

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	Thurgood Marshall Elementary School
Address	3593 Martin Luther King Blvd. Lynwood, CA 90262
County-District-School (CDS) Code	19647740108381
Principal	Trinika Barnett
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024-March 2025
Schoolsite Council (SSC) Approval Date	February 20, 2025
Local Board Approval Date	March 27, 2025

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

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School Vision and Mission

Mission Statement: The mission of Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving 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 inclusion of all voices in our community through equity, access and justice

Vision Statement Thurgood Marshall Elementary School will become a high-performing school that prepares its students with 21st century skills enabling them to be successful and competitive in the real world.

School Profile

Marshall Elementary School is a public elementary school located in Lynwood, California with an enrollment of approximately 516 students in grades TK-6th.

Marshall Elementary's student body is over 98% hispanic. One hundred forty seven students are identified as English Language Learners (ELL). Since more than 87% of our students qualify for free lunch, the school receives school-wide free lunch. Daily attendance is strongly encouraged by administration and staff, through incentives and rewards.

Marshall Elementary employs one Principal, one Instructional Lead, one full time and one part time Resource Specialist, twenty classroom teachers, and one instructional aide. To support instruction, data analysis and intervention, Marshall also has one academic coach for ELA and Math, and one k-2 literacy coach. These coaches address barriers that lead to achievement gaps, ensuring that all students have the supports they need to succeed.

Support staff includes one secretary, three full time custodians, six campus monitors, one library media assistant, one attendance clerk, and one health technician.

As a community schools district, Marshall also has an SEL specialist, a community case manager, and a part time LCSW.

Marshall's mission is to foster a community of independent thinkers through encouragement, opportunities, and challenges that enrich their learning experiences to prepare the students with 21st century skills to be successful and competitive throughout their educational careers and beyond. Positive behavior interventions and supports are in place that establish norms and procedures for the school environment, while promoting fairness and justice, and eliminating discrimination and bias.

Through an intensive curriculum alignment process, all instruction and materials are aligned to the essential content standards in an effort to support all students' ability to graduate college and career ready. The curriculum program is supported through state adopted textbooks and materials. Successful implementation of a targeted reading intervention time provided during the school day has shown promising growth at reaching our intensive students.



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

Our parent councils consist of the English Learner Advisory Committee, and the School Site Council. During our monthly meetings, parents are presented with current student achievement data, along with different components of the SPSA. This data is reviewed and analyzed by the parents. Upon analysis, parents provided input and made recommendations on how to improve our student achievement, through input into our goals, activities, and school budget. The English Learner Advisory Committee, along with all parents of our English Learners, provided input through a needs assessment, that was received and approved through by the School Site Council.

Resource Inequities

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

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

As a result of our needs assessment, Marshall is currently lacking sufficient intervention and small group instruction that focuses on our students who lack foundational mathematics skills and concepts, which hinder them from progressing through more rigorous mathematical concepts and procedures. As a result of test data and teacher analysis, supplemental writing instruction is needed. CAASPP data shows students struggle within all writing genres.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.61%	1.34%	0.74%	10	8	4
Asian	%	0%	%		0	
Filipino	0.64%	0.5%	%	4	3	
Hispanic/Latino	97.43%	97.83%	98.89%	607	586	535
Pacific Islander	%	0%	%		0	
White	0.32%	0.33%	0.37%	2	2	2
Multiple/No Response	%	0%	%		0	
Total Enrollment				623	599	541

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		20	20
Kindergarten	95	97	43
Grade 1	76	78	79
Grade 2	97	77	80
Grade 3	72	94	77
Grade 4	94	80	84
Grade 5	88	87	69
Grade 6	101	86	89
Total Enrollment	623	599	541

Data Trends:

1. Data for the last 3 years shows that Marshall enrollment has declined year after year, with an average loss of one classroom per year.
2. Student groups and demographics remain the same, with a predominately Hispanic/Latino population.
3. Local data for the 2024-2025 school year shows an overall decline in enrollment by 24 students, resulting in a 1 classroom decline. Kindergarten enrollment projections for the upcoming year see this trend continuing.

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	200	196	167	31.80%	32.1%	30.9%
Fluent English Proficient (FEP)	165	140	130	22.30%	26.5%	24.0%
Reclassified Fluent English Proficient (RFEP)	36	28		8.4%	22%	

Data Trends:

1. Our English learner population is approximately 30% of our total school population. According to local data for the 2024-2025 school year, our EL population has remained steady, and is about 30% of our total population.
2. Local data suggests that a high percentage of students in 5/6th grade are struggling to reclassify. This is the student group that was in lower elementary during the covid shutdown, during which much language is developed.
3. According to local data, our RFEP population is decreasing, but this correlates to our student population overall.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	88	78	76	86	75	76	86	75	100.0	97.7	96.2
Grade 4	91	76	84	90	76	80	90	76	80	98.9	100.0	95.2
Grade 5	82	88	72	80	87	66	80	87	66	97.6	98.9	91.7
Grade 6	97	90	90	95	88	87	95	88	87	97.9	97.8	96.7
All Grades	346	342	324	341	337	308	341	337	308	98.6	98.5	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2356.	2379.	2381.	3.95	9.30	9.33	14.47	18.60	28.00	25.00	30.23	28.00	56.58	41.86	34.67
Grade 4	2434.	2413.	2413.	11.11	13.16	12.50	26.67	9.21	16.25	22.22	26.32	17.50	40.00	51.32	53.75
Grade 5	2422.	2442.	2443.	3.75	6.90	6.06	18.75	14.94	25.76	22.50	26.44	19.70	55.00	51.72	48.48
Grade 6	2489.	2457.	2472.	7.37	4.55	5.75	26.32	17.05	25.29	26.32	29.55	26.44	40.00	48.86	42.53
All Grades	N/A	N/A	N/A	6.74	8.31	8.44	21.99	15.13	23.70	24.05	28.19	23.05	47.21	48.37	44.81

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	3.95	8.14	10.67	56.58	69.77	58.67	39.47	22.09	30.67
Grade 4	12.22	9.21	10.00	55.56	67.11	60.00	32.22	23.68	30.00
Grade 5	6.25	5.75	3.03	57.50	58.62	63.64	36.25	35.63	33.33
Grade 6	8.42	9.09	10.34	60.00	42.05	48.28	31.58	48.86	41.38
All Grades	7.92	8.01	8.77	57.48	59.05	57.14	34.60	32.94	34.09

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	4.00	5.81	8.00	41.33	51.16	58.67	54.67	43.02	33.33
Grade 4	4.44	3.95	3.75	71.11	46.05	53.75	24.44	50.00	42.50
Grade 5	6.25	4.60	6.06	45.00	54.02	59.09	48.75	41.38	34.85
Grade 6	4.26	3.41	4.60	54.26	36.36	42.53	41.49	60.23	52.87
All Grades	4.72	4.45	5.52	53.69	46.88	52.92	41.59	48.66	41.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.26	6.98	4.00	69.74	68.60	76.00	25.00	24.42	20.00
Grade 4	6.67	10.53	10.00	76.67	69.74	61.25	16.67	19.74	28.75
Grade 5	2.50	4.60	4.55	72.50	75.86	66.67	25.00	19.54	28.79
Grade 6	8.42	2.27	8.05	73.68	71.59	64.37	17.89	26.14	27.59
All Grades	5.87	5.93	6.82	73.31	71.51	66.88	20.82	22.55	26.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.58	9.30	9.33	53.95	61.63	65.33	39.47	29.07	25.33
Grade 4	6.67	14.47	6.25	76.67	61.84	61.25	16.67	23.68	32.50
Grade 5	5.00	8.05	7.58	47.50	65.52	56.06	47.50	26.44	36.36
Grade 6	10.53	7.95	10.34	67.37	62.50	66.67	22.11	29.55	22.99
All Grades	7.33	9.79	8.44	62.17	62.91	62.66	30.50	27.30	28.90

Data Trends:

