

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	Wilson Elementary School
Address	11700 School Street. Lynwood, CA 90262
County-District-School (CDS) Code	19647746020317
Principal	Trionne Magee
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

District Mission Statement, Objectives, & Parameters

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

Objectives:

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

Parameters:

- We will make all decisions based on the best interest of the student.
- We will aspire to excellence in all we do.
- We will respect the worth and dignity of each person.
- We will expect the best from everyone.
- We will ensure efficacy and transparency throughout the district.
- We will ensure students, parents, and employees participate in decision-making processes

School Vision and Mission Statement

Wilson Elementary School is a positive, inclusive, safe, and nurturing environment that inspires collaborative thinkers. Our stakeholders are influential role models who encourage students to pursue their highest academic and personal aspirations. At Wilson, students develop digital competence, strong social-emotional character, and are prepared for challenges in a global society.

Supporting the mission of Wilson Elementary School are the following objectives:

Annually, every student will improve on the Smarter Balanced Assessment Consortium (SBAC) in Language Arts and Math.

All students will have the opportunity to engage in innovative and expanding uses of technology.

All students will be exposed to higher educational opportunities and a variety of possible career paths.

All students will understand and consistently demonstrate the core values and positive behaviors necessary to become responsible citizens.

School Profile

Wilson Elementary School Profile

Woodrow Wilson Elementary School is a Preschool - Sixth-grade Elementary School with an enrollment of approximately 525 students. Wilson has 15 general education classrooms and 10 Special Day Classrooms (SDC). The SDC classroom services approximately 132 students. Our Resource Specialist Program (RSP) consists of one teacher and services approximately 26 students, the Speech Program services approximately 95 students, and the Adaptive Physical Education Program services approximately 12 students. The population of Wilson is 95.9% Hispanic or Latino, 2.14% African-American, 0.36% Pacific Islander and 1.6% Caucasian. All students with a language other than English spoken

in the home, as indicated by the home language survey, take the English Language Proficiency Assessment. Our language assessment data indicates that approximately 228 students are currently identified as English Learners and approximately 139 students are Fluent English Proficient. The remainder of the student population is classified as English Only.

The socio-economic status of Wilson is based on information obtained from the Federal Free and Reduced lunch application. Parents are given a free-lunch application upon enrollment. Since more than 95.1% of our students qualify for free lunch, the school receives school-wide free lunch.

Wilson currently has 31 certificated and approximately 44 classified employees.

Currently, Wilson teachers provide whole group and guided small group instruction using the Lynwood Unified School District Platinum Ticket Instructional Lesson Design. Teachers attend training in curriculum alignment and curriculum implementation. All teachers meet regularly in grade-level teams to collaborate and plan targeted instruction based on current student current common assessment data.

During the summer, teachers, and administrators, attend a summer professional development institute to strengthen the delivery of the Golden Ticket lesson design, ALD/ELD differentiated instruction rotations, Guided Math instruction, Technology Integration in the classroom and the use of Thinking Maps.

Each spring students in Grades 3-6, participate in the Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) and Math Assessments. All students in grades K-6 also participate in district-wide internal "Common" benchmark assessments in English Language Arts and Mathematics.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) is elected on an annual basis by school stakeholders. It is the SSC's responsibility to approve the plan, recommend it to the governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities annually. The 2024-2025 Officers of the Wilson Elementary School Site Council were elected on September 18, 2024. The Wilson SSC takes into consideration recommendations from the English Language Advisory Committee (ELAC).

At the SSC monthly meeting on February 20, 2025, as part of the SPSA development, the SSC analyzed student achievement data of the school-wide population and subgroups, the effectiveness of the current improvement strategies, and identified achievement goals and expenditures for the 2024-2025 school year measured by state tools. Part of the SSC's responsibility is to monitor the key improvement strategies and actions identified as part of the school plan are aligned with the district's plan. On December 5, 2024, and January 16, 2025, during the monthly meeting, Wilson SSC reviewed and gave recommendations on the school's needs assessments, current school programs, and support systems. The SSC ensured that the content of the plan was aligned with the school's goals for improving the academic achievement of all students. On February 20, 2025, the SSC reviewed and discussed the proposed budget and Title I and Title III allocations for 2025-2026.

ELAC Advice and Input Form: ELAC meeting of January 24, 2025

Resource Inequities

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

One resource inequity is access to after and before-school interventions and programs. When interventions are offered outside of the regular school day not all students who need it are able to stay afterschool or come earlier to attend. In particular, students who use district transportation (ride the bus) are unable to stay after school due to lack of additional transportation as there is only one bus pick up and drop-off time daily. Another resource inequity is lack of Wi Fi or internet in the home to access online intervention programs and resources. Students who do not have WiFi access at home are not able to access targeted ELA and Math online intervention programs such as EDGE. In addition, students without internet access in the home are not able to access additional resources provided by teachers in their google classrooms.

Another resource inequity identified in our needs assessment is English Language support in the home, This inequity particularly impacts English Learners. Students are unable to receive support with the curriculum while working on homework, projects or completing assignments. Parents, need more support, training and workshops on strategies to help support learning in the home.

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	2.73%	2.69%	3.52%	14	14	19
Asian	0.20%	0.19%	0.19%	1	1	1
Filipino	0.20%	0.19%	0.19%	1	1	1
Hispanic/Latino	94.92%	95.98%	94.81%	486	497	512
Pacific Islander	0.39%	0.19%	%	2	1	
White	1.56%	1.15%	1.30%	8	6	7
Multiple/No Response	%	0%	%		0	
Total Enrollment				512	511	540

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	61	63
Grade 1	56	63	68
Grade 2	69	67	73
Grade 3	71	72	72
Grade 4	81	73	81
Grade 5	75	78	74
Grade 6	96	82	90
Total Enrollment	512	511	540

Data Trends:

- Wilson Elementary has a large Hispanic/Latino student group which accounts for approximately 95% of the students enrolled. The African American student group accounts for approximately 4% of the total population at Wilson. The White students group accounts for 1.3%, the Asian, and Filipino students group accounts for approximately 0.38% combined.
- Wilson Elementary has increased student enrollment over the past years. 2021-2022 school year had 512 students enrolled, 2022-2023 had 511 students enrolled and most recently 2023-2024 had 540 students enrolled. This is an increase of 29 students enrolled since last year.
- Grade-level enrollment trends show that over the past 3 years, 6th grade has shown the most students enrolled in its grade level compared to all other grade levels.

