3rd and 6th having the greatest decreases.

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	80	73	81	77	72	80	77	72	80	96.3	98.6	98.8
Grade 4	67	73	81	66	72	79	66	72	79	98.5	98.6	97.5
Grade 5	76	62	83	76	61	81	76	61	81	100.0	98.4	97.6
Grade 6	77	69	82	75	68	82	75	68	82	97.4	98.6	100
All Grades	300	277	327	294	273	322	294	273	322	98.0	98.6	98.5

* 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	2393.	2413.	2412.	10.39	16.67	22.50	20.78	23.61	21.25	23.38	19.44	12.50	45.45	40.28	43.75
Grade 4	2411.	2428.	2426.	4.55	9.72	7.59	16.67	11.11	17.72	28.79	31.94	34.18	50.00	47.22	40.51
Grade 5	2445.	2455.	2446.	6.58	4.92	8.64	13.16	19.67	9.88	25.00	27.87	29.63	55.26	47.54	51.85
Grade 6	2491.	2482.	2459.	14.67	10.29	10.98	14.67	17.65	14.63	26.67	23.53	18.29	44.00	48.53	56.10
All Grades	N/A	N/A	N/A	9.18	10.62	12.42	16.33	17.95	15.84	25.85	25.64	23.60	48.64	45.79	48.14

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	10.39	16.67	18.75	38.96	38.89	40.00	50.65	44.44	41.25
Grade 4	6.06	6.94	8.86	43.94	41.67	37.97	50.00	51.39	53.16
Grade 5	3.95	6.56	3.70	46.05	42.62	45.68	50.00	50.82	50.62
Grade 6	6.67	8.82	6.10	53.33	39.71	46.34	40.00	51.47	47.56
All Grades	6.80	9.89	9.32	45.58	40.66	42.55	47.62	49.45	48.14

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	11.69	15.28	16.25	51.95	62.50	58.75	36.36	22.22	25.00
Grade 4	6.06	12.50	12.66	60.61	48.61	54.43	33.33	38.89	32.91
Grade 5	1.32	4.92	11.11	60.53	57.38	46.91	38.16	37.70	41.98
Grade 6	9.33	10.29	7.32	65.33	52.94	53.66	25.33	36.76	39.02
All Grades	7.14	10.99	11.80	59.52	55.31	53.42	33.33	33.70	34.78

Data Trends:

1. Slight decrease in the overall percentage of students that met or exceeded the standard from 28.57 % in 2022-2023 to 28,26% in 2023-2024.
2. 3rd and 4th grades increased in the percentage of students that met or exceeded the standards while 5th and 6th grades decreased in the number of students that met or exceeded the standards.
3. 3rd grade had the highest percentage of students that have met or exceed the standards for the 2023-2024 school year, 43.75%

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	1434.7	1437.2	1420.6	1441.6	1440.4	1426.2	1418.8	1429.4	1407.8	29	16	28
1	1432.9	1464.6	1407.6	1457.0	1480.5	1408.5	1408.3	1448.1	1406.3	31	19	12
2	1451.9	1463.0	1466.7	1460.0	1469.2	1471.5	1443.3	1456.3	1461.5	25	29	19
3	1480.7	1482.7	1486.2	1492.5	1501.3	1493.5	1468.3	1463.5	1478.3	26	21	28
4	1496.6	1497.6	1505.9	1511.5	1507.2	1509.3	1481.4	1487.7	1501.9	20	23	22
5	1519.4	1518.0	1513.1	1525.2	1536.2	1519.5	1513.0	1499.2	1506.3	18	21	27
6	1542.1	1531.2	1520.6	1551.4	1534.1	1529.6	1532.4	1527.8	1511.1	16	17	20
All Grades										165	146	156

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	10.34	31.25	25.00	44.83	31.25	25.00	41.38	25.00	35.71	3.45	12.50	14.29	29	16	28
1	0.00	5.26	16.67	32.26	52.63	0.00	51.61	42.11	58.33	16.13	0.00	25.00	31	19	12
2	4.17	0.00	0.00	25.00	41.38	57.89	50.00	51.72	31.58	20.83	6.90	10.53	24	29	19
3	3.85	4.76	3.57	30.77	38.10	50.00	57.69	47.62	42.86	7.69	9.52	3.57	26	21	28
4	10.00	4.35	13.64	40.00	43.48	45.45	40.00	47.83	31.82	10.00	4.35	9.09	20	23	22
5	11.11	19.05	11.11	38.89	14.29	37.04	50.00	61.90	40.74	0.00	4.76	11.11	18	21	27
6	18.75	23.53	15.00	62.50	41.18	50.00	12.50	29.41	25.00	6.25	5.88	10.00	16	17	20
All Grades	7.32	10.96	12.18	37.80	37.67	39.74	45.12	45.21	37.18	9.76	6.16	10.90	164	146	156

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	3.45	37.50	17.86	75.86	31.25	42.86	20.69	18.75	25.00	0.00	12.50	14.29	29	16	28
1	16.13	21.05	16.67	48.39	73.68	25.00	29.03	5.26	41.67	6.45	0.00	16.67	31	19	12
2	16.67	20.69	10.53	45.83	51.72	73.68	16.67	24.14	5.26	20.83	3.45	10.53	24	29	19
3	19.23	47.62	35.71	65.38	38.10	57.14	15.38	9.52	3.57	0.00	4.76	3.57	26	21	28
4	45.00	21.74	50.00	50.00	73.91	40.91	0.00	4.35	0.00	5.00	0.00	9.09	20	23	22
5	38.89	28.57	33.33	50.00	71.43	55.56	11.11	0.00	3.70	0.00	0.00	7.41	18	21	27
6	68.75	47.06	50.00	25.00	47.06	40.00	0.00	0.00	0.00	6.25	5.88	10.00	16	17	20
All Grades	25.61	30.82	31.41	53.66	56.16	49.36	15.24	9.59	9.62	5.49	3.42	9.62	164	146	156