1. The weakest subgroup overall is Writing, with approximately 42% of the population below standard. This need will be addressed in our goal 1, English language arts. Teachers indicate a lack of time to produce clear purposeful writing.
2. Students in the meets and exceeds categories increased by 9% overall between the 23 and 24 school years.
3. Listening is the highest subgroup, with nearly 74% of the students being at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	88	78	76	87	76	76	87	76	100.0	98.9	97.4
Grade 4	92	76	84	92	76	81	92	76	81	100.0	100.0	96.4
Grade 5	82	88	72	81	87	68	81	87	68	98.8	98.9	94.4
Grade 6	98	90	90	98	88	89	98	88	89	100.0	97.8	98.9
All Grades	348	342	324	347	338	314	347	338	314	99.7	98.8	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2380.	2389.	2394.	9.21	3.45	7.89	18.42	25.29	27.63	18.42	31.03	25.00	53.95	40.23	39.47
Grade 4	2462.	2440.	2417.	10.87	9.21	3.70	26.09	21.05	14.81	41.30	34.21	35.80	21.74	35.53	45.68
Grade 5	2416.	2434.	2442.	2.47	3.45	5.88	8.64	10.34	7.35	20.99	22.99	29.41	67.90	63.22	57.35
Grade 6	2484.	2446.	2469.	8.16	2.27	3.37	16.33	13.64	11.24	28.57	18.18	37.08	46.94	65.91	48.31
All Grades	N/A	N/A	N/A	7.78	4.44	5.10	17.58	17.46	15.29	27.95	26.33	32.17	46.69	51.78	47.45

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.58	6.90	7.89	36.84	58.62	52.63	56.58	34.48	39.47
Grade 4	9.78	3.95	3.70	63.04	57.89	35.80	27.17	38.16	60.49
Grade 5	1.23	4.60	2.94	41.98	37.93	48.53	56.79	57.47	48.53
Grade 6	8.16	2.27	3.37	46.94	42.05	51.69	44.90	55.68	44.94
All Grades	6.63	4.44	4.46	47.84	48.82	47.13	45.53	46.75	48.41

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	9.21	8.05	9.21	53.95	59.77	61.84	36.84	32.18	28.95
Grade 4	13.04	10.53	2.47	67.39	56.58	59.26	19.57	32.89	38.27
Grade 5	2.47	4.60	4.41	50.62	54.02	54.41	46.91	41.38	41.18
Grade 6	7.14	1.14	2.25	59.18	53.41	62.92	33.67	45.45	34.83
All Grades	8.07	5.92	4.46	58.21	55.92	59.87	33.72	38.17	35.67

Data Trends:

1. Overall CAASPP data for math show our students barely maintaining their meets or exceeds numbers over the last two years.
2. Concepts and procedures is our highest subgroup of proficient students at 6.05%
3. A large percentage of the student population is at or near standard in the communicating/reasoning(59%) subgroup. Teaching strategies should be examined for effectiveness, as there lies potential for great growth.

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	1456.3	1438.5	1416.6	1452.9	1444.9	1418.0	1464.1	1423.2	1413.1	27	38	29
1	1450.7	1451.1	1458.2	1462.5	1449.8	1452.3	1438.3	1451.7	1463.5	18	12	24
2	1476.7	1465.0	1468.9	1487.5	1464.7	1467.9	1465.5	1464.9	1469.3	43	17	15
3	1484.9	1503.6	1464.3	1497.1	1511.2	1465.8	1472.1	1495.4	1462.4	35	37	18
4	1522.9	1503.0	1499.4	1524.8	1508.3	1496.0	1520.4	1497.1	1502.3	39	33	28
5	1520.9	1521.9	1472.4	1534.9	1529.2	1466.0	1506.3	1514.0	1478.3	24	27	28
6	1512.8	1539.8	1500.8	1517.6	1547.6	1496.8	1507.5	1531.7	1504.3	15	23	27
All Grades										201	187	169

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	22.22	21.05	13.79	55.56	36.84	41.38	18.52	39.47	31.03	3.70	2.63	13.79	27	38	29
1	16.67	0.00	12.50	44.44	50.00	25.00	27.78	33.33	58.33	11.11	16.67	4.17	18	12	24
2	18.60	11.76	0.00	39.53	41.18	33.33	32.56	35.29	66.67	9.30	11.76	0.00	43	17	15
3	8.57	22.22	5.56	42.86	47.22	38.89	31.43	16.67	22.22	17.14	13.89	33.33	35	36	18
4	35.90	15.15	10.71	43.59	33.33	50.00	12.82	39.39	28.57	7.69	12.12	10.71	39	33	28
5	12.50	3.70	3.57	54.17	70.37	21.43	20.83	14.81	57.14	12.50	11.11	17.86	24	27	28
6	13.33	30.43	7.41	53.33	43.48	48.15	6.67	8.70	25.93	26.67	17.39	18.52	15	23	27
All Grades	19.40	16.67	8.28	46.27	45.16	37.28	22.89	26.88	40.24	11.44	11.29	14.20	201	186	169

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	29.63	23.68	10.34	48.15	36.84	48.28	18.52	34.21	27.59	3.70	5.26	13.79	27	38	29
1	55.56	8.33	12.50	16.67	41.67	25.00	16.67	33.33	58.33	11.11	16.67	4.17	18	12	24
2	37.21	23.53	13.33	37.21	47.06	46.67	18.60	17.65	33.33	6.98	11.76	6.67	43	17	15
3	37.14	52.78	22.22	34.29	30.56	27.78	14.29	8.33	33.33	14.29	8.33	16.67	35	36	18
4	53.85	42.42	25.00	33.33	42.42	60.71	5.13	9.09	7.14	7.69	6.06	7.14	39	33	28
5	66.67	44.44	10.71	20.83	40.74	53.57	0.00	3.70	7.14	12.50	11.11	28.57	24	27	28
6	60.00	65.22	14.81	13.33	17.39	48.15	0.00	4.35	25.93	26.67	13.04	11.11	15	23	27
All Grades	46.27	39.78	15.38	31.84	36.02	45.56	11.44	15.05	26.04	10.45	9.14	13.02	201	186	169

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	25.93	28.95	17.24	74.07	65.79	75.86	0.00	5.26	6.90	27	38	29
1	55.56	33.33	20.83	33.33	66.67	75.00	11.11	0.00	4.17	18	12	24
2	23.26	17.65	6.67	72.09	70.59	93.33	4.65	11.76	0.00	43	17	15
3	31.43	25.00	27.78	51.43	63.89	50.00	17.14	11.11	22.22	35	36	18
4	56.41	24.24	32.14	33.33	69.70	60.71	10.26	6.06	7.14	39	33	28
5	12.50	15.38	17.86	70.83	76.92	53.57	16.67	7.69	28.57	24	26	28
6	20.00	30.43	7.41	66.67	60.87	74.07	13.33	8.70	18.52	15	23	27
All Grades	32.84	24.86	18.93	57.21	67.57	68.05	9.95	7.57	13.02	201	185	169

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	29.63	18.42	10.34	66.67	55.26	68.97	3.70	26.32	20.69	27	38	29
1	27.78	16.67	0.00	61.11	58.33	79.17	11.11	25.00	20.83	18	12	24
2	48.84	47.06	20.00	44.19	41.18	66.67	6.98	11.76	13.33	43	17	15
3	62.86	69.44	22.22	25.71	22.22	55.56	11.43	8.33	22.22	35	36	18
4	56.41	60.61	25.00	35.90	30.30	64.29	7.69	9.09	10.71	39	33	28
5	87.50	88.89	39.29	0.00	0.00	25.00	12.50	11.11	35.71	24	27	28
6	66.67	82.61	48.15	6.67	4.35	33.33	26.67	13.04	18.52	15	23	27
All Grades	54.23	56.45	24.26	35.82	29.03	55.03	9.95	14.52	20.71	201	186	169