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	215	231	226	36.20%	41.7%	41.9%
Fluent English Proficient (FEP)	107	75	74	23.10%	20.7%	13.7%
Reclassified Fluent English Proficient (RFEP)	19	14		5.0%	5.9%	

Data Trends:

1. Data indicates that in the school year of 2023-2024, 41.9% of students at Wilson are identified as English Learners which is approximately 226 students. This is a decrease of English Learners from the previous year of 231 students in 2022-2023.
2. According to the dashboard data, the number of Fluent English Proficient students are declining each academic year. In 2021-2022 there were 107 FEP students, in 2022-2023 75 FEP students and 2023-2024 74 FEP students. FEP students are identified as English Learners who are able to pass the ELPAC assessment on their first try and they are proficient in their grade level language arts academics.
3. Students who were initially identified as English Learners and, upon taking the ELPAC exam and meeting the grade-level criteria for reclassification, have been identified as Reclassified Fluent English Proficiency or RFEP. Data above indicates that in 21-22 school year 19 students reclassified, 22-23, 14 students reclassified, and in 23-24 no number is indicated which means less than 10 students reclassified. The box is left blank for student privacy.

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	72	74	75	70	74	72	70	74	72	97.2	100.0	96
Grade 4	83	73	84	82	68	84	82	68	84	98.8	93.2	100
Grade 5	76	80	73	76	80	71	76	80	71	100.0	100.0	97.3
Grade 6	96	80	91	95	79	91	95	79	91	99.0	98.8	100
All Grades	327	307	323	323	301	318	323	301	318	98.8	98.0	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2365.	2349.	2326.	10.00	12.16	5.56	15.71	13.51	12.50	17.14	12.16	18.06	57.14	62.16	63.89
Grade 4	2400.	2397.	2379.	15.85	10.29	9.52	9.76	13.24	7.14	12.20	16.18	11.90	62.20	60.29	71.43
Grade 5	2432.	2449.	2440.	6.58	16.25	12.68	17.11	17.50	18.31	23.68	15.00	15.49	52.63	51.25	53.52
Grade 6	2444.	2438.	2450.	5.26	3.80	10.99	14.74	17.72	13.19	29.47	18.99	20.88	50.53	59.49	54.95
All Grades	N/A	N/A	N/A	9.29	10.63	9.75	14.24	15.61	12.58	21.05	15.61	16.67	55.42	58.14	61.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.57	4.05	6.94	64.29	51.35	45.83	27.14	44.59	47.22
Grade 4	7.32	7.35	8.33	56.10	48.53	55.95	36.59	44.12	35.71
Grade 5	10.53	17.50	9.86	50.00	47.50	54.93	39.47	35.00	35.21
Grade 6	3.16	6.33	12.09	51.58	40.51	36.26	45.26	53.16	51.65
All Grades	7.12	8.97	9.43	55.11	46.84	47.80	37.77	44.19	42.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.71	4.05	2.78	42.86	32.43	26.39	51.43	63.51	70.83
Grade 4	10.98	5.88	3.57	35.37	44.12	33.33	53.66	50.00	63.10
Grade 5	5.26	11.25	4.23	46.05	45.00	49.30	48.68	43.75	46.48
Grade 6	2.11	1.27	7.69	43.16	40.51	31.87	54.74	58.23	60.44
All Grades	5.88	5.65	4.72	41.80	40.53	34.91	52.32	53.82	60.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	6.76	8.33	58.57	71.62	58.33	34.29	21.62	33.33
Grade 4	9.76	4.41	8.33	67.07	64.71	60.71	23.17	30.88	30.95
Grade 5	9.21	6.25	9.86	69.74	57.50	60.56	21.05	36.25	29.58
Grade 6	7.37	6.33	7.69	58.95	56.96	62.64	33.68	36.71	29.67
All Grades	8.36	5.98	8.49	63.47	62.46	60.69	28.17	31.56	30.82

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	7.14	9.46	5.56	54.29	51.35	58.33	38.57	39.19	36.11
Grade 4	9.76	4.41	9.52	62.20	57.35	53.57	28.05	38.24	36.90
Grade 5	6.58	13.75	16.90	53.95	55.00	40.85	39.47	31.25	42.25
Grade 6	12.63	7.59	9.89	52.63	53.16	54.95	34.74	39.24	35.16
All Grades	9.29	8.97	10.38	55.73	54.15	52.20	34.98	36.88	37.42

Data Trends:

1. According to the dashboard data, Wilson Elementary students in grades 3rd-6th showed an overall improvement in the area of Listening on the 2024 CAASPP Results with an overall percentage of 8.49%. That is an increase of 2.51% from the previous year.
2. In the area of Research & Inquiry 5th graders have shown an increase of scoring above the standard in the last three years. In the 2021-2022 school year 6.58% of 5th grade students were above standard, 2022-2023 13.75% were above standard and 2023-2024 16.9% were above standard. A slight increase over the years shows 5th grade students mastering Research & Inquiry.
3. In the area of Reading 12.09% of 6th grade students scored Above the Standard in 2023-2024, that is an increase of 5.76% from 2022-2023. This indicates that students are demonstrating their understanding of literary and non-fictional texts.