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	13.79	37.50	32.14	86.21	56.25	57.14	0.00	6.25	10.71	29	16	28
1	25.81	73.68	25.00	70.97	26.32	50.00	3.23	0.00	25.00	31	19	12
2	20.83	27.59	15.79	54.17	62.07	78.95	25.00	10.34	5.26	24	29	19
3	15.38	14.29	14.29	69.23	71.43	67.86	15.38	14.29	17.86	26	21	28
4	50.00	17.39	45.45	40.00	78.26	50.00	10.00	4.35	4.55	20	23	22
5	16.67	19.05	18.52	72.22	76.19	77.78	11.11	4.76	3.70	18	21	27
6	31.25	17.65	20.00	62.50	70.59	45.00	6.25	11.76	35.00	16	17	20
All Grades	23.78	28.77	24.36	66.46	63.70	62.18	9.76	7.53	13.46	164	146	156

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	3.45	0.00	3.57	96.55	81.25	71.43	0.00	18.75	25.00	29	16	28
1	0.00	0.00	0.00	87.10	100.00	75.00	12.90	0.00	25.00	31	19	12
2	8.33	20.69	21.05	75.00	75.86	68.42	16.67	3.45	10.53	24	29	19
3	61.54	71.43	78.57	38.46	23.81	17.86	0.00	4.76	3.57	26	21	28
4	45.00	56.52	68.18	50.00	43.48	22.73	5.00	0.00	9.09	20	23	22
5	83.33	90.48	84.62	11.11	9.52	11.54	5.56	0.00	3.85	18	21	26
6	81.25	88.24	90.00	12.50	5.88	0.00	6.25	5.88	10.00	16	17	20
All Grades	34.15	46.58	52.90	59.15	49.32	35.48	6.71	4.11	11.61	164	146	155

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	13.79	12.50	17.86	82.76	87.50	71.43	3.45	0.00	10.71	29	16	28
1	6.45	5.26	16.67	54.84	63.16	25.00	38.71	31.58	58.33	31	19	12
2	0.00	0.00	0.00	45.83	58.62	63.16	54.17	41.38	36.84	24	29	19
3	0.00	0.00	0.00	46.15	52.38	57.14	53.85	47.62	42.86	26	21	28
4	0.00	4.35	4.55	40.00	39.13	54.55	60.00	56.52	40.91	20	23	22
5	11.11	14.29	7.41	44.44	19.05	48.15	44.44	66.67	44.44	18	21	27
6	6.25	0.00	0.00	43.75	47.06	35.00	50.00	52.94	65.00	16	17	20
All Grades	5.49	4.79	6.41	53.05	51.37	53.21	41.46	43.84	40.38	164	146	156

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	17.86	26.67	25.93	64.29	40.00	51.85	17.86	33.33	22.22	28	15	27
1	3.23	0.00	0.00	58.06	84.21	66.67	38.71	15.79	33.33	31	19	12
2	12.50	7.14	15.79	50.00	75.00	63.16	37.50	17.86	21.05	24	28	19
3	3.85	4.76	0.00	69.23	61.90	82.14	26.92	33.33	17.86	26	21	28
4	10.00	0.00	13.64	60.00	73.91	54.55	30.00	26.09	31.82	20	23	22
5	0.00	9.52	3.70	72.22	47.62	66.67	27.78	42.86	29.63	18	21	27
6	12.50	23.53	10.00	81.25	58.82	80.00	6.25	17.65	10.00	16	17	20
All Grades	8.59	9.03	10.32	63.80	64.58	66.45	27.61	26.39	23.23	163	144	155

Data Trends:

- Local data shows that from 2022-2023 to 2023-2024 school year, the number of English Learners students assessed by the ELPAC increased by 10.
- Local data shows that in the 2023-2024 school year, the number of English Learner students proficient (overall language level of 4) on the ELPAC increased to 12.18%
- Local data shows that gains were made from 2022-2023 to 2023-2024 in the speaking, writing and reading domain.

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
563	98.8%	28.2%	0.5%
Total Number of Students enrolled in Mark Twain 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	159	28.2%
Foster Youth	3	0.5%
Homeless	9	1.6%
Socioeconomically Disadvantaged	556	98.8%
Students with Disabilities	84	14.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	7.1%
American Indian	1	0.2%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	515	91.5%
Two or More Races	1	0.2%
Pacific Islander	3	0.5%
White	3	0.5%

Conclusions based on this data:

- The largest ethnic population enrolled at Mark Twain is Hispanic, with 91.5% of students in this group; this is a decrease from the 2022-2023 school year.

2. Approximately 1/3 of the student population are English Language Learners, with 28.2% of students.
3. Students with disabilities make up 14.9% of Mark Twain's student population.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Green

Conclusions based on this data:

1. As a result of programs such as PBIS, local data shows suspension rates are low.
2. Chronic absenteeism has improved from low (2022-2023) to medium (2023-2024) due to increased attendance interventions and incentives.

3. English Learners continued progress is reflective of differentiated instruction, teacher modeling, language supports, vocabulary development, and visual representations in Reading and English Language Arts.

School and Student Performance Data

Academic Performance English Language Arts

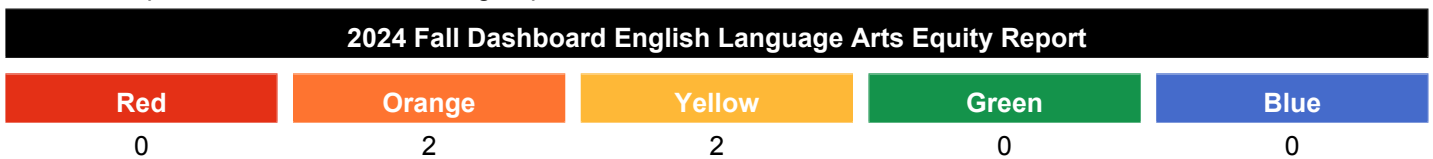
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This section provides number of student groups in each level.



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>46.7 points below standard</p> <p>Maintained 0.1 points</p> <p>309 Students</p>	<p>English Learners</p> <p>Orange</p> <p>80.7 points below standard</p> <p>Increased 11.2 points</p> <p>113 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>47.4 points below standard</p> <p>Increased 3.6 points</p> <p>305 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>101.3 points below standard</p> <p>Increased 17.6 points</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>91.9 points below standard</p> <p>Declined 50.9 points</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>41.9 points below standard</p> <p>Increased 4.4 points</p> <p>281 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. The Dashboard shows English Language Learner performance is low. SBAC data shows that 90% of English Language Learners did not meet the standards for English Language Arts. School will need to continue focus on ELD strategies (i.e., vocabulary development).
2. The Dashboard indicates low performance overall in English Language Arts. SBAC data for the 2023-2024 school year shows a decrease in students meeting standards from the 2022-2023 school year. School site will continue implementing planning time and grade level data reflections for teachers in order to review data and plan for the next unit of instruction every 6-8 weeks should continue to take place.
3. Students with disabilities did not meet the ELA standards, but increased their performance from very low to low. School site will continue before, after, and during school interventions for low readers, Targeted Reading Intervention, UFLI, and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words.