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	18.52	5.26	13.79	77.78	94.74	79.31	3.70	0.00	6.90	27	38	29
1	5.56	25.00	25.00	61.11	58.33	58.33	33.33	16.67	16.67	18	12	24
2	9.30	17.65	0.00	60.47	64.71	80.00	30.23	17.65	20.00	43	17	15
3	0.00	5.56	0.00	37.14	61.11	61.11	62.86	33.33	38.89	35	36	18
4	7.69	6.06	0.00	64.10	51.52	71.43	28.21	42.42	28.57	39	33	28
5	8.33	3.70	3.57	58.33	81.48	46.43	33.33	14.81	50.00	24	27	28
6	0.00	13.04	3.70	46.67	43.48	33.33	53.33	43.48	62.96	15	23	27
All Grades	7.46	8.60	7.10	58.21	67.20	60.36	34.33	24.19	32.54	201	186	169

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	55.56	57.89	44.83	44.44	34.21	37.93	0.00	7.89	17.24	27	38	29
1	16.67	0.00	12.50	50.00	100.00	75.00	33.33	0.00	12.50	18	12	24
2	20.93	0.00	0.00	55.81	70.59	93.33	23.26	29.41	6.67	43	17	15
3	2.86	30.56	11.11	71.43	52.78	55.56	25.71	16.67	33.33	35	36	18
4	35.90	9.09	10.71	56.41	66.67	67.86	7.69	24.24	21.43	39	33	28
5	8.33	0.00	0.00	66.67	88.46	67.86	25.00	11.54	32.14	24	26	28
6	6.67	13.04	3.70	66.67	60.87	85.19	26.67	26.09	11.11	15	23	27
All Grades	22.39	21.08	13.02	58.71	62.16	67.46	18.91	16.76	19.53	201	185	169

Data Trends:

1. Although our speaking domain has the highest percentage in the well developed group, it saw a sharp decline between the 23 and 24 testing years. Our students need too have more collaborative dialogue within their day.
2. 37% of our EL learners are within the level 3 overall language development, showing a need to highlight these students, as they are near reclassification. Current 24-25 data indicates that a majority of our English learners would reclassify if their reading and writing domains made increases. Almost 60% of our English learners are somewhat/moderately developed in these areas. Interventions should focus on these skills.
3. The speaking and listening domain has the highest percentages in the well developed group, while reading and writing show the greatest need for improvement.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	96.3%	30.9%	0.2%
Total Number of Students enrolled in Thurgood Marshall 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	167	30.9%
Foster Youth	1	0.2%
Homeless	18	3.3%
Socioeconomically Disadvantaged	521	96.3%
Students with Disabilities	37	6.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	535	98.9%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	2	0.4%

Conclusions based on this data:

1. Enrollment continues to decline. Current 24-25 data shows a decrease in overall enrollment, with a population of 519 students. This equates to about two classrooms for the following year.

2. An overwhelming percent of our student population is of Hispanic descent. According to local data for the 24-25 school year, our hispanic population remains an overwhelming percent of our population, at 98.9%.
3. An overwhelming percent of our student population is socioeconomically disadvantaged. According to local data for the 2024-2025 school year, this trend continues.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our English Learners population is the only indicator that moved in a negative direction, to red. Hopefully our EL interventions will positively affect that outcome in the future.
2. Portions Goals and Action Items of the Single Plan are informed by and based on indicators as identified on the CA Dashboard and as part of the school's Additional Target Support and Improvement (ATSI) plan.

3. Outreach and incentives have helped to improve our chronic absenteeism rate, moving from orange to yellow. Our ELA performance also moved one band to yellow.

School and Student Performance Data

Academic Performance English Language Arts

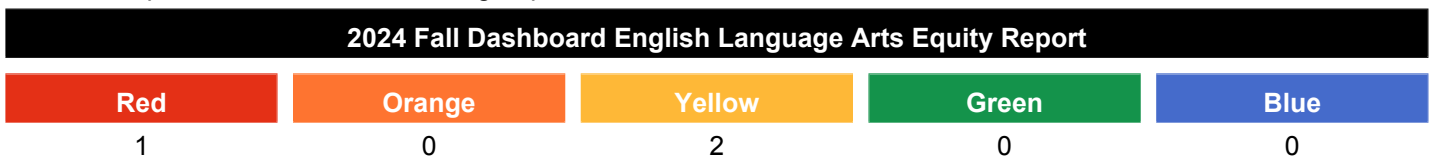
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>56.0 points below standard</p> <p>Increased 4.4 points</p> <p>301 Students</p>	<p>English Learners</p> <p>Red</p> <p>75.8 points below standard</p> <p>Maintained 1.8 points</p> <p>142 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>104.2 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.8 points below standard</p> <p>Increased 4.9 points</p> <p>292 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>121.7 points below standard</p> <p>Maintained 1.2 points</p> <p>24 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>55.1 points below standard</p> <p>Increased 3.6 points</p> <p>298 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

1. Our English Learners and SWD fall far behind their general population peers.
2. Slight improvements have been made, and we anticipate these to continue climbing in an effort to achieve pre pandemic levels.
3. It is difficult to distinguish by race and ethnicity due to the fact that our population is over 98% Hispanic.

School and Student Performance Data

Academic Performance Mathematics

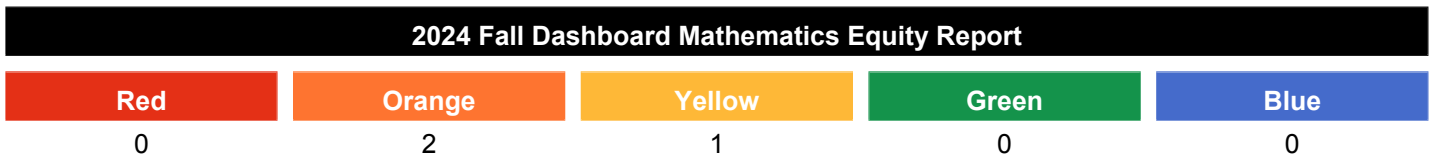
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This section provides number of student groups in each level.



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>68.1 points below standard</p> <p>Maintained 2.4 points</p> <p>302 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>82.8 points below standard</p> <p>Declined 3.1 points</p> <p>142 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>88.3 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>68.0 points below standard</p> <p>Increased 3.1 points</p> <p>293 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>109.9 points below standard</p> <p>Increased 18.1 points</p> <p>24 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>67.1 points below standard</p> <p>Maintained 1.6 points</p> <p>299 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

1. Students are further behind meeting targets in math than in ELA.
2. Our EL students fall behind their EO peers, with only 7% meeting or exceeding standard, while the EO's are at 23%.
3. Our SWD had significant improvements this year, with an increase of 18 points, while our general population further declined.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 29.1% making progress. Number Students: 127 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39.4%	31.5%	0%	29.1%

Conclusions based on this data:

- 39% of our EL learners decreased one ELPI level. This is cause for concern, and these students should be identified for an intervention. This is an increase from last year.
- The students who progressed a level is also lower than previous years levels.
- Overall, our English learners need to be identified and tracked with intervention, as they clearly are falling behind their peers in all subject matters, as well as progressive language acquisition.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>33.5% Chronically Absent</p> <p>Declined 13.2</p> <p>558 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>31.9% Chronically Absent</p> <p>Declined 16.4</p> <p>182 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>38.9% Chronically Absent</p> <p>Declined 7.3</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>33% Chronically Absent</p> <p>Declined 14.4</p> <p>536 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>53.3% Chronically Absent</p> <p>Declined 9</p> <p>45 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>33.2% Chronically Absent</p> <p>Declined 13.3</p> <p>552 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. According to local data, chronic absenteeism has improved greatly. The 23 dashboard showed 46% chronic absenteeism, while the 24 dashboard shows 33%. This continues to climb post pandemic.
2. Incentives and outreach measures can be attributed to these positive gains.
3. Although the subgroup made positive gains this year, data is showing that the SWD subgroup have higher absenteeism than the peers.