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	72	74	75	71	74	72	71	74	72	98.6	100.0	96
Grade 4	83	73	84	83	69	84	83	69	84	100.0	94.5	100
Grade 5	76	80	73	76	80	71	76	80	71	100.0	100.0	97.3
Grade 6	96	80	91	95	79	91	95	79	91	99.0	98.8	100
All Grades	327	307	323	325	302	318	325	302	318	99.4	98.4	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2365.	2371.	2353.	8.45	9.46	8.33	9.86	20.27	12.50	26.76	17.57	13.89	54.93	52.70	65.28
Grade 4	2414.	2413.	2397.	9.64	10.14	8.33	13.25	8.70	9.52	28.92	34.78	25.00	48.19	46.38	57.14
Grade 5	2431.	2458.	2447.	5.26	12.50	11.27	6.58	13.75	12.68	27.63	27.50	22.54	60.53	46.25	53.52
Grade 6	2420.	2407.	2436.	2.11	1.27	7.69	7.37	6.33	12.09	24.21	20.25	17.58	66.32	72.15	62.64
All Grades	N/A	N/A	N/A	6.15	8.28	8.81	9.23	12.25	11.64	26.77	24.83	19.81	57.85	54.64	59.75

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	7.04	8.11	9.72	39.44	39.19	25.00	53.52	52.70	65.28
Grade 4	4.82	11.59	5.95	42.17	31.88	33.33	53.01	56.52	60.71
Grade 5	1.32	13.75	8.45	42.11	40.00	39.44	56.58	46.25	52.11
Grade 6	1.05	1.27	5.49	30.53	32.91	37.36	68.42	65.82	57.14
All Grades	3.38	8.61	7.23	38.15	36.09	33.96	58.46	55.30	58.81

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	8.45	9.46	8.33	47.89	55.41	38.89	43.66	35.14	52.78
Grade 4	10.84	7.25	7.14	43.37	53.62	41.67	45.78	39.13	51.19
Grade 5	3.95	8.75	8.45	57.89	57.50	53.52	38.16	33.75	38.03
Grade 6	3.16	0.00	6.59	46.32	45.57	40.66	50.53	54.43	52.75
All Grades	6.46	6.29	7.55	48.62	52.98	43.40	44.92	40.73	49.06

Data Trends:

1. According to the data, in the 2023-2024 school year, 98.5% of students at Wilson Elementary participated in the state assessment. This high participation rate reflects the school's commitment to ensuring that all students have the opportunity to demonstrate their academic progress. The strong engagement in the state test is a testament to the school's dedication to academic excellence and student achievement.
2. In the 2021-2022 school year, only 1.05% of 6th graders at Wilson Elementary were above standard in Problem Solving & Modeling/Data Analysis. This figure improved slightly to 1.27% in the 2022-2023 school year. However, the most significant growth occurred in the 2023-2024 school year, where 5.49% of 6th graders surpassed the standard, marking a notable increase in student performance.
3. In the 2022-2023 school year, 1.27% of all students tested on the CAASPP exceeded the standard for overall achievement. This percentage saw a significant increase in the 2023-2024 school year, with 7.69% of students surpassing the standard. This improvement highlights the positive academic growth and dedication to supporting students in reaching higher levels of achievement.

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	1416.4	1391.4	1410.5	1426.2	1406.0	1418.7	1393.7	1357.3	1391.0	27	37	37
1	1415.2	1440.8	1419.0	1443.9	1453.2	1440.7	1385.8	1427.8	1396.9	19	30	26
2	1462.8	1441.1	1471.5	1475.5	1453.3	1470.4	1449.7	1428.5	1472.0	37	28	34
3	1478.1	1484.4	1460.5	1470.2	1498.1	1465.2	1485.4	1470.3	1455.4	38	35	29
4	1475.8	1501.8	1488.6	1476.1	1502.5	1499.1	1475.0	1500.7	1477.6	42	35	38
5	1506.4	1504.7	1528.8	1512.0	1514.7	1539.7	1500.4	1494.2	1517.5	25	38	31
6	1492.3	1498.6	1496.9	1489.9	1496.2	1516.8	1494.4	1500.5	1476.5	27	27	34
All Grades										215	230	229

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	3.70	0.00	5.41	33.33	21.62	27.03	44.44	54.05	48.65	18.52	24.32	18.92	27	37	37
1	0.00	0.00	0.00	10.53	26.67	7.69	68.42	63.33	65.38	21.05	10.00	26.92	19	30	26
2	8.11	3.57	5.88	37.84	17.86	47.06	40.54	53.57	32.35	13.51	25.00	14.71	37	28	34
3	5.26	8.57	6.90	36.84	42.86	13.79	42.11	37.14	51.72	15.79	11.43	27.59	38	35	29
4	4.76	14.29	15.79	26.19	37.14	34.21	38.10	31.43	23.68	30.95	17.14	26.32	42	35	38
5	20.00	15.79	25.81	16.00	31.58	45.16	40.00	23.68	12.90	24.00	28.95	16.13	25	38	31
6	14.81	11.11	8.82	25.93	22.22	23.53	25.93	25.93	44.12	33.33	40.74	23.53	27	27	34
All Grades	7.91	7.83	10.04	28.37	29.13	29.26	41.40	40.87	38.86	22.33	22.17	21.83	215	230	229

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	18.52	2.70	5.41	25.93	27.03	37.84	37.04	43.24	35.14	18.52	27.03	21.62	27	37	37
1	10.53	6.67	7.69	36.84	46.67	30.77	42.11	40.00	50.00	10.53	6.67	11.54	19	30	26
2	21.62	7.14	17.65	43.24	53.57	41.18	29.73	21.43	32.35	5.41	17.86	8.82	37	28	34
3	18.42	31.43	17.24	42.11	42.86	34.48	28.95	17.14	24.14	10.53	8.57	24.14	38	35	29
4	14.29	31.43	31.58	42.86	45.71	44.74	21.43	14.29	5.26	21.43	8.57	18.42	42	35	38
5	28.00	31.58	51.61	44.00	50.00	35.48	16.00	10.53	3.23	12.00	7.89	9.68	25	38	31
6	22.22	25.93	26.47	29.63	25.93	47.06	11.11	25.93	20.59	37.04	22.22	5.88	27	27	34
All Grades	19.07	20.00	22.71	38.60	41.74	39.30	26.05	24.35	23.58	16.28	13.91	14.41	215	230	229

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	0.00	10.81	62.96	78.38	75.68	11.11	21.62	13.51	27	37	37
1	15.79	23.33	23.08	73.68	76.67	69.23	10.53	0.00	7.69	19	30	26
2	19.44	14.29	20.59	75.00	75.00	70.59	5.56	10.71	8.82	36	28	34
3	29.73	29.41	7.41	59.46	61.76	74.07	10.81	8.82	18.52	37	34	27
4	31.71	28.57	51.35	56.10	68.57	35.14	12.20	2.86	13.51	41	35	37
5	16.00	31.58	25.81	60.00	52.63	64.52	24.00	15.79	9.68	25	38	31
6	18.52	22.22	29.41	44.44	59.26	58.82	37.04	18.52	11.76	27	27	34
All Grades	23.58	21.40	24.78	61.32	67.25	63.27	15.09	11.35	11.95	212	229	226