School and Student Performance Data

Academic Performance Mathematics

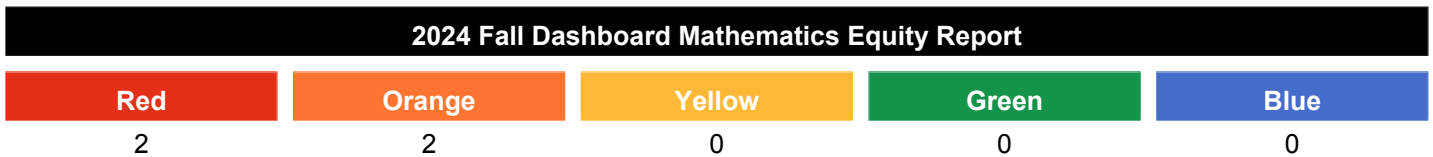
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This section provides number of student groups in each level.



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>61.2 points below standard</p> <p>Declined 9.0 points</p> <p>311 Students</p>	<p>English Learners</p> <p>Red</p> <p>99.0 points below standard</p> <p>Declined 10.4 points</p> <p>115 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>62.1 points below standard</p> <p>Declined 5.8 points</p> <p>307 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>113.6 points below standard</p> <p>Declined 5.7 points</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>100.3 points below standard</p> <p>Declined 45.5 points</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>57.2 points below standard</p> <p>Declined 5.3 points</p> <p>283 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. The Dashboard indicates low performance in mathematics which is a decline from the previous year. SBAC data demonstrates that 28.26% of students met or exceeded standards for math - therefore math fluency intervention is essential in order for math instruction to build strong foundation skills.
2. The Dashboard indicates that students with disabilities continue at very low in mathematics therefore the need to continue before and/or after school intervention programs as well as during school small group interventions.
3. The Dashboard indicates that English Language Learners are very low in mathematics. SBAC data shows that only 12.24% of 159 English Learners met or exceeded standards for math.

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  Green 54.5% making progress. Number Students: 121 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 18.2%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 24%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 52.9%

Conclusions based on this data:

- English Language Learners continue to make progress toward English Language Proficiency. School site will continue to focus ELD program on vocabulary development and the 4 ELPAC domains.
- 52.9% of English Language Learners are making progress towards English Language Proficiency with an increase by at least one ELP level.
- The school needs targeted ELD instruction based upon English proficiency levels to help improve and continue progress. The target group should be students at ELP Level 3.

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		
<p>All Students</p> <p>Yellow</p> <p>34.4% Chronically Absent</p> <p>Declined 6.9</p> <p>549 Students</p>	<p>English Learners</p> <p>Orange</p> <p>33.9% Chronically Absent</p> <p>Declined 1</p> <p>171 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>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>Yellow</p> <p>34.7% Chronically Absent</p> <p>Declined 7.3</p> <p>530 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>45.7% Chronically Absent</p> <p>Declined 9.6</p> <p>92 Students</p>	<p>African American</p>  <p>Red</p> <p>54.8% Chronically Absent</p> <p>Increased 6.3</p> <p>42 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>32.5% Chronically Absent</p> <p>Declined 8.4</p> <p>499 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 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. The Dashboard indicates chronic absenteeism has declined overall. Therefore, site will continue incentives for improved attendance rate by class.
2. Chronic absenteeism has increased in the African American student group. Connecting African American students and families with Community resources (Community Case Manager, Community Liaison..) may reduce student chronic absenteeism.
3. Students with disabilities showed the most decline in chronic absenteeism from the previous year's increase due to incentives for improved attendance rate by class.

School and Student Performance Data

Conditions & Climate Suspension Rate

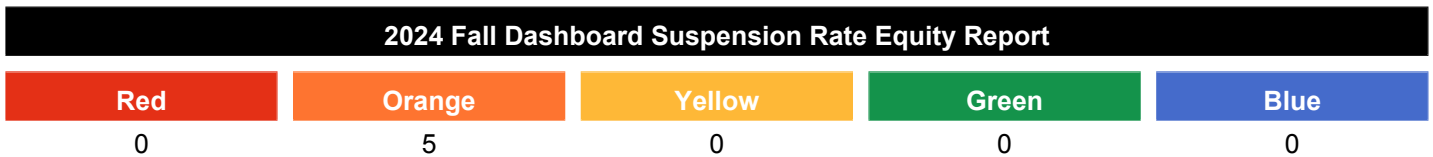
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This section provides number of student groups in each level.



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>2.1% suspended at least one day</p> <p>Increased 2.1%</p> <p>624 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 2.6%</p> <p>189 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>2.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>599 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>101 Students</p>	<p>African American</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3%</p> <p>46 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</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>568 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. The Dashboard indicates that suspension rates are low for all students, indicating that programs like PBIS may have a positive impact on school behavior.
2. It is indicated on the Dashboard that suspension rates are relatively low among all student groups.
3. Slight increase in suspensions among some groups which may be attributed to a shift in school discipline policies with new administration team.



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

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

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

Data Sources/Fuentes de Datos

CAASPP.org CDE.gov Dataquest.org
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Progress in Academic Areas - Math
Progreso en las Áreas Académicas - Matemáticas

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar: 28.26% Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) English Learner: 12.24%	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) Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar: 71.74% Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)	<ul style="list-style-type: none"> • Interventions and reteaching opportunities: Provided throughout the year, during the instructional day and before/after school that are targeted to specific math standards and math fluency • Small group classroom instruction/interventions: Provided by teachers, support staff, instructional assistance, substitute teachers, and/or coaches which is focused on academic vocabulary, math fluency, specific math skills • Supplemental Materials: Core math and supplemental curriculum and supplemental digital resources -Substitutes: Planning time for teachers to focus on specific standards using data <ul style="list-style-type: none"> • Incentives and recognition to promote student achievement -Manipulatives and digital resources -Math Achievement recognitions -Math apps/websites, more technology tools in the classroom for math support