School and Student Performance Data

Conditions & Climate Suspension Rate

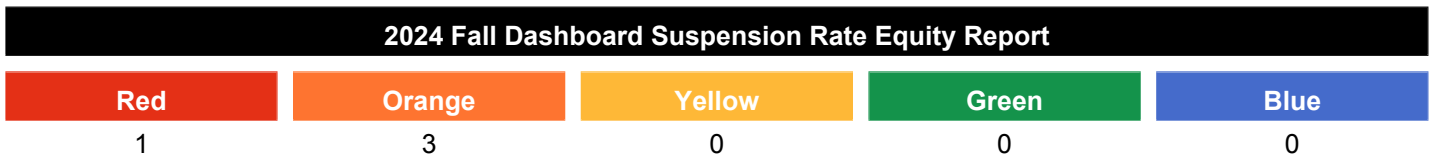
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This section provides number of student groups in each level.



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 0.5%</p> <p>575 Students</p>	<p>English Learners</p> <p>Red</p> <p>3.2% suspended at least one day</p> <p>Increased 2.3%</p> <p>186 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>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.5%</p> <p>548 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 2.8%</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.5%</p> <p>569 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. Suspension rates increased this year, which can be attributed to a change in discipline measures.
2. All subgroups remain fairly equal in terms of percent.
3. Our SWD subgroup had a higher increase, but ultimately relates to one student.



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

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

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

Data Sources/Fuentes de Datos

CAASPP.org
CDE.gov
Dataquest.org

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

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) 23-24 All students- 20.39 EL- 7.37% Students with disabilities- 0% African-American- N/A Foster- Homeless- N/A	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) 23-24 All students- 79.62% EL- 93% Students with disabilities- 100% African-American- N/A Foster- Homeless- N/A	Interventions/Reteach Opportunities: Before & After School Intervention small math group instruction multiplication club STEM challenges Positive reinforcement Data Analysis Online classes Tutoring: Math tutoring available Online homework help More staff for pull out opportunities Homework club for 5th/6th graders after school or in the morning Materials: Bi-lingual parent videos and letters materials/manipulatives Program for fluency Other:

		<p>Students will continue a growth pattern in the meets and exceeds SBAC categories through a stronger emphasis on fact automaticity.</p> <p>Parent workshops More Homework time in Think Together IA for Mathematics focus</p> <p>Comments:</p> <p>Students need more foundational skills students have issues with word problems and the comprehension math vocabulary Learning loss due to time constraints on lessons math club with STEM challenges Quarterly workshops for parents covering main concepts</p>
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) Constancia del Progreso (SBAC)		Important Issues to Address in the SPSA Temas Importantes que Discutir //Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)
<p>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>2023-2024 All students-32.14% EL-7.78% Students with disabilities-4.5% African-American- N/A Foster-Homeless-N/A</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>2023-2024 All students- 67.86% EL-93 % Students with disabilities-95% African-American N/A Foster- Homeless- N/A</p>	<p>Interventions/Reteach Opportunities:</p> <p>Before & After School Intervention Small Group Instruction Year long interventions Reading clubs Stronger emphasis on early basic reading skills interventions Writing interventions for basic genres Homework club for 5th/6th graders before and after school</p> <p>Tutoring:</p> <p>Read at home with kids-Book of the month Online Homework Help Semester book club night with book/movie correlation</p> <p>Materials:</p> <p>Novels/Incentives</p> <p>Other:</p> <p>More staff for pull out groups Parent Workshops Students will continue along a growth pattern, increasing the meets and exceeds categories on the SBAC assessment, through the use of the implemented interventions above.</p>

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Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)
<p>Well Developed-8.28% Moderately Developed-37.28 % Somewhat Developed-40.24 % Minimally Developed- 14.2%</p> <p>Number of students reclassified in 2023-2024- 20 students</p>	<p>Interventions: English Learner intervention with strategies directly tied to language acquisition Newcomer Intervention Reading and Writing emphasis, as large majority fall within the moderately developed categories. ELD writing intervention that incorporates language development strategies through written word.</p> <p>Other: Continue to increase student reclassification numbers through early interventions such as after school intervention focused on English language learners, and closely monitoring designated ELD time to ensure rigor in components of reading, listening, and speaking. Usage of Summit K12</p>

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
<p>ELPAC intervention ELA and Math Intervention Small group Instruction materials Small group games Substitutes for teaching reflections and staff development Parent Workshops Instructional materials Incentives for students (PBIS) College Wednesday shirts Classroom college pennants Hallway college flags College and career days Goal setting and organizational tools such as note taking, reflection, binder storage is implemented in the classrooms.</p>	<p>More intervention options after school Targeted interventions based on data/need STEM interventions/opportunities Art Classes Music Classes Other Language Classes Dance Classes Sports classes</p>

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College Readiness/ <i>preparación para la universidad</i> (Qualitative Measure/ <i>Medidas cualitativas</i>)	Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i>
College Wednesday shirts Classroom college pennants Hallway college flags College and career days Goal setting and organizational tools such as note taking, reflection, binder storage is implemented in the classrooms.	Students need to be more exposed to college and career pathways.

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

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

Evidence of Progress <i>Constancia del Progreso</i> (Qualitative Measure/ <i>Medidas cualitativas</i>)	Important Issues to Address <i>Temas Importantes que Discutir</i>
Site Outreach/Communication/Resources/Community Schools	Online communication platforms a must, social emotional outreach and resources, SEL specialist, after school homework help
Student Recognition/Incentives	Weekly, monthly, and Bi monthly student recognition, reclassification for ELPAC, attendance recognition, uniform adherence, PBIS behavior incentives
Customer Service	Continue with current protocols, respond in a timely manner

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

All students, including numerically significant subgroups, will meet the SMART Goal Target of 31%, scoring Standard Met or Standard Exceeded in the area of English Language Arts on the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2022-2023 CAASPP Data (Met or Exceeded Standards)	36% Meeting Standards or Above	32.14% met or exceeded
2022-2023 DORA Results	50% Proficient (Reading Comprehension)	Data not available-No longer in use

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Improve Student Performance in English Language Arts, using supplemental instructional games, materials and supplies. Supplemental Instructional materials for teachers to provide instruction during targeted reading intervention and guided reading groups.	Fully Implemented	Supplemental Instructional materials, reading games and supplies to be used during guided reading and targeted reading group time. ELA student resources, materials and supplies. Resources include student material pouches, plastic pocket folders, 3 ring notebooks for interactive notebooks and note taking, highlighters. Teacher materials including anchor chart paper, markers, and sheet protectors. Replenish and add to resource room materials to be used during ELA and guided reading time, such as partner games, tools for phonics instruction. 4000-4999: Books And Supplies Title I 7,049	Supplemental Instructional materials, reading games and supplies to be used during guided reading and targeted reading group time. ELA student resources, materials and supplies. Resources include student material pouches, plastic pocket folders, 3 ring notebooks for interactive notebooks and note taking, highlighters. Teacher materials including anchor chart paper, markers, and sheet protectors. Replenish and add to resource room materials to be used during ELA and guided reading time, such as partner games, tools for phonics instruction. 4000-4999: Books And Supplies 6,744

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide before and after school interventions for students who are performing below grade level in ELA. Improve students foundational reading skills through direct phonemic awareness activities, phonics instruction, letter recognition. reading comprehension through strategies such as retelling, inferencing, summarizing, and identifying the main idea and details, and theme.</p>	<p>Fully Implemented</p>	<p>Teacher extra duty 1000-1999: Certificated Personnel Salaries Title I 10,025</p>	<p>Teacher extra duty 9,000</p>
<p>Supplemental materials and training for teachers which enables them to use brain-based approaches to teaching and learning designed to build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success through a set series of 8 visual patterns and icons.</p>	<p>Partially Implemented</p>	<p>Teacher training and training materials 5800: Professional/Consulting Services And Operating Expenditures Title I 13,530</p>	<p>Teacher training and training materials 0</p>
<p>Provide substitute coverage for teachers to observe demonstration lessons, vertical articulation data analysis 1000-1999: Certificated Personnel Salaries Title I 7,000</p>		<p>Provide substitute coverage for teachers to observe demonstration lessons, vertical articulation data analysis 1000-1999: Certificated Personnel Salaries Title I 7,000</p>	<p>Provide substitute coverage for teachers to observe demonstration lessons, vertical articulation data analysis 1000-1999: Certificated Personnel Salaries 2,000</p>
<p>Provide additional library books, supplemental workbooks, materials, technology related supplies, school wide subscription that provides teachers with engaging rigorous resources to meet the needs of all learners and deepen student learning with interactive tools</p>	<p>Fully Implemented</p>	<p>Books and technology related supplies and resources (cords, light bulbs, stands, projector, document camera, computer screen, keyboard, etc) 4000-4999: Books And Supplies Title I 7,060</p>	<p>Supplemental Workbooks and headphones 4000-4999: Books And Supplies 6,000</p>
		<p>Trained classified staff member who will provide structured interventions and intensive supports for learning loss acceleration in order to ensure that all students are supported in meeting academic outcomes 2000-2999: Classified</p>	<p>Trained classified staff member who will provide structured interventions and intensive supports for learning loss acceleration in order to ensure that all students are supported in meeting academic outcomes 2000-2999: Classified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title 145,816	Personnel Salaries Title 145,816

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.