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	12.00	5.41	8.11	60.00	64.86	59.46	28.00	29.73	32.43	25	37	37
1	0.00	6.67	0.00	88.89	63.33	80.77	11.11	30.00	19.23	18	30	26
2	24.32	18.52	17.65	64.86	59.26	73.53	10.81	22.22	8.82	37	27	34
3	29.73	37.14	32.00	51.35	48.57	44.00	18.92	14.29	24.00	37	35	25
4	16.67	34.29	28.95	42.86	51.43	47.37	40.48	14.29	23.68	42	35	38
5	52.00	62.16	67.74	36.00	32.43	22.58	12.00	5.41	9.68	25	37	31
6	23.08	29.63	43.33	42.31	44.44	53.33	34.62	25.93	3.33	26	27	30
All Grades	23.33	28.51	28.05	53.33	51.75	54.30	23.33	19.74	17.65	210	228	221

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	12.00	0.00	5.41	68.00	83.78	75.68	20.00	16.22	18.92	25	37	37
1	11.76	10.00	0.00	41.18	46.67	53.85	47.06	43.33	46.15	17	30	26
2	8.57	7.41	2.94	62.86	51.85	88.24	28.57	40.74	8.82	35	27	34
3	2.70	3.03	0.00	45.95	48.48	28.00	51.35	48.48	72.00	37	33	25
4	2.44	8.82	5.56	34.15	58.82	47.22	63.41	32.35	47.22	41	34	36
5	8.00	10.81	13.33	52.00	35.14	60.00	40.00	54.05	26.67	25	37	30
6	3.85	3.70	6.67	46.15	25.93	30.00	50.00	70.37	63.33	26	27	30
All Grades	6.31	6.22	5.05	49.51	51.11	56.42	44.17	42.67	38.53	206	225	218

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	18.52	2.70	21.62	55.56	45.95	64.86	25.93	51.35	13.51	27	37	37
1	0.00	0.00	0.00	36.84	70.00	50.00	63.16	30.00	50.00	19	30	26
2	10.81	3.57	5.88	51.35	35.71	67.65	37.84	60.71	26.47	37	28	34
3	16.67	12.50	0.00	75.00	78.13	68.00	8.33	9.38	32.00	36	32	25
4	2.38	17.14	5.41	52.38	57.14	59.46	45.24	25.71	35.14	42	35	37
5	8.00	13.51	21.43	64.00	40.54	64.29	28.00	45.95	14.29	25	37	28
6	7.69	8.00	16.67	57.69	64.00	54.17	34.62	28.00	29.17	26	25	24
All Grades	9.43	8.48	10.43	57.08	55.36	61.61	33.49	36.16	27.96	212	224	211

Data Trends:

1. The 6th grade English learners' ELPAC scores in Oral Language showed gradual improvement over the past three years: 22.22% in 2021-2022, 25.93% in 2022-2023, and 26.47% in 2023-2024. While there has been a steady increase in performance, the progress remains limited, highlighting the need for ongoing support in language development. Continued focus on enhancing oral language skills for these students will be important in helping them reach higher proficiency levels in the coming years.
2. In the 5th grade, the percentage of students identified at the well-developed Level 4 in the Writing Domain of the ELPAC assessment has shown gradual improvement: 8% in 2021-2022, 13.51% in 2022-2023, and 16.67% in 2023-2024. While there has been steady progress over the past three years, the overall percentage remains low, indicating that a significant number of students are still working to reach higher proficiency levels. Focused interventions and continued support in writing are essential to further enhance students' language skill
3. In the 4th grade Listening Domain of the ELPAC assessment, the percentage of students identified as well-developed increased from 28.57% in 2022-2023 to 51.35% in 2023-2024. This significant improvement highlights the effectiveness of targeted support and instructional strategies in developing students' listening skills.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
540	94.1%	41.9%	1.5%
Total Number of Students enrolled in Wilson 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	226	41.9%
Foster Youth	8	1.5%
Homeless	12	2.2%
Socioeconomically Disadvantaged	508	94.1%
Students with Disabilities	179	33.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.5%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	1	0.2%
Hispanic	512	94.8%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	7	1.3%

Conclusions based on this data:

1. Data indicates in 2023-2024, total enrollment of students was 540, this is a increase from 2022-2023 in which 511 students were enrolled at Wilson Elementary in grades Kindergarten through Sixth Grade. Wilson has five identified

student subgroups: English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. The largest identified student group is the Socioeconomically Disadvantaged group which is about 508 students 94.1% of the student population. The next largest student population group is the English Learner subgroup, which makes up 41.9% (226 students).

2. Wilson Elementary currently serves a diverse student body, with 512 Hispanic students enrolled. This reflects a significant portion of the school's overall enrollment, highlighting the community's rich cultural representation.
3. Wilson Elementary also has a diverse student population, including 19 African American students, 1 Asian student, 1 Filipino student, and 7 White students. This diversity contributes to a vibrant learning environment that reflects a range of cultural backgrounds.

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 Red	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. The 2024 Overall Student Performance dashboard tracks data in the following 3 areas: Academic Performance, Academic Engagement, and School Climates and Conditions. Performance levels will be reported using five different Status levels: Highest Performance, High, Medium, Low, and Lowest Performance, for state measures. Looking at the data: The Academic Performance of the student body for Math is considered Low Performance and English Language Arts is Lowest Performance.

2. Academic Engagement indicates two categories: Graduation Rate and Chronic Absenteeism. The dashboard indicates no data for Graduation Rate because Wilson Elementary is a Kinder-6th grade school with no graduation reports. Chronic Absenteeism indicates a Yellow level which is a medium level of performance. Unfortunately, chronic absenteeism is a concern when students are absent multiple days out of the academic school year.
3. The suspension rate for Wilson students in 2024 falls under the Conditions & Climate dashboard category. The arrow points to Blue, Highest Performance.