Students w/Disabilities 12.51% African-American 7.41% Socioeconomic disadvantage 28.25%	English Learner: 87.76% Students w/Disabilities 87.49% African-American 92.59% Socioeconomic disadvantage 71.75%	
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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>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar: 31.56%</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>English Learner: 10.87% Students w/Disabilities 15.63% African-American 18.5% Socioeconomic disadvantage 31.05%</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>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar: 68.35</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>English Learner: 89.13% Students w/Disabilities 84.37% African-American 81.5% Socioeconomic disadvantage 68.95%</p>	<ul style="list-style-type: none"> • Interventions and reteaching Opportunities: Provided throughout the year, during the instructional day and before/after school that are targeted to specific ELA standards. • Small group classroom instruction during the day that focuses on specific skills/standards provided by teachers, support staff, and/or coaches • Supplemental English Language Arts, Reading, and Phonics Materials: supplemental curriculum and supplemental digital resources <p>-Substitutes: Planning time for teachers to focus on specific standards using data for data driven instruction</p> <ul style="list-style-type: none"> • Incentives and recognition to promote student achievement. • Additional Staff to carry out small group intervention sessions during the instructional day <p>-Writing materials to learn the RACE writing format -Monthly Reading Logs w/incentives -Book/Reading/Library Club -Pull out reading intervention during school day -Technology to build increase reading and improve fluency (apps/websites)</p>

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)
157 English Language Learners 12% were proficient on ELPAC (passed) EL's are 27% of the student population	

9 EL students were reclassified in 2023-2024	<ul style="list-style-type: none"> • Intervention program for ELD, before/after school for Math and English Language Arts, English Learner Intervention before/after school which specifically targets the ELPAC domains <p>-Provide detailed information to parents regarding ELPAC testing and reclassification process and requirements</p> <ul style="list-style-type: none"> • Focused daily ELD instruction with small groups • Student recognition for reclassification (incentives and awards) • Supplemental Materials for Vocabulary development , focused writing, and ELPAC domains <p>-Planning time for teachers to focus on ELPAC domains -Programs targeted specifically for ELs -Newcomers pull out class and/or intervention -Spanish library books for Book or Reading Club -EL Specific Parent Workshops</p>
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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 Parent Engagement Activities PBIS Incentives and Activities	-Increase opportunities for interventions -Increase opportunities for parents to be involved in school activities, promote parent volunteer opportunities -Provide more opportunities for parents to participate in workshops -Incentives and recognition to promote student achievement

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 flags College shirt day Academic Vocabulary Spring College and Career Fair	-Visits to colleges/universities -College and Career Fair -College shirt days and banners/flags -Materials for AVID -Incentives to wear college gear (i.e., raffle college gear) -Inform parents about attendance challenge and provide incentives -Challenges/contests to motivate students -Grade level college name

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
Family Survey Parent Workshops PTO Parent Councils/Committees Coffee & Chat with the Principal Parent Conferences Back to School Night/Open House Parent Volunteers National Parent Involvement Day	-Communicate (more frequently) through Parent Square, Instagram, and Class Dojo more frequently to remind parents of upcoming meetings and school activities/events and include how parents can participate in events virtually -Parent and Volunteer Recognition (certificates, luncheon...) -Parent Education: Family Literacy Night, Family Technology Night, Family Math Night <ul style="list-style-type: none"> • Provide incentives for attendance at parent workshops

Communication: Flyers, Parent Square, Instagram, Class Dojo, YouTube, School Website...

- Parent of the Month
- School Community Fair
- Family Literacy Night
- Booths during school events to pass out flyers, help parents complete surveys, help parents sign up for ParentSquare, help parents sign up for class dojo, show how to follow Instagram, etc.
- More opportunities for parents to volunteer

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

Improve performance in English Language Arts

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023-2024 Smarter Balanced Assessment 3rd Grade	2023-2024 Smart Goal Target: 43%	31.65% Met or Exceeded Achievement Standards for ELA
2023-2024 Smarter Balanced Assessment 4th Grade	2023-2024 Smart Goal Target: 43%	29.87% Met or Exceeded Achievement Standards for ELA
2023-2024 Smarter Balanced Assessment 5th Grade	2023-2024 Smart Goal Target: 43%	30% Met or Exceeded Achievement Standards for ELA
2023-2024 Smarter Balanced Assessment 6th Grade	2023-2024 Smart Goal Target: 43%	35% Met or Exceeded Achievement Standards for ELA

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>STRATEGY: Supplemental planning time to review intervention data. Increase collaboration and professional development among teachers.</p>	Fully Implemented	<p>Additional time for teachers to plan lessons and collaborate with their colleagues to review assessment data from SBAC, ELPAC and local measures. Determine areas of strength, areas of need and next steps. Grade level teams determine instructional strategies to ensure full implementation of essential standards and curriculum alignment. Analyze ELA, and Math data through reflection meetings to identify student needs and targeted during school or after school interventions. Update School Plan using results from Program</p>	<p>Additional time for teachers to plan lessons and collaborate with their colleagues to review assessment data from SBAC, ELPAC and local measures. Determine areas of strength, areas of need and next steps. Grade level teams determine instructional strategies to ensure full implementation of essential standards and curriculum alignment. Analyze ELA, and Math data through reflection meetings to identify student needs and targeted during school or after school interventions. Update School Plan using results from Program</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Evaluation process. Plan a variety of Professional Development including visits to high performing similar schools, learning walks, release time for lesson design and assessments. Insure that reflective/collaborative teacher meetings are held regularly to analyze data and evaluate, monitor and improve instructional practices. 1000-1999: Certificated Personnel Salaries Title I 4,100	Evaluation process. Plan a variety of Professional Development including visits to high performing similar schools, learning walks, release time for lesson design and assessments. Insure that reflective/collaborative teacher meetings are held regularly to analyze data and evaluate, monitor and improve instructional practices. Title I 4,100
Strategy 2: School will implement small group tutoring sessions throughout the school day, with additional school staff and outside tutoring vendors. A pre and post-test will be given to the students to ensure proper placement.	Fully Implemented	Instructional Assistants will work in small groups and assist in reading fluency/comprehension skills (before, during, after school). 2000-2999: Classified Personnel Salaries Title I 24,500	Instructional Assistants will work in small groups and assist in reading fluency/comprehension skills (before, during, after school). 2000-2999: Classified Personnel Salaries 15,500
Strategy 3: Materials and supplies to support ELA	Fully implemented	Provide supplemental materials and supplies to students for academic achievement. 4000-4999: Books And Supplies Title I 30,166	Provide supplemental materials and supplies to students for academic achievement. 4000-4999: Books And Supplies 39,166
Strategy 4: Implement an intervention program with an ELA focus. Intervention teachers will provide instruction specific to the group's needs. A pre and post-test will be given to the students to ensure proper placement. Interventions will take place before and after school.	Fully Implemented	Teachers to provide ELA interventions before and after school. 1000-1999: Certificated Personnel Salaries Title I 16,534	Teachers to provide ELA interventions before and after school. 0
Create a print-rich learning environment.	Fully Implemented	Supplemental materials and supplies to reinforce key learning concepts. Reinforce key learning	Supplemental materials and supplies to reinforce key learning concepts. Reinforce key learning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		concepts with laminated poster-size learning strategies and anchor charts. Create a print-rich learning environment, laminate writing prompts, and how-to charts with diagrams and posters. Laminate anchor charts for students to reference when working independently. 4000-4999: Books And Supplies Title I 4,000.00	concepts with laminated poster-size learning strategies and anchor charts. Create a print-rich learning environment, laminate writing prompts, and how-to charts with diagrams and posters. Laminate anchor charts for students to reference when working independently. 4,000
		Supplemental technology equipment, ink, supplies and materials to support after-school Title I interventions. 5000-5999: Services And Other Operating Expenditures Title I 20,000	Supplemental technology equipment, ink, supplies and materials to support after-school Title I interventions. 5000-5999: Services And Other Operating Expenditures 20,000