Supplemental training and materials for teachers was not approved through the district, therefore did not get purchased and implemented. Online subscription has not completed purchase yet, although may be purchased before the year is out.

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

All students, including numerically significant subgroups, will meet the SMART Goal Target of 30% scoring Standard Met or Exceeded in the area of Math on the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math Results	33% will meet or exceed standard on SBAC	20.39% met or exceeded standard

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Technology supplies/materials and applications that provide supplemental instruction.	Fully Implemented	Replenish technology materials such as headphones, document cameras, speakers, etc. 4000-4999: Books And Supplies Title I 3,028	microphones, headphones, cords, etc 4000-4999: Books And Supplies Title I 2,200
Before and after school focused intervention on specific math skills such as fact fluency, subtraction, multi digit multiplication, long division, rounding, equations, word problems, and performance tasks	Partially Implemented	Teacher extra duty, student materials and supplies 1000-1999: Certificated Personnel Salaries Title I 5,048 Full time instructional assistant to support small group concept reteaching and foundational math concepts 2000-2999: Classified Personnel Salaries Title I 43,816.00	Teacher extra duty, student materials and supplies 1000-1999: Certificated Personnel Salaries 4,500 Full time instructional assistant to support small group concept reteaching and foundational math concepts 2000-2999: Classified Personnel Salaries Title I 0
Adaptive and individualized online system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+ that supports small group guided math exploration and rotation time. Partner games and supplies for	Partially Implemented	Mathematics resources, materials and supplies. Math games for centers, chart paper, notebooks for note taking, highlighters, markers, and manipulatives. 4000-4999: Books And Supplies Title I 7,042	Math games for student centers, manipulatives 4000-4999: Books And Supplies Title I 7,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
math play and exploration.		online adaptive and individualized math fluency program 4000-4999: Books And Supplies Title I 3,295	Online adaptive math program 4000-4999: Books And Supplies Title I 0

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.

Online adaptive math program is being piloted at another school first, so it was put on hold. All instructional aides have been put on hold by the district. The other expenditures are close, but additional orders are still pending this review.

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

EL students will meet language proficiency targets

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Results	30% Well Developed	8.28 %Well developed
CAAASP Results for EL's meeting or exceeding standards in ELA	15% met or exceed ELA standards and 18% of EL met or exceed standards for Math	7.78% met or exceeded ELA standards

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL Focused Intervention	Fully Implemented	Teacher Extra Duty 1000-1999: Certificated Personnel Salaries Title III 2,500	Teacher extra duty Title III 1,950
Bilingual books that support bi literacy	Not Implemented	Sets of bilingual books to support language acquisition 4000-4999: Books And Supplies Title III 3452	Order was not placed 4000-4999: Books And Supplies Title III 0
Parent Educational Workshop	Fully Implemented	Conference Registration Costs & Associated Reimbursements for 2 EL Parents to CABE 5000-5999: Services And Other Operating Expenditures Title III 2000	Conference Registration Costs & Associated Reimbursements for 2 EL Parents to CABE Title III 1,500
Provide additional supplemental materials and supplies to support EL's in EL intervention	Fully Implemented	Supplemental Classroom materials and supplies to support English Learners 4000-4999: Books And Supplies Title III 4000	Supplemental Classroom supplies and materials to support English Learners 4000-4999: Books And Supplies Title III 7,365

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.

Supplemental materials for English Learners was higher as we purchased materials to supplement regular instruction for our EL students. This included headphones for Summit K12 usage, and other items. Bi lingual books were never purchased.

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

Increase Parent and Family engagement school wide by tracking attendance of school functions, such as parent council meetings, Back to School Night, Open House, Parent Conferences, and other school-wide events.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Family survey completion numbers parent input at SSC meetings parent input at ELAC meetings increased attendance at back to school night increased attendance at open house increased attendance at parent conferences increased family engagement opportunities and functions	Sign in sheets will demonstrate a 10% increase in parent participation.	Tracked PFE events had similar numbers of attendance when total student population is factored in, as student enrollment has declined. No gains made.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent workshops	Fully Implemented	Teachers will give workshops to educate parents on relevant topics related to education. How parents can help their students at home. Teacher extra duty hours, materials and supplies for workshops 1000-1999: Certificated Personnel Salaries Title I 1,015	Workshops did not happen 1000-1999: Certificated Personnel Salaries 1,500
Family engagement nights	Fully Implemented	Teachers will conduct a Family literacy night and a family math night. 1000-1999: Certificated Personnel Salaries Title I 3,036	Teacher guided Literacy night 1,500
Provide educational family workshops for parents	Partially Implemented	Provide district approved vendors to provide school site workshops to	Workshops Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>parents of various topics. 5800: Professional/Consulting Services And Operating Expenditures Title I 4,022</p>	
		<p>The equipment will allow us to send personalized invitations encouraging families to visit and participate in school activities. Our school has decreased enrollment and our family participation has decreased. Research shows that family partnerships help build trust between schools and home and, moreover, increases student academic success. With this equipment we will be able to create authentic accessible communication with parents. We are currently using a variety of technology to reach our families and keep them updated with school activities and vital school information. However, many of our families do not have access to technology or are unable to use the technology so it is essential that we continue to use flyers, banners, and pamphlets to build and sustain a collective partnership between schools and families to increase equity and opportunity for every child at Marshall.</p> <p>6000-6999: Capital Outlay Title I 15,299.00</p>	<p>Variquest Spinitar 6000-6999: Capital Outlay Title I 0</p>

Analysis

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

See data analysis and evaluation

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

See data analysis and evaluation

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

Parent educational workshops did happen, but most of them were funded through the Community schools funds. The tech equipment for parents was denied.

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

All students will be educated in learning environments that promote positive school culture, as school culture is the foundation for student success and academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Office Referrals	10% decrease in office referrals	Tracking has not been consistent, as changes in leadership has occurred again. Observational data shows a positive change in overall school climate, with many opportunities for our students to engage safely at school, and feel connected.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School-wide Student Activities (Read Across America/ Red Ribbon Week/No Bullying/ Career Day, award assemblies)	Fully Implemented	Student materials and supplies to foster and promote reading, anti bullying messages, drug free messages, career and college awareness, growth mindset, and goal setting. Supplemental supplies and materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive motivational school culture and climate. 4000-4999: Books And Supplies Title I 5,015	Materials to support positive messages, events that encourage student goal setting. 4000-4999: Books And Supplies 5,000
Arrange for assemblies that promote safe schools, drug free schools, and social emotional well being, growth mindset, and	Fully Implemented	Cultural, drug free, STEM, and Social Learning Assemblies, student and teacher e-books, student materials and supplies.	Academic incentive shows 3453.59

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
college and career awareness		Supplemental materials and supplies to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. 5800: Professional/Consulting Services And Operating Expenditures Title I 8,009	

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.

All actions took place, but some events came from different resources such as fundraising, and some did not come to fruition.