School and Student Performance Data

Academic Performance English Language Arts

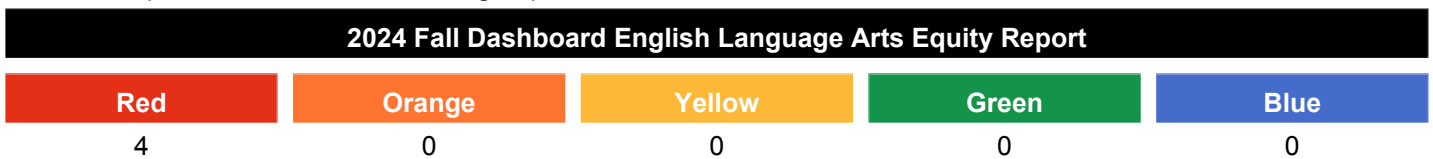
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This section provides number of student groups in each level.



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>Red</p> <p>81.4 points below standard</p> <p>Declined 7.9 points</p> <p>305 Students</p>	<p>English Learners</p> <p>Red</p> <p>106.0 points below standard</p> <p>Maintained 0.2 points</p> <p>155 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>85.7 points below standard</p> <p>Declined 9.9 points</p> <p>287 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>150.3 points below standard</p> <p>Maintained 1.3 points</p> <p>117 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>138.5 points below standard</p> <p>11 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>Red</p> <p>79.6 points below standard</p> <p>Declined 5.9 points</p> <p>290 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>5 Students</p>

Conclusions based on this data:

1. The California Department of Education School Dashboard uses colors to identify student performance on the SBAC exam in English Language Arts. The colors range from blue, the highest level of performance, to red, the lowest performance level. Data shows that 305 students from all demographic areas at Wilson Elementary scored in the Red area, 81.4 points below standard, which was a 7.9% decline from the previous year.
2. Data results show that the English Learner Students increased in Language Arts by maintaining -0.2 points and are in the very low or red level on the California Department of Education School Dashboard. With continued support and interventions, it is the school's goal to close the achievement gap of these students.
3. The Hispanic population at Wilson Elementary consists of 290 students. According to the 2024 English Language Arts dashboard, their performance is 79.6 points below the standard, showing a decline of 5.9 points compared to the previous year.

School and Student Performance Data

Academic Performance Mathematics

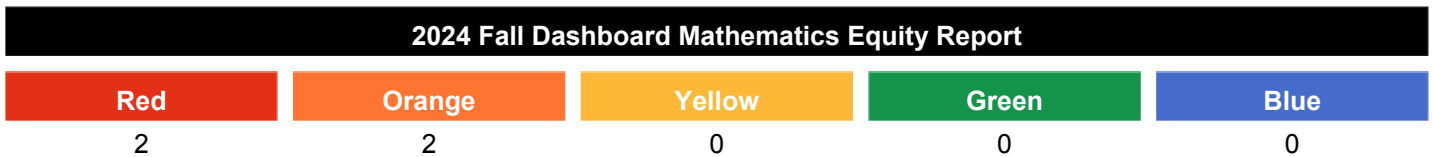
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This section provides number of student groups in each level.



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>90.4 points below standard</p> <p>Declined 5.4 points</p> <p>306 Students</p>	<p>English Learners</p> <p>Red</p> <p>115.8 points below standard</p> <p>Declined 9.8 points</p> <p>156 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>93.9 points below standard</p> <p>Declined 7.0 points</p> <p>288 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>164.1 points below standard</p> <p>Declined 9.7 points</p> <p>117 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>152.1 points below standard</p> <p>11 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>89.0 points below standard</p> <p>Declined 3.6 points</p> <p>291 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>5 Students</p>

Conclusions based on this data:

1. Data dashboard indicates that the overall number of students from Wilson Elementary 306, scored 90.4 points below standard in Mathematics. This is a decline of 5.4 from the previous year. English Learners also declined 9.08 points.
2. A total of 117 students with disabilities were identified according to Dashboard data, and they scored 164.1 points below the math standards on the CAASPP. This performance represents a decline of 9.7 points compared to the previous assessment. This decline highlights the ongoing academic challenges faced by these students, and further support and targeted interventions may be necessary to help them improve their math skills moving forward.
3. The subgroup of 288 socioeconomically disadvantaged students averaged 93.9 points in math for 2024, reflecting a decline of 7 points from the previous year. This decline indicates a potential gap in academic progress and highlights the need for additional resources and targeted support to address the challenges faced by these students.

As an overall observation of the data, it is important to continue monitoring the performance of all students and subgroups and implement strategies that can help improve their math skills in the coming year.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 41.8% making progress. Number Students: 189 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
20.1%	38.1%	0%	41.8%

Conclusions based on this data:

1. The 2023-2024 Data shows that 41.8% of students are making progress towards English language proficiency at Wilson Elementary. This is a slight decrease from the 43.6% of English Learners who made progress last year.
2. Data indicates that 41.8% of English Learners progressed at least one ELPI Level. Data also indicates 38.1% of students maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
3. Data shows that 20.1% of students decreased one ELPI Level during the 2023-2024 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>34.1% Chronically Absent</p> <p>Declined 8.3</p> <p>555 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>32.1% Chronically Absent</p> <p>Declined 6.6</p> <p>240 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>38.5% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>35.2% Chronically Absent</p> <p>Declined 7.2</p> <p>523 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>39% Chronically Absent</p> <p>Declined 8.5</p> <p>200 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Declined 42.9</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>34.5% Chronically Absent</p> <p>Declined 7.3</p> <p>525 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>7 Students</p>

Conclusions based on this data:

1. The 2023-2024 overall Chronic Absenteeism rate for all students at Wilson is 34.1% which is a decline of 8.3% from last year. Students are considered chronically absent when they are absent for ten or more days in a school year. This is a decrease compared to previous years' data. Of the numerically significant student groups, Socioeconomically Disadvantaged Students are at 35.2%, English Learners are at 32.1%, Hispanic Students are at 34.5%, and Students with Disabilities are at 39%.
2. According to the data, Students with Disabilities indicates 200 students in this subgroup. This subgroup also shows the highest percentage of chronically Absent students at 39%. However, this group also shows a decline of 8.5% Chronically Absent students from last year.
3. According to the data, African American subgroups had the largest decline of all the subgroups. Their decline was 42.9%. This subgroup has 21 students and is showing significant growth with more students attending school on a regular basis and due to this, chronic absenteeism is going down.