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

Due to staffing shortage; obtaining an Instructional Assistant was delayed and our After School Intervention is funded through a different funding source

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

Increase performance in Mathematics

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023-2024 Smarter Balanced Assessment 3rd Grade	2023-2024 Smart Target Goal 36%	43.75% Met or Exceeded Achievement Standards in Mathematics
2023-2024 Smarter Balanced Assessment 4th Grade	2023-2024 Smart Target Goal 36%	25.31% Met or Exceeded Achievement Standards in Mathematics
2023-2024 Smarter Balanced Assessment 5th Grade	2023-2024 Smart Target Goal 36%	18.25% Met or Exceeded Achievement Standards in Mathematics
2023-2024 Smarter Balanced Assessment 6th Grade	2023-2024 Smart Target Goal 36%	25.61% Met or Exceeded Achievement Standards in Mathematics

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY 1: Materials and supplies to support a math intervention program.	Fully Implemented	Purchase necessary materials. Provide supplemental materials and supplies to students for academic achievement. 4000-4999: Books And Supplies Title I 25,000	Purchase necessary materials. Provide supplemental materials and supplies to students for academic achievement. 4000-4999: Books And Supplies Title I 25,000
Strategy 2: Intervention	Fully Implemented	Implement an intervention program with a focus on math. 1000-1999: Certificated Personnel Salaries Title I 14,107	Implement an intervention program with a focus on math. 1000-1999: Certificated Personnel Salaries 0
Strategy 3: Supplemental Planning Time to Review Intervention Data	Fully Implemented	Additional time for teachers to review data and implement best strategies during intervention sessions.	Additional time for teachers to review data and implement best strategies during

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 4,100	intervention sessions. 4,100

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

Math Intervention was funded through a different funding source.

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

Increase English learner's proficiency in reading, language arts and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	K-2 students will reclassify by 3rd grade. 3-6 grade students will reclassify by 6th grade.	9 students ranging from grades K-6th were reclassified in 2023-2024

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY 1: Materials and Supplies to Support EL Interventions	Fully Implemented	Provide materials, supplies, books, training opportunities for teachers to support EL teaching and learning 4000-4999: Books And Supplies Title III 4500	Provide materials, supplies, and books for teachers to support EL teaching and learning Title III 4500
Strategy 2: Implement an EL Intervention Program	Partially Implemented	Provide an English Language Learner extended opportunity program before school, after school, and Saturdays to help English Learners reach proficiency levels. 1000-1999: Certificated Personnel Salaries Title III 3500	Provide an English Language Learner extended opportunity program after school to help 3rd grade English Learners reach proficiency levels. Title III 3500
Strategy 3: Reclassification	Fully Implemented	Materials and supplies 4000-4999: Books And Supplies Title III 1513	Materials and supplies 4000-4999: Books And Supplies Title III 1513

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

No noted differences between planned and estimated expenditures.

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

Parent participation at school and district events will increase annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets Meeting minutes Agendas Flyers Family surveys Needs assessments	Increase attendance at monthly parent meetings Opportunities for parent feedback and input Regular communication on all platforms such as flyers, phone calls, email, Class Dojo, ParentSquare, and Aeries	Monthly parent meetings for SSC, ELAC, and Coffee with the principal. during meetings parents obtain information about the school site, student progress, and parents are able to ask questions and share concerns. There are many sources of parent communication: Parent Square, Class Dojo, Aeries, flyers, poster, phone calls, emails, school website, YouTube channel, and social media.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monthly Parent and Family Activities	Fully Implemented	Materials needed for meetings 4000-4999: Books And Supplies Title I 300.00	Monthly Parent and Family Activities 4000-4999: Books And Supplies 300
Parent and Family Workshops. Families will be provided workshops to develop strategies on how to assist students at home.	Fully Implemented	Parents will have trainings on different topics that are relevant to the implementation of reading and math. 4000-4999: Books And Supplies Title I 2000	Parents will have trainings on different topics that are relevant to the implementation of reading and math. 2000
Materials and Supplies for Parent Workshops and Parent Activities	Fully Implemented	Parents will be provided with materials for workshops and activities. 4000-4999: Books And Supplies Title I 500	Parents will be provided with materials for workshops and activities. Title I 500

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

No differences between purposed and estimated expenditures

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

SCHOOL GOAL 5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Implementation of Character Education Program	100% Implementation of the 10 Character Traits	Twice a month PBIS rallies, Comet Tickets, monthly challenges, monthly PBIS events, and classroom environments which support student learning