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: Thurgood Marshall Elementary School

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

Our Math CAASPP results from 2023-2024 indicated that our students in:

Third Grade- the percentage of students who have exceeded or met the standard is 35.52%

Fourth Grade- the percentage of students who have exceeded or met the standard is 18.51%

Fifth Grade- the percentage of students who have exceeded or met the standard is 13.23%

Sixth Grade-the percentage of students who have exceeded or met the standard was 14.61%

Overall, there are 21.9% of students in Grades 3rd-5th who have exceeded or met the Math standards

Our Swun Benchmark data for 23-24 shows the following:

Kinder declined from 94% on benchmark 1, to 88% on benchmark 3. These assessments are cumulative.

1st grade declined from 82% on benchmark 1, to 79% on benchmark 3. These assessments are cumulative.

2nd grade declined from 60% on benchmark 1, to 40% on benchmark 3. These assessments are cumulative.

3rd grade declined from 60% meeting or exceeding standards in benchmark one, to 37% meeting or exceeding by benchmark 3. These assessments are cumulative.

4th made gains between benchmark 1 and 3, beginning at 15% in benchmark one, to 24% overall in benchmark 3. These assessments are cumulative.

5th grade declined from 17% meeting and exceeding in benchmark 1, to 14% in benchmark 3. These assessments are cumulative.

6th grade declined from 26% meeting and exceeding in benchmark one, to 13% in benchmark 3. These assessments are cumulative.

Our ELA CAASPP results from 2023-2024 indicated that our students in:

Third Grade- the percentage of students who have exceeded or met the standard is 37.33%

Fourth Grade- the percentage of students who have exceeded or met the standard is 28.75%

Fifth Grade- the percentage of students who have exceeded or met the standard is 321.82%

Sixth grade-the percentage of students who met or exceeded the standard is 31.04%

Overall, there are 32.14% of students who have exceeded or met the ELA standards

Our District Common Assessment results from 2023-2024 indicated that our students in:

Kinder: Unit 1 to Unit 5(ELA)- The percentage of students who mastered the ELA standards increased from 82 to 96%

1st grade: Unit 1 to Unit 5(ELA)- The percentage of students who mastered the ELA standards decreased from 75 to 69%

2nd Grade: Unit 1 to Unit 5(ELA)- the percentage of students who mastered the ELA standards increased from 56 to 57%

3rd Grade: Unit 1 to Unit 5 (ELA)-the percentage of students who mastered the ELA standards increased from 32 to 43%

4th Grade: Unit 1 to Unit 5 (ELA)- the percentage of students who mastered the ELA standards increased from from 29 to 49%

5th Grade: Unit 1 to Unit 5 (ELA)- the percentage of students who mastered the ELA standards increased from 20 to 21%

6th grade: Unit 1 to unit 5 (ELA)- the percentage of students who mastered the ELA standards decreased from 34 to 29%

English Language Proficiency results show that during the 2022-2023 school our ELPAC results showed that students performed the following:

Well Developed- 9%
Moderately Developed- 38%
Somewhat Developed- 40%
Minimally Developed- 14%

Number of students reclassified in 2023-2024 school year was 20.

CAASPP Data:

7.7% of EL's met or exceeded standard for ELA
7.3% of EL's met or exceeded standard for Math

Assessment Results:

Identify ELA areas of strength:

Based on CAASPP data, our area of strength is reading and research/inquiry. This informs us that our students have improved in decoding and foundational reading skills, as well as having the ability to find and present information. This has been consistent over time.

Identify ELA areas of need:

Writing has been a continuous area of need for our students, based on both our CAASPP data, and other forms of teacher assessments. Time constraints within the instructional day make it difficult for educators to clearly teach all components of the writing process, and the ability to then transfer those skills to write narrative, explanatory, or argumentative (opinion) pieces based on preset information. The stamina in our students is very low in this area.

Identify ELD areas of strength:

Speaking and Listening are the strongest domains within ELPAC. Speaking is a more subjective test, while students have the ability to listen to audio multiple times.

Identify ELD areas of need:

Not correlating to our ELA, reading is our greatest need among English learners. Our largest percent fall within the beginning to develop subgroup. Students need to utilize SummitK12 for exposure to question types, and to develop the stamina for informational text and vocabulary.

Identify Math areas of strength:

Based on a deeper look into our CAASPP data, although we have the highest percentage above standard in Concepts and Procedures, I would say our greatest strength is in communicating reasoning, as we have a large percent of our students in the near standards category. This shows we need to continue strengthening our constructed responses, along with A/B partner presentations to help those students increase into the meets or exceeds standards group.

Identify Math areas of need:

Based on a deeper look of our CAASPP data, our students are not continuing growth within the Concepts and Procedures subgroup. Following our students over time, they declined about 18% from 3rd to 6th grade. Our students do not demonstrate the ability to explain and apply mathematical concepts and the ability to interpret and carry out mathematical procedures with ease and accuracy. Actual calculations may be the problem, leading back to basic foundational skills of multiplication, etc.

School: Thurgood Marshall Elementary School

2024-2025 Activities/interventions

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
Before and after school reading and math small group intervention	ELA and Math	Student Data	ELA common assessment unit 1 data. Teacher chosen pre test for start of intervention	Same data piece used as post test to determine growth across the spectrum of time	Fully Implemented
Targeted reading intervention	ELA	Teacher data BOY Dora Assessment	Data conducted every 6 weeks based on the specific skills targeted	Data conducted every 6 weeks or so to re evaluate group/student need	Fully Implemented
Data Reflection	ELA and Math	Unit assessments and swun tri assessments	District assessments and swun tri tests	Unit 5 district assessment and swun tri 3	Fully Implemented
UFLI Instruction	ELA	Progress Monitoring Beg-Mid-End	BOY Assessments	Progress monitoring	Fully Implemented
Instructional aide support in k-2	ELA	UFLI	UFLI	UFLI	k-2 Implemented
EL intervention	ELD	Language level and grade	ELPAC Scores	2025 Summative ELPAC	3rd/4th grade Implemented
EL Newcomer Intervention 5th/6th grade	Foundational decoding skills	UFLI	Language level- Newcomer status	UFLI progress monitoring	Fully Implemented

2025-2026 Next Steps (narrative)

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

<p>What 2024-2025 actions/interventions worked? Before and after school intervention was successful across the grade spans. For the 24-25 school year thus far, the TRI in the lower grades has successfully been implemented. The preparation of materials for small group using the UFLI program has helped our students progressing with foundational reading skills.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? Demo lessons by our academic coach, and coaching cycles with some teachers has shown to be beneficial for refining skills. Targeted reading intervention, UFLI instruction, and small group intervention will be continuing for the new year.</p>

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

Small group instruction, along with data needs to be more closely monitored in the upper grades. District assessment calendars and matrixes may be revamped.

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

None of the above activities will be eliminated at this time. District directives will guide future interventions and activities, or re structure what is currently in place.

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

We would like to bring back the math fluency recognition for the students. This was paused as new administration came on board. The procedure will be revamped for the new school year. We will also be looking into adding an instructional aide for math focus. We will change the procedures for EL interventions, so that we can be more successfully and implement this next year. Writing within the school day may be modified to ensure more instruction time, as well as materials used during this time. Homework clubs would be beneficial to help with reinforcing concepts taught throughout the day.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Planned Improvements in English Language Arts

Goal Statement

All students, including numerically significant subgroups, will meet the SMART Goal Target of 39%, scoring Standard Met or Standard Exceeded in the area of English Language Arts on the CAASPP assessment.

Basis for this Goal

What data did you use to form this goal?

Our ELA CAASPP results from 2024 indicated that our students in:

Third Grade- the percentage of students who have exceeded or met the standard is 37.

Fourth Grade- the percentage of students who have exceeded or met the standard is 29 .

Fifth Grade- the percentage of students who have exceeded or met the standard is 32.

Sixth grade-the percentage of students who met or exceeded the standard is 31.