School and Student Performance Data

Conditions & Climate Suspension Rate

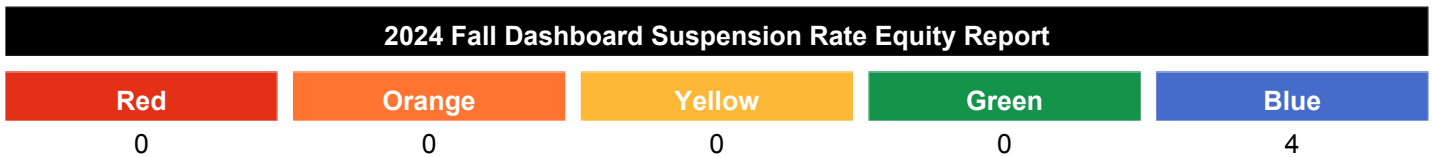
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This section provides number of student groups in each level.



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> Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1.3%</p> <p>566 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0%</p> <p>242 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.6% suspended at least one day</p> <p>Declined 1.1%</p> <p>533 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>203 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 7.1%</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.6% suspended at least one day</p> <p>Declined 1.1%</p> <p>536 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>7 Students</p>

Conclusions based on this data:

1. The Suspension rate for 2023- 2024 was .5% which a decline of 1.3% from the 2022-2023 school year which was 1.8%.
2. Data demonstrated that English Language Learners maintain the same percentage of 0.4%.
3. Data demonstrates that the following subgroups: Students with Disabilities, Homeless, and African Americans have a 0% suspension rate for the 2023-2024 year. Students with Disabilities showed a 0.5% decline, African American students showed a 7.1% decline and Homelss maintained 0%.



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

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

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

Data Sources/Fuentes de Datos

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

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) All Students: 20.45% English Learners: 4.55% Students with Disabilities: 3.33% African-American: 9.09% Foster: Data is suppressed because less than 11 students Homeless: Data is suppressed because less than 11 students	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) All Students: 79.56% English Learners: 95.46% Students with Disabilities: 96.66% African-American: 90.91% Foster: Data is suppressed because less than 11 students Homeless: Data is suppressed because less than 11 students	<ul style="list-style-type: none"> • Year-round Targeted Math Intervention before or after school • Computer Programs and APPs to engage students with mathematics • Tutoring before or after school • Small Group in class Math Intervention • Parental engagement - to bring students to intervention • Real-world math • Fun Math games to help children learn • Lower Grades TK- 1st need assistants in the classroom to help with small groups and intervention. • Use of Manipulatives • Family Math Night • Mathematics Clubs- addition, multiplication, counting • Intervention Attendance incentives

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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>All Students: 22.33% English Learners: 4.55 Students with Disabilities: 2.5% African-American: 9.09 % Foster: Data is suppressed because less than 11 students Homeless: Data is suppressed because less than 11 students</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>All Students: 76.68% English Learners: 95.45% Students with Disabilities: 97.5% African-American: 90.91 % Foster: Data is suppressed because less than 11 students Homeless: Data is suppressed because less than 11 students</p>	<ul style="list-style-type: none"> • Focus on Reading Foundational skills • Tutoring before or after school <p>-Homework help for students and parents -Teacher planning time and professional development -Children should read more at home at least 20-30 minutes including Saturday and Sunday -Small Group Targeted Reading Intervention ELA Intervention -Lower Grades TK- 1st need assistants in the classroom to help with small groups and intervention. -Use the Core Curriculum with fidelity</p> <ul style="list-style-type: none"> • Academic Reading Clubs- phonics, sight words • Family Literacy Events • Online and digital libraries • Increased Opportunities for writing. • Intervention Attendance incentives • Additional Reading Support (pull out and push in)

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>Total Reclassified Students in 2019-2020 - 15 students Total Reclassified Students in 2020-2021 - 11 students Total Reclassified Students in 2021-2022- 19 students Total Reclassified Students in 2022-2023 - 14 students</p> <p>ELPAC 23-24 Overall Language Performance Level Data</p> <p>Level 4- 10.04% Level 3 - 29.26% Level 2 - 38.86%</p>	<p>-Intervention (Afterschool and Saturdays) -LTEL Data Chats with upper-grade students</p> <ul style="list-style-type: none"> • Continue use of Summit K12 <p>-Tutoring for English Learners</p> <ul style="list-style-type: none"> • Teacher Professional Development • Bilingual Reading Materials • Professional Development for teachers • Videos for parents on how to support English Learners

Level 1- 21.83%	
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School Programs
Programas de la Escuela

Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
EL After School Intervention LCAP Intervention for ELA and Math Small Group/ Center Classroom Materials Parent Literacy Workshops Title I Intervention Math and Literacy Clubs Afterschool Book Clubs	-Homework help for parents who do not speak English. -Tutoring for students <ul style="list-style-type: none"> • Saturday Intervention for English Learners -Free Tutoring for Students (District Wide, in person) <ul style="list-style-type: none"> • Parent meeting videos • Continued Use of Summit K-12 • Online Reading Programs and Libraries • Academic Clubs • Parent and Student Recognition

College Readiness/ preparación para la universidad (Qualitative Measure/Medidas cualitativas)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
College Week Sixth - grade College project Classroom Colleges College and University Field Trips College Wednesdays	-Online university/college tours for students -Have college students come to campus to share their experience. -Guidance talks for parents to help children prepare for college. -Visit museums -Workshops to promote higher education

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

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

Evidence of Progress Constancia del Progreso (Qualitative Measure/Medidas cualitativas)	Important Issues to Address Temas Importantes que Discutir
SSC and ELAC meetings Title I Meetings Parent Needs Assessment Survey Parent Book Club Back to School Night Open House Parent Conferences Parent Square Communication Coffee with the Principal Family Math Night CABE Conference	Golden Ticket Raffles Family Reading Programs Data Chats for Parents EL Specific Parent Workshops More opportunities for parents to volunteer Videos for parents on how to support students in the home Family Reading Night Family Math Nights Approving Daily Attendance