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a school-wide character education program.	Partially Implemented	Create a ten-month character trait matrix and provide it to all staff. Focus on ONE character trait each month and provide teachers with resources on ways they can incorporate, promote and engage students in each trait through their instruction and positive reinforcers. Connect the Book-of-the-Month for the Character Trait-of-the-Month. Talk to students about each character trait during the weekly Friday morning assemblies and continue to promote, engage and recognize positive culture and climate. 4000-4999: Books And Supplies Title I 7000	Friday morning assemblies to promote, engage and recognize positive culture and climate. 4000-4999: Books And Supplies Title I 0
Promote a positive culture through assemblies.	Fully implemented	Arrange for assemblies that provide additional learning experiences in	Arrange for assemblies that provide additional learning experiences in

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		curriculum areas and as positive reinforcement for meeting goals and good behavior (e.g. PBIS) to promote student engagement and improve attendance to increase student achievement. 4000-4999: Books And Supplies Title I 4000	curriculum areas and as positive reinforcement for meeting goals and good behavior (e.g. PBIS) to promote student engagement and improve attendance to increase student achievement. 4000-4999: Books And Supplies Title I 6500
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.	Fully Implemented	Motivational materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. 4000-4999: Books And Supplies Title I 5000	Motivational materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. 4000-4999: Books And Supplies 7000

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

Implementation of schoolwide character ed program expenditures was overly estimated.

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

See Data Analysis and Evaluation

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

Mark Twain's latest assessment data reveals a mixed performance trend across key academic areas. While English Language Arts (ELA) scores have declined, Mathematics performance has remained stable, and English Language Assessment (ELPAC) scores have improved. This data provides valuable insight into both strengths and areas for growth, guiding future instructional strategies and student support efforts. The mixed performance also suggests that while certain areas (ELA and Math) need more focused intervention and support, there are strong foundational practices in place for language acquisition (ELPAC improvement). Moving forward, it will be essential to address specific areas of need in ELA while maintaining and building upon strengths in Math and English Language Development. Mark Twain will continue to put in place instructional strategies and student supports. Implement targeted interventions in ELA. Focus on reading comprehension and writing skills for struggling students, particularly in grades where performance has declined. Provide personalized instruction and small group interventions for students struggling with vocabulary, fluency, and writing. Expand language development interventions to further support academic achievement in ELA. Provide opportunities for cross-curricular learning that integrates language development with content learning. Offer enrichment opportunities in mathematics to deepen students' understanding of complex mathematical concepts. Strengthen conceptual math instruction for students meeting grade-level standards to ensure they continue to progress. Use ongoing benchmark assessments to monitor student progress and make adjustments in instructional practices where needed. Continue regular data-driven reviews to identify trends and areas for further intervention, particularly for academic areas of concern and struggling students.

Assessment Results:

Identify ELA areas of strength:

One key area of strength in the English Language Arts SBAC assessment data is the consistency of 4th-grade performance over time. While other grades experienced a decline, 4th grade maintained stable scores from 2022-2023 to 2023-2024, demonstrating that instruction and learning outcomes remained steady. Additionally, despite 3rd and 6th grades showing a decrease in scores, their performance was still higher than 4th and 5th grades, indicating that these grade levels have strong foundational literacy skills (3rd grade) and advanced comprehension abilities (6th grade) compared to their peers. Build on 4th grade stability since 4th grade maintained its scores, by identifying successful instructional strategies to help support other grade levels and leverage the strengths in 3rd and 6th grade by analyzing what contributed to their stronger performance (even with declines) can help refine teaching approaches across other grades.

Identify ELA areas of need:

The decrease in ELA assessment scores indicates that fewer students are meeting or exceeding proficiency standards compared to previous years. This decline suggests potential challenges in reading comprehension, writing skills, or overall literacy development. Moving forward, targeted literacy strategies—such as small-group instruction during the school day and expanded reading interventions before and after school should be prioritized to support student achievement in ELA.

Identify ELD areas of strength:

English Language Proficiency Assessments for California (ELPAC) proficiency increased from 10.96% to 12.18%, which indicates growth in key areas of English language development. Additionally, 56% of ELs increased one proficiency level in 2023-2024 which is an increase from 48% in 2022-2023. Differentiated and targeted instruction is helping students progress. Strong use of scaffolding techniques (visuals, sentence frames, guided practice) to support comprehension and expression. Small group interventions and individualized support for students at different proficiency levels.

Identify ELD areas of need:

The number of English Learner (EL) students reclassifying was maintained at 9 from 2022-2023 to 2023-2204, it suggests that there are barriers preventing more EL students from reaching English proficiency and meeting the criteria for reclassification. EL students who are not reclassifying may need more individualized support and differentiation in instruction before or after school. Small group interventions and instruction focused on language development in core content areas should continue.

Identify Math areas of strength:

The SBAC performance data shows that 3rd and 4th grade students had a higher percentage of students meeting or exceeding standards, while 5th and 6th grade students had a lower percentage, but the overall 3rd-6th grade average remained stable at 28%. The strong performance in the early grades suggests that additional resources and targeted intervention programs were especially effective in providing support for 3rd and 4th grade students. The fact that the overall average didn't decline significantly suggests solid instructional practices, a stable curriculum, and data dives ensure consistent learning experiences throughout the school year.

Identify Math areas of need:

After analyzing SBAC math data from 2023-2024, 3rd and 4th grade students performed better than 5th and 6th grade students, with 18.52% of 5th graders and 25.62% of 6th graders below standards. There are several areas of need that may be contributing to the lower performance in the upper grades: academic skill gaps, differentiation on upper grades, limited opportunities for remediation or intervention. To improve provide focused interventions in fluency and problem solving for 5th and 6th grade students, offer more differentiated instruction, integrate small-group interventions to support struggling students, and increase opportunities of checking for understanding to identify students at risk before they fall behind.

School: Mark Twain 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
ELD Intervention	ELD	ELPAC	12.18% of 159 ELs proficient on ELPAC	ongoing	fully implemented; will continue until the start of 2024-2025 Summative ELPAC testing
Targeted Reading Intervention	ELA	DORA San Diego Quick	SDQA scores	ongoing	fully implemented; will continue throughout the 2024-2025 school year
ELA Intervention	ELA	Common Assessment	K-77 % 1st-46 % 2nd-25 % 3rd-48 % 4th-25 % 5th-38 % 6th-31 %	on going	fully implemented; will continue until the 3rd quarter before 2024-2025 SBAC testing
UFLI Intervention K-2nd	ELA	Common Assessment	K: 77% 1st: 46% 2nd: 25%	on going	fully implemented; will continue throughout the 2024-2025 school year for grades K-2nd
Math Intervention	Math	Common Assessment	3rd-60 % 4th-29 % 5th-39 % 6th-46 %	on going	fully implemented; will continue until the 3rd quarter before 2024-2025 SBAC testing

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? Small group targeted reading interventions during the instructional day has been effective. There has been a steady increase in students meeting or exceeding standards on district common assessments.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? The 2024-2025 before/after school interventions and small group interventions during the school day will continue for the 2025-2026 school year, as they have targeted key areas of student learning that are essential for academic success.</p>
<p>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026? Before/after school intervention programs will began in the Fall (not Spring). By beginning interventions in the fall, students have more opportunities to strengthen their skills, making them better prepared and more successful by the end of the school year.</p>

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

It is difficult to determine which interventions need to be eliminated for the 2025-2026 school year because they are still ongoing, and post-assessments have not yet been conducted.