Overall, there are 32.14% of students who have exceeded or met the ELA standards

Our District Common Assessment results from 2023-2024 indicated that our students in:

Kinder: Unit 1 to Unit 5(ELA)- The percentage of students who mastered the ELA standards increased from 82 to 96%

1st grade: Unit 1 to Unit 5(ELA)- The percentage of students who mastered the ELA standards decreased from 75 to 69%

2nd Grade: Unit 1 to Unit 5(ELA)- the percentage of students who mastered the ELA standards increased from 56 to 57%

3rd Grade: Unit 1 to Unit 5 (ELA)-the percentage of students who mastered the ELA standards increased from 32 to 43%

4th Grade: Unit 1 to Unit 5 (ELA)- the percentage of students who mastered the ELA standards increased from from 29 to 49%

5th Grade: Unit 1 to Unit 5 (ELA)- the percentage of students who mastered the ELA standards increased from 20 to 21%

6th grade: Unit 1 to unit 5 (ELA)- the percentage of students who mastered the ELA standards decreased from 34 to 29%

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2023-2024 CAASPP Data (Met or Exceeded Standards)	32% Meeting Standards or Above	38.9% Meeting Standards or Above
2023-2024 District Assessments	35% Proficient ELA Assessments	39% Proficient

Planned Strategies/Activities

Strategy/Activity 1

Improve Student Performance in English Language Arts, using supplemental print and online instructional games, materials and supplies. Supplemental Instructional materials for teachers to provide instruction during targeted reading intervention, and guided reading groups.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Classroom Teachers
Academic Coach
Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount	5,049
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional materials, reading games and phonics supplies to be used during guided reading and targeted reading group time. ELA student resources, materials and supplies. Resources include, but are not limited to student material pouches, plastic pocket folders, 3 ring notebooks for interactive notebooks and note taking, highlighters. Teacher materials including anchor chart paper, markers, and sheet protectors. Replenish and add to resource room materials to be used during ELA and guided reading time, such as partner games, tools for UFLI phonics instruction, including reproducible workmats, counters, pointers.

Strategy/Activity 2

Provide before and after school intervention, and small group instruction during the school day for students who are performing below grade level in ELA. Improve students foundational reading skills through direct phonemic awareness activities, phonics instruction, letter recognition. reading comprehension through strategies such as retelling, inferencing, summarizing, and identifying the main idea and details, and theme.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Instructional Lead
Classroom Teachers
Literacy Coach
Academic Coach
IA

Proposed Expenditures for this Strategy/Activity

Amount	8,025
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Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty salary for small group intervention
Amount	45,816
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Trained classified staff member who will provide structured interventions and intensive supports for learning loss acceleration in order to ensure that all students are supported in meeting academic outcomes.

Strategy/Activity 3

Supplemental materials and training for teachers which enables them to use brain-based approaches to teaching and learning designed to build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success through a set series of 8 visual patterns and icons.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Classroom Teachers
Instructional Lead
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	13,530
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teacher training and training materials
Amount	3,960
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitute coverage for teachers to observe demonstration lessons

Strategy/Activity 4

Teacher release time to observe demonstration lessons, data analysis and vertical articulation meetings

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers
Academic coach

Proposed Expenditures for this Strategy/Activity

Amount	3,960
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitute coverage for teachers to observe peer teachers and lessons, vertically articulate with other grade levels, analyze writing and data to plan

Strategy/Activity 5

Provide additional library books, supplemental workbooks, materials, technology related supplies, school wide subscription that provides teachers with engaging rigorous resources to meet the needs of all learners and deepen student learning with interactive tools

Students to be Served by this Strategy/Activity

All

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Instructional Lead
Academic Coach
library/media assistant

Proposed Expenditures for this Strategy/Activity

Amount	5,060
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental workbooks and technology related supplies and resources (cords, light bulbs, stands, projector, document camera, microphones, headsets, keyboard,etc)
Amount	4,057
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Online subscription to relevant, rigorous print rich teaching materials for supplemental instruction to meet academic standards

Strategy/Activity 6

Supplemental offsite and on site student learning opportunities tied to curriculum standards and learning objectives. These trips will enhance student learning and contribute to improved academic outcomes.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Teachers
Community case manager
Secretary

Proposed Expenditures for this Strategy/Activity**Amount**

8,050

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Enhanced learning opportunities to reinforce and enhance learning objectives, such as field trips to museums, historical sites, etc.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Planned Improvements in Mathematics

Goal Statement

All students, including numerically significant subgroups, will meet the SMART Goal Target of 28% scoring Standard Met or Exceeded in the area of Math on the CAASPP assessment.

Basis for this Goal

Our Math CAASPP results from 2024 indicated that our students in:

Third Grade- the percentage of students who have exceeded or met the standard is 35%

Fourth Grade- the percentage of students who have exceeded or met the standard is 18%

Fifth Grade- the percentage of students who have exceeded or met the standard is 13%

sixth grade: the percentage of students who have exceeded or met the standard is 15%

Overall, there are 20.39% of students who have exceeded or met the Math standards

Our Swun Benchmark data shows the following:

3rd grade declined from 60% meeting or exceeding standards in benchmark one, to 37% meeting or exceeding by benchmark 3.

4th made gains between benchmark 1 and 3, beginning at 15% in benchmark one, to 24% overall in benchmark 3.

5th grade declined from 17% meeting and exceeding in benchmark 1, to 14% in benchmark 3.

6th grade declined from 26% meeting and exceeding in benchmark one, to 13% in benchmark 3.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
CAASPP Math Results	20.39% met or exceeded standard	28% will meet or exceed standard on SBAC

Planned Strategies/Activities

Strategy/Activity 1

Supplemental supplies and materials to be used by students and teachers during math instruction and mathematical exploration time.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Teachers

Instructional Lead
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	2,028
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Replenish technology materials such as headphones, document cameras, speakers, Promethian devices
Amount	3,645
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Math games, manipulatives, STEM project kits, notebooks for notetaking, highlighters, chart paper, etc.

Strategy/Activity 2

Before and after school focused intervention on specific math skills such as fact fluency, subtraction, multi digit multiplication, long division, rounding, equations, word problems, and performance tasks. Small group intervention during the instructional day focusing on re teaching foundational math concepts.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Instructional Lead
Classroom Teachers
IA

Proposed Expenditures for this Strategy/Activity

Amount	4,048
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty, student materials and supplies
Amount	23,450
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Part time instructional assistant to support small group concept reteaching and foundational math concepts

Strategy/Activity 3

Supplemental adaptive and individualized online system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+ that supports small group guided math exploration and rotation time.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Instructional Lead
Classroom Teachers
Secretary (Purchasing)

Proposed Expenditures for this Strategy/Activity

Amount	3,295
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	online adaptive and individualized math fluency program

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Planned Improvements for English Proficiency (English Learner Students)

Goal Statement

EL students will meet language proficiency targets

Basis for this Goal

English Language Proficiency results show that during the 2022-2023 school our ELPAC results showed that students performed the following:

Well Developed- 9%

Moderately Developed- 38%

Somewhat Developed- 40%

Minimally Developed- 14%

Number of students reclassified in 2023-2024 school year was 20.

CAASPP Data:

7.7% of EL's met or exceeded standard for ELA

7.3% of EL's met or exceeded standard for Math

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
ELPAC Results	9% Well developed	25% Well Developed
CAAASP Results for EL's meeting or exceeding standards in ELA	7% met or exceed ELA standards and 7% of EL met or exceed standards for Math	12% met or exceed ELA standards and 15% of EL met or exceed standards for Math

Planned Strategies/Activities

Strategy/Activity 1

EL Focused Interventions

Students to be Served by this Strategy/Activity

EL Students

Timeline

March 2025-March 2026

Person(s) Responsible

Instructional Lead
Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,022
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty pay for instruction
Amount	1,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Small group intervention for EL identified newcomer students

Strategy/Activity 2

Bilingual books that support bi literacy at home

Students to be Served by this Strategy/Activity

EL learners

Timeline

March 2025-2026

Person(s) Responsible

Principal
Instructional Lead
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Sets of bilingual books and supplies to support language acquisition

Strategy/Activity 3

Parent Educational Workshops

Students to be Served by this Strategy/Activity

EL Students

Timeline

March 2025-March 2026

Person(s) Responsible

Academic Coach
 Instructional Lead
 Principal

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Workshops for parents to provide resources and strategies focusing on language acquisition, vocabulary to help students at home

Strategy/Activity 4

Provide additional supplemental materials and supplies to support EL's in EL intervention

Students to be Served by this Strategy/Activity

EL Students

Timeline

March 2025-2026

Person(s) Responsible

Principal
 Instructional Lead
 Secretary
 Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Classroom materials and supplies to support English Learners

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

Increase Parent and Family engagement school wide by tracking attendance of school functions, such as parent council meetings, Back to School Night, Open House, Parent Conferences, and other school-wide events.