Family Reading Night	
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Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the target of 33.63%% of overall students Meeting or exceeding standards in English Language Arts on the 2023-2024 SBAC (Assessment).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC/CAASPP ELA Data	32% of All Students will meet or exceed standards on the 2023-2024 SBAC/CAASPP Assessment in English Language Arts.	22.33 % of All students met or exceeded standards on the 2023-2024 SBAC/CAASPP Assessment in English Language Arts.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers and instructional staff will utilize evidence-based strategies such as small group instruction and interventions and technology to provide interventions and supports for underperforming, at promise students in English Language Arts. Supplemental instructional materials and supplies will be used to support interventions and in-class instruction in English Language Arts and Mathematics	An instructional assistant was hired in January to support small group phonemic awareness instruction and to provide reading foundational skill support in 3rd and 4th grade. In addition, a substitute was provided to help deliver small group targeted reading intervention using the UFLI program. Teachers were released to attend Swun Math professional development for multiple grade levels.	6 hour Instructional Assistant 2000-2999: Classified Personnel Salaries Title I 46269	6 hour Instructional Assistant Title I 13631.00
		20 hours extra duty pay for the instructional Lead to use data to prepare supplemental instruction, plan and create training and professional development that provide additional support strategies for teachers and parents to increase student performance. 1000-1999: Certificated Personnel Salaries Title I 1300.00	0.00
		Daily pay rate for substitutes to relieve classroom teachers to attend professional development, plan instruction, deliver small group support, and provide professional development to staff and parents to enhance	Substitute Teachers to provide small group support and release teachers for professional development 1000-1999: Certificated Personnel Salaries 5040.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		instructional capacity and provide targeted interventions and lessons to increase student achievement. 1000-1999: Certificated Personnel Salaries Title I 5000.00	
Provide supplemental Instructional Materials, supplies and resources to increase student achievement through direct and differentiating instructional strategies implemented in Language Arts and Mathematics lessons. The materials will be used to support in class interventions and small group targeted instruction.	Supplemental Language Arts Materials, Ready Common Core, Various Journals and Instructional materials were purchased to support English Language Arts instruction in the classroom	Supplemental Instructional Materials and supplies 4000-4999: Books And Supplies Title I 39588.00	Supplemental Instructional Materials and Supplies 4000-4999: Books And Supplies 61495.00
Provide supplemental reading materials and resources and materials to increase literacy practices, fluency, writing, listening and reading comprehension.	Purchased classroom library books and books for afterschool book clubs to increase literacy practices. Also printed Decodable readers for the primary grades.	Library Books, classroom library books, periodicals and publications 4000-4999: Books And Supplies Title I 5,000.00	Library books, Scholastic News subscriptions 4000-4999: Books And Supplies 8012.00
		Printing of Supplemental reproducible books, flashcards, and instructional materials for students and parents. Purchase supplemental Instructional tools to create print rich environments and support ELA and MATH curriculum alignment 5000-5999: Services And Other Operating Expenditures Title I 4000.00	Printing of Decodable Readers 5000-5999: Services And Other Operating Expenditures 2300.00
Targeted Extended Day Intervention will be offered to support student learning and increase	Teachers offered afterschool reading intervention for at promise	Extra duty pay for teachers to plan and conduct small group targeted academic	Extra duty pay for teachers 7493.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>academic achievement for underperforming students in English Language Arts, Reading, Writing, Listening Skills and Mathematics. District benchmarks, classroom assessments, ADAM and DORA scores will be used to identify students for intervention.</p>	<p>students in grades Kindergarten - Sixth.</p>	<p>intervention for underperforming students in Reading/Language Arts and Mathematics 1000-1999: Certificated Personnel Salaries Title I 10,000.00</p>	
<p>Students will utilize programs with technology to supplement classroom instruction and increase student achievement in English Language Arts and Mathematics through the use of digital tools in the classroom. Such as websites, subscriptions, and site licenses to supplement inquiry-based instruction and Reading and English Language Arts instruction.</p>	<p>Purchased Teachers Pay Teacher subscriptions to provide supplemental instructional materials for teachers.</p>	<p>Provide access to websites, subscriptions, and licenses to supplemental inquiry-based instruction in English Language Arts and Mathematics through the use of digital tools in the classroom. Purchase of additional computers/chrome books, site licenses and software, printers, technology repairs, materials and other related technology including toner, ink, bulbs and other needed supplies and peripheral devices to support all Inquiry-based instruction in the classrooms and the implementation of digital formative assessments.</p> <p>5000-5999: Services And Other Operating Expenditures Title I 5,000.00</p>	<p>Synergy/Teachers Pay Teachers Licenses 5125.00</p>
<p>Teachers and administrators will take part in supplemental professional development to help support underperforming students in English Arts and Math. Teachers and administrators will receive professional development and training on</p>	<p>Teachers participated in Swun Math professional Development and Reading Foundational Skills Professional development. The cost was centralized and covered by the district at no cost to our school site.</p>	<p>English Language Arts and or Math training and professional development 5800: Professional/Consulting Services And Operating Expenditures Title I 20,000.00</p> <p>Conference fees for teachers and admin to</p>	<p>0.00</p> <p>0.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instructional practices and intervention strategies to provide targeted instruction for students to increase student achievement.		attend in person or online conferences and workshops to improve student achievement. 5000-5999: Services And Other Operating Expenditures Title I 2,000.00	

Analysis

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

A new six hour instructional assistant was hired mid year to fill the position that was vacant at the start of the 2024-2025 school year. The instructional assistant provided academic support to students who were identified by common assessments and teacher observations as needing additional reading intervention and in class math support. Certificated staff provided 6 weeks of afterschool reading intervention for students in Kindergarten through sixth grade. Math academic support was offered before school for students in grades second, third, fourth and fifth. Supplemental materials and supplies were purchased to support academic achievement for students and supplement instruction in all grade levels.

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

Based on the District Common Assessments and the Diagnostic Online Reading Assessment students are showing increased achievement in Reading Language Arts. Students who participate in afterschool intervention and targeted Reading intervention have shown overall improvement in reading pfoundational skills and phonemic awareness in particular as identified by the SIPPS and UFLI Pre and Post tests.

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

Professional development budgeted funds were not utilized. Teachers received professional development in mathematics (SWUN) and Teaching Reading foundational skills and targeted interventions. However, the costs were covered by district funds and not site Title I funds. Funds were not used to attend conferences or online workshops this year.