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

The new interventions for the 2025-2026 school year include a focused writing program that utilizes the RACE strategy to help students organize their thoughts, express their ideas more effectively, and develop critical thinking skills. This strategy can be applied to various types of writing tasks, including short responses, paragraph writing, and longer compositions. Additionally, a math fluency program will support students struggling with the rapid and accurate recall of basic math facts, such as addition, subtraction, multiplication, and division, as well as efficient problem-solving strategies. This program aims to build foundational skills that will enhance students' overall math performance.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Improve Literacy and Reading/English Language Arts Proficiency

Basis for this Goal

What data did you use to form this goal?

- SBAC ELA (3rd-6th Grade)
- LUSD Benchmarks

What were the findings from the analysis of this data?

The percent of students proficient in the area of language arts did not meet the school wide targets in the significant subgroups (see student performance data: CAASPP-English Language Arts).

How will the school evaluate the progress of this goal?

Standardized Test Scores: Analyze results from state or district assessments to measure year-over-year growth and District Benchmark Assessments: Use assessments to track progress toward grade-level standards.

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

Refer to pages 65-68.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024-2025 Smarter Balanced Assessment	2023-2024 Standards Met/Exceeded: 31.65%	2024-2025 Smart Goal Target: 38%

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY: Supplemental planning time to review intervention data. Increase collaboration and professional development among teachers.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

- Administration
- Instructional Lead
- Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,100
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional time for teachers to plan lessons and collaborate with their colleagues to review assessment data from SBAC, ELPAC and local measures. Determine areas of strength, areas of need and next steps. Grade level teams determine instructional strategies to ensure full implementation of essential standards and curriculum alignment. Analyze ELA, and Math data through reflection meetings to identify student needs and targeted during school or after school interventions. Update School Plan using results from Program Evaluation process. Plan a variety of Professional Development including visits to high performing similar schools, learning walks, release time for lesson design and assessments. Insure that reflective/collaborative teacher meetings are held regularly to analyze data and evaluate, monitor and improve instructional practices.

Strategy/Activity 2

Strategy 2: School will implement small group tutoring sessions throughout the school day, with additional school staff and outside tutoring vendors. A pre and post- test will be given to the students to ensure proper placement.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	24,500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants will work in small groups and assist in reading fluency/comprehension skills (before, during, after school).

Strategy/Activity 3

Strategy 3: Supplemental materials and supplies to support ELA

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	30,166
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide supplemental materials and supplies to students for academic achievement.

Strategy/Activity 4

Strategy 4: Implement an intervention program with an ELA focus. Intervention teachers will provide instruction specific to the group's needs. A pre and post- test will be given to the students to ensure proper placement. Interventions will take place before and after school.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	16,534
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers to provide ELA interventions before and after school.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

Improve Mathematics Proficiency

Basis for this Goal

What data did you use to form this goal?

- SBAC Math (3rd Grade -6th Grade)
- LUSD Math Benchmarks

What were the findings from the analysis of this data?

The percent of students proficient in the area of math did not meet the school wide targets in the significant subgroups (see student performance data: CAASPP-Mathematics).

How will the school evaluate the progress of this goal?

Standardized Test Scores: Analyze results from state or district assessments to measure year-over-year growth and District Benchmark Assessments: Use assessments to track progress toward grade-level standards.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024-2025 Smarter Balanced Assessment	2023-2024 Standards Met/Exceeded: 28.26%	2024-2025 Smart Target Goal 35%

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY 1: Materials and supplies to support a math intervention program.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

- Administration
- Instructional Lead

- Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase necessary materials. Provide supplemental materials and supplies to students for academic achievement.

Strategy/Activity 2

Strategy 2: Intervention

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	14,107
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Implement an intervention program with a focus on math.

Strategy/Activity 3

Strategy 3: Supplemental Planning Time to Review Intervention Data

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4100
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional time for teachers to review data and implement best strategies during intervention sessions.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

Increase Language Proficiency, Reading, and Math in English Learners (ELs)

Basis for this Goal

What data did you use to form this goal?

- Yearly Reclassifications
- Summative ELPAC
- SBAC ELA and Math

What were the findings from the analysis of this data?

The percent of EL students proficient in the areas of Math and English did not meet the school wide targets for this subgroup (see Student Performance Data: English Learners and ELPAC Summative Assessment).

How will the school evaluate the progress of this goal?

Standardized Test Scores: Analyze results from state or district assessments to measure year-over-year growth.

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

Refer budget pages 65-68

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2024-2025 Smarter Balanced ELA Assessment	2023-2024 SBAC ELA 10.87% of EL's Met or Exceeded	2.5 or higher on 2024-2025 SBAC
2024-2025 Summative ELPAC	N/A	Increase in the number of Reclassifications

Planned Strategies/Activities

Strategy/Activity 1

STRATEGY 1: Materials and Supplies to Support EL Interventions

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025-March 2026

Person(s) Responsible

- Administration
- Instructional Lead
- Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Provide materials, supplies, books, training opportunities for teachers to support EL teaching and learning

Strategy/Activity 2

Strategy 2: Implement an EL Intervention Program

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide an English Language Learner extended opportunity program before school, after school, and Saturdays to help English Learners reach proficiency levels.

Strategy/Activity 3

Strategy 3: Reclassification

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1713
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Increase Parent and Family Participation and Engagement annually

Basis for this Goal

What data did you use to form this goal?

- Parent and Family Survey Results
- Needs Assessment Results
- Parent Council Meeting Minutes
- Monthly Coffee with Principal
- Sign-In sheets from Parent Workshops and School wide events

What were the findings from the analysis of this data?