Basis for this Goal

The basis for the goal is to increase student and family engagement at the school site, as studies show a direct correlation between school connectedness and academic achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Family survey completion numbers parent input at SSC meetings parent input at ELAC meetings increased attendance at back to school night increased attendance at open house increased attendance at parent conferences increased family engagement opportunities and functions	23-24 SSC Average - 15 per meeting 23-24 ELAC Average- 15 per meeting 23-24 BTS - 332 Open House - 245 Parent Conferences- 480 average	Sign in sheets will demonstrate a 10% increase in parent participation.

Planned Strategies/Activities

Strategy/Activity 1

Parent workshops led by staff

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Classroom teachers
SEL specialist
Community case manager

Proposed Expenditures for this Strategy/Activity

Amount	2,015
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers and other school staff will provide workshops on various topics in an effort to help parents positively interact with their children and enrich their academic success. Provide parents with a series of workshops to support students in literacy, math, homework help, technology, bullying, mental health, socio-emotional learning, special education, and other parenting tips and strategies, along with the materials and technology needed to support these workshops.

Strategy/Activity 2

Family engagement nights

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	1,036
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will conduct a Family Literacy Night to promote family engagement at the school site.

Strategy/Activity 3

Provide educational family workshops for parents and family engagement evenings

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-2026

Person(s) Responsible

Principal
Lead
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,022
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Engage the help of district approved vendors to provide school site workshops to parents of various topics.
Amount	7,249
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Bring after school programs to students and families that support student learning in STEM, the joy of reading, and other unique learning experiences.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Planned improvements for positive and inspiring learning environments

Goal Statement

All students will be educated in learning environments that promote positive school culture, as school culture is the foundation for student success and academic achievement.

Basis for this Goal

What data did you use to form this goal?

Office Referrals from 2023-2024 school year
2023-2024 Check in Check out data
Parent and Teacher input
Campus monitor input
Reflection and observation of student behavior

How will the school evaluate the progress of this goal?

Identify the number of office referrals as well as the type of misbehavior that is most apparent.
Better attendance and advertising during school wide functions and events
Better average daily student attendance

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Office Referrals	N/A	10% decrease in office referrals

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

School-wide Student Activities (Read Across America/ Red Ribbon Week/No Bullying/ Career Day, award assemblies). Assemblies, performances and events that enhance student learning in visual and performing arts, cultural diversity and awareness, social emotional well being, and other various topics.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- March 2026

Person(s) Responsible

Principal
Instructional Lead
PBIS team

Proposed Expenditures for this Strategy/Activity

Amount	4,015
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Student materials and supplies to foster and promote reading, anti bullying messages, drug free messages, career and college awareness, growth mindset, and goal setting. Supplemental supplies and materials to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive motivational school culture and climate.
Amount	5,490
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials for students presentations and showcases. Platform for students to present their learning objectives in creative and engaging ways.

Strategy/Activity 3

Arrange for assemblies that promote safe schools, drug free schools, and social emotional well being, growth mindset, and college and career awareness

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-March 2026

Person(s) Responsible

Principal
Instructional Lead
Community Liason

Proposed Expenditures for this Strategy/Activity

Amount	9,015
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Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Cultural, drug free, STEM, and Social Learning Assemblies, student and teacher e-books, student materials and supplies. Supplemental materials and supplies to foster and promote the successful implementation of PBIS, which increases academic achievement through a positive school culture and climate. Host assemblies and multicultural events that feature visual and performing arts such as music, dance, visual arts, theater, digital media; plan sports events, field day, school carnival, etc. to promote a positive school environment.

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	177,837
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	177,837.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	167,815.00	0.00
Title III	10,022.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	167,815.00
Title III	10,022.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,066.00
2000-2999: Classified Personnel Salaries	69,266.00
4000-4999: Books And Supplies	36,639.00
5000-5999: Services And Other Operating Expenditures	8,050.00
5800: Professional/Consulting Services And Operating Expenditures	37,816.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	23,044.00
2000-2999: Classified Personnel Salaries	Title I	69,266.00
4000-4999: Books And Supplies	Title I	32,639.00
5000-5999: Services And Other Operating Expenditures	Title I	8,050.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	34,816.00
1000-1999: Certificated Personnel Salaries	Title III	3,022.00
4000-4999: Books And Supplies	Title III	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00

Thurgood Marshall 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 Thurgood Marshall 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])

Marshall 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])

Marshall 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 Marshall Elementary School Schoolsite Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Marshall 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])

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

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

The curriculum used at Marshall Elementary is as follows:

TK-ELA Wonders-Swun math-My World Science

K-5th Grade ELA Journeys-Go Math (supplemental Swun)-My World History-Inspire science-ELD Journeys

6th- ELA Study Sync-Go Math (swun supplemental) My World History-Inspire Science-ELD Study Sync

Marshall 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])

Marshall 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])

Marshall 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 Marshall 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 December 12, 2024.

Thurgood Marshall 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 Thurgod Marshall:

(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])

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

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

Escuela Primaria Marshall continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual del 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 diferentes horarios, proporcionar cuidado infantil, garantizar que la información se proporcione en un idioma y formato fácilmente comprensibles para las familias y proporcionar 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 participación de padres y familias seguirá siendo revisada anualmente por la Escuela Primaria Marshall Sitio escolar Consejo (SSC) y Comité Asesor de Estudiantes de Inglés (ELAC). Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Primaria Marshall continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar para el 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 Marshall 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, Sitio escolar Consejo (SSC), Comité Asesor de Estudiantes 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 Marshall es el siguiente:

TK-ELA Wonders-Swun math-My World Science

Viajes ELA de jardín de infantes a quinto grado-Go Math (Swun suplementario)-Mi historia mundial-Inspire ciencia-Viajes ELD

6to- ELA Study Sync-Go Math (suplementario swun) My World History-Inspire Science-ELD Study Sync

Escuela Primaria Marshall continuará proporcionando ftodos y las conferencias de padres y maestros de 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, los informes de datos para las evaluaciones académicas estatales y locales, y las intervenciones disponibles para los 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 Marshall continuará brindando oportunidades para que las familias se reúnan 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 realizadas para 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])

Escuela Primaria Marshall 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 para el rendimiento estudiantil (SPSA) de la Escuela Primaria Marshall.

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 USD de Lynwood.

Revisado y aprobado Por SSC December 12, 2024.

Lynwood District Parent and Family Engagement Policy



Title I Part A Parent and Family Engagement Policy

What is Family Engagement?

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

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

LUSD's Family Engagement Vision

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



1) Purpose of Parent and Family Engagement Policy:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lynwood District Parent and Family Engagement Policy (Spanish)



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

¿Qué es el Involucramiento Familiar?

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

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

La Visión de Involucramiento de Familia de LUSD

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Site Council Membership

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

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

Name of Members	Role
Trinika Barnett	Principal
Adriana Diaz	Other School Staff
John Cortez	Classroom Teacher
Guadalupe Gutierrez	Classroom Teacher
Kelly Dixon	Classroom Teacher
Maribel Sanchez	Parent or Community Member
Maria Solis	Parent or Community Member
Yary Soto	Parent or Community Member
Leticia Morales	Parent or Community Member
Karina Rico	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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on February 22, 2025.

Attested:



Principal, Trinika Barnett on 2-20-25



SSC Chairperson, Guadalupe Gutierrez on 2-20-25

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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