Parent involvement needs to be increased. Conduct meetings at various times using different formats (i.e., in-person, virtually...) to increase parent participation. Communicate frequently via various platforms and in a timely manner regarding student activities taking place at school. Ensure parents are kept informed regarding student achievement and daily classroom functions.

How will the school evaluate the progress of this goal?

Volunteer Logs, Parent Council participation, Parent attendance at monthly council meetings and Coffee with the Principal, Parent attendance at seasonal school assemblies and other school events beyond the classroom

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Sign in sheets Meeting minutes Agendas Flyers/Newsletters Parent & Family surveys Needs Assessments	N/A	Increased attendance at monthly parent meetings, increased parent feedback and input, regular communication on all platforms such as flyers, phone calls, email, Class Dojo, ParentSquare, and Aeries

Planned Strategies/Activities

Strategy/Activity 1

Monthly Parent and Family Activities

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

- Administration
- Instructional Lead
- Classroom Teachers
- Office Staff
- Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials needed for meetings

Strategy/Activity 2

Parent and Family Workshops. Families will be provided workshops to develop strategies on how to assist students at home.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parents will have trainings on different topics that are relevant to the implementation of reading and math.

Strategy/Activity 3

Materials and Supplies for Parent Workshops and Parent Activities

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parents will be provided with materials for workshops and activities.

Strategy/Activity 4

Parent and Family communication

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental technology equipment to support important announcements, event reminders, and student achievements enhances communication with parents, families, and the community by providing clear, timely, and visible information. This ensures that everyone stays informed and engaged, fostering a stronger school-community connection.
Amount	5,594
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental technology equipment to support increasing parent and family engagement.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Foster a Positive and Safe School Climate

Goal Statement

Create a nurturing environment where every student feels safe, respected, and valued, as evidenced in a positive school climate.

Basis for this Goal

What data did you use to form this goal?

Student Surveys
Staff Surveys
Discipline referrals
Incident Reports
Restorative Practice Outcomes
Attendance Records
Achievement Awards
Extracurricular Activity Participation Rates
Teacher and Administrator Observations
PBIS

What were the findings from the analysis of this data?

The findings showed an improvement in school culture which suggests that current practices are working well.

How will the school evaluate the progress of this goal?

Improved attendance rates and higher levels of participation in school activities and extracurricular programs will reflect a positive, safe environment.

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

Refer budget pages 65-68

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Office Discipline Referrals Attendance Data	ELA School Wide 31.65% Met or Exceeded Math School Wide 28.26% Met or Exceeded	10% Decrease in ODRs 10% Increase in attendance rates

Planned Strategies/Activities

Strategy/Activity 1

Implement a school-wide character education program.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
PBIS Team
Teachers
Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Create a ten-month character trait matrix and provide it to all staff. Focus on ONE character trait each month and provide teachers with resources on ways they can incorporate, promote and engage students in each trait through their instruction and positive reinforcers. Connect the Book-of-the-Month for the Character Trait-of-the-Month. Talk to students about each character trait during the weekly Friday morning assemblies and continue to promote, engage and recognize positive culture and climate.

Strategy/Activity 2

Promote a positive culture through assemblies.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
PBIS Team
Teachers
Staff Members

Proposed Expenditures for this Strategy/Activity

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

Description

Arrange for assemblies that provide additional learning experiences in curriculum areas and as positive reinforcement for meeting goals and good behavior (e.g. PBIS) to promote student engagement and improve attendance to increase student achievement.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All staff members

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
PBIS Team
Teachers
Staff Members

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Motivational materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate.

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	183,614
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	183,614.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	172,901	0.00
Title III	10,713	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	172,901.00
Title III	10,713.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,841.00
2000-2999: Classified Personnel Salaries	24,500.00
4000-4999: Books And Supplies	80,679.00
5000-5999: Services And Other Operating Expenditures	35,594.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	38,841.00
2000-2999: Classified Personnel Salaries	Title I	24,500.00
4000-4999: Books And Supplies	Title I	73,966.00
5000-5999: Services And Other Operating Expenditures	Title I	35,594.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
4000-4999: Books And Supplies	Title III	6,713.00

Mark Twain 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 Mark Twain 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])

Mark Twain 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])

Mark Twain 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 Mark Twain Elementary School School Site Council (SSC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Mark Twain 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])

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

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 Mark Twain Elementary School is Journeys and GO Math by Houghton Mifflin Harcourt for ELA/ELD, and Math for students in K-5th grade. California StudySync ELA with ELD by McGraw Hill for students in 6th grade. Inspire Science by McGraw Hill for students in K-6th grade and CA History-Social Science by Pearson for students in K-6th grade. GO Math by Houghton Mifflin Harcourt for 6th grade. SWUN Math for K-6th grade.

Mark Twain 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])

Mark Twain 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])

Mark Twain 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 Mark Twain 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 15, 2025.

Mark Twain 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 Mark Twain:

(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 Mark Twain 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 Mark Twain 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) de la Escuela Primaria Mark Twain. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Primaria Mark Twain 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 Mark Twain 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 Mark Twain es Journeys and GO Math" autor Houghton Mifflin Harcourt para los estudiantes de Artes del Lenguaje Inglés, inglés como segundo lenguaje y matemáticas para estudiantes en K-5to grado. California StudySync para los estudiantes de Artes del Lenguaje Inglés y inglés como segundo lenguaje autor McGraw Hill para los estudiantes del 6to grado. Inspire Science autor McGraw Hill para estudiantes de K-6to grado y CA History-Social science autor Pearson para estudiantes en K-6to grado. GO Math by Houghton Mifflin Harcourt para los 6to grado. SWUN matemáticas para estudiantes en K-6to grado.

La Escuela Primaria Mark Twain 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 Mark Twain 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 Mark Twain 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 Mark Twain.

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 15 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. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Deette Wilson	Principal
Rafeal Romo	Other School Staff
Bertha Sanchez	Classroom Teacher
Alma Elias	Classroom Teacher
Claudia Tabares	Classroom Teacher
Brittany Daniel	Parent or Community Member
Lisette Arroyo	Parent or Community Member
Aristeo Valdez	Parent or Community Member
Isabel Padilla	Parent or Community Member
Silvia Cardenas	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 2/26/2025.

Attested:



Principal, Deette Wilson on 2/26/2025

SSC Chairperson, Alma Elias on 2/26/2025

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