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

The SBAC target goal will be adjusted to reflect the Target goal identified by the district as the metric for students meeting or exceeding the standards in English Language Arts, See GOAL 1. Teachers will need to participate in additional professional development outside of what is offered by the district to improve reading intervention strategies to address student needs in Reading language arts and writing. Funds are budgeted under Goal 1 to provide additional professional development for teachers in the area of writing and English Language Arts. In addition, afterschool intervention will be started sooner in the year and will have a year-round presence. Teachers have expressed the need for digital tools to reinforce skills that are taught in the classroom and to provide prescriptive intervention. Funds are budgeted under GOAL 1 to purchase programs (technology) to support students in English Language Arts and Math.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the target of 29% Meeting or exceeding standards in the area of Mathematics on the 2023-2024 SBAC (Assessment).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2022-2023 SBAC/CAASPP Mathematics DATA	24% of All students will meet or exceed standards on the 2023-2024 SBAC/CAASPP Assessment in MATH.	20.55% of all student met or exceeded standards on the 2023-2024 SBAC/CAASPP Assessment in MATH.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1) Embedded strategies such as small group intervention for struggling students, Technology support and additional instructional interventions and supports provided by classroom teachers and instructional assistants.	Small group intervention was offered during the school day with the support of the 6 hour Instructional Assistant in the primary grades. Additional Math intervention was also offered through academic clubs in the morning before school/	6hr Instructional Assistant - Proposed Expenditures were Captured Under GOAL 1 2000-2999: Classified Personnel Salaries Title I 0.00	6hr Instructional Assistant Salary - Salaries captured under Goal 1 2000-2999: Classified Personnel Salaries Title I 0.00
2) Provide Supplemental Mathematics Instructional Materials, manipulatives, and supplies to support Mathematics instruction and increase student achievement in Mathematics through direct and differentiating instructional strategies implemented in Mathematics lessons. The materials will be used to support in-class interventions and small group targeted instruction.	Supplemental instructional materials and supplies were purchased for interventions and Math Clubs.	Instructional Materials and Supplies including manipulatives and hands on and interactive materials - Budget captured under GOAL 1 4000-4999: Books And Supplies Title I 0.00	Intervention Materials and supplies - Expenditures captured under Goal 1 4000-4999: Books And Supplies 0.00
		Library Books, novels and academic publications - Budget captured under GOAL 1 4000-4999: Books And Supplies Title I 0.00	Library Books, novels and academic publications -Actual Expenditures were captured under GOAL 1 4000-4999: Books And Supplies Title I 0.00
		Purchase of additional computers/chrome	0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		books, site licenses and software, printers, technology repairs, materials and other related technology including toner, ink, bulbs and other needed supplies and peripheral devices to support all Inquiry-based instruction in the classrooms and the implementation of digital formative assessments.- Budget captured under GOAL 1 5000-5999: Services And Other Operating Expenditures Title I 0.00	
		Supplemental reproducible books, flashcards, and instructional materials - BUDGET CAPTURED UNDER GOAL 1 5000-5999: Services And Other Operating Expenditures Title I 0.00	0.00
3) Targeted Extended Day Intervention will be offered to support student learning and increase academic achievement for underperforming students in Mathematics using direct instruction strategies, performance task activities and technology to support problem solving and mathematical conceptual understanding. District benchmarks, classroom assessments, ADAM scores will be used to identify students for intervention and monitor progress.	2 Teachers provided Math intervention for students in the morning before school 4 days a week. The interventions focused on number sense, math facts, and multiplication skills.	Extra duty pay for teachers to plan and conduct extended day academic Mathematic intervention for underperforming students in mathematics . Budget Captured under GOAL 1 1000-1999: Certificated Personnel Salaries Title I 0.00	Extra duty pay for teachers to provide Math intervention before school 1547.00
		Extra duty pay for teachers to plan and conduct afterschool Mathematics, Science, and technology academy 1000-1999: Certificated Personnel Salaries Title I 2000	0.00
Students will utilize technology based supplemental programs in order to increase student	Students utilized technology to support classroom instruction. Websites and other	Provide access to websites, subscriptions and licenses to supplemental inquiry	0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
achievement in Mathematics through the use of digital tools in the classroom. Such as, websites, subscriptions and site licenses to supplement inquiry based instruction.	programs were used to supplement in class instructions.	based instruction in English Language Arts and Mathematics through the use of digital tools in the classroom. BUDGET CAPTURED UNDER GOAL 1 5000-5999: Services And Other Operating Expenditures Title I 0.00	
Teachers and administrators will take part in supplemental professional development to provide high quality, researched based instruction to help support underperforming students in Math. Teachers and administrators will receive professional development and training on instructional practices and intervention strategies to provide targeted instruction for students to increase student achievement.	Swun Math professional Development was provided for teachers in grades K-6. In addition, Academic coaches attended Swun math coaching development and provided training for teachers.	English Language Arts and or Math training and professional development . BUDGET CAPTURED UNDER GOAL 1 5800: Professional/Consulting Services And Operating Expenditures Title I 0.00	0.00

Analysis

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

The 6hr instructional assistant provided in class academic support to students as identified by Math Trimester assessments,. In addition, Math intervention was provided for students in the morning before school 4 days a week. for 6 weeks. The interventions focused on number sense, math facts, and multiplication skills.

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

24% of All students in grades 3rd - 6th met or exceeded the standard on the 2023-2024 SBAC/CAASPP Assessment, This was below the target goal of 29% pf students meeting or exceeding the standards,

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

There were no material differences

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.

The school Goal 2 for mathematics will be adjusted to reflect the new target goal of 28.4% of students meeting or exceeding the standards. Additional extended day intervention will be provided for students in mathematics and more funds have been allocated for this purpose.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

SCHOOL GOAL 3: English Learners will meet targets and advance one level annually on the ELPAC exam. In addition, the number of reclassified students will increase by 10% annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Data and School Reclassification Rates	16 students will reclassify as Fluent English Proficient in 2023-2024	22 Students reclassified as Redesignated Fluent English Proficient in 2024-2025
SBAC /CAASPP English Language Arts Data	12% of English Learners will meet or exceed the standard in ELA in 2024-2025	10.29% of English Learners met or exceeded the standards in ELA in 2024-2025
SBAC/CAASPP Mathematics Data	13% of English Learners will meet or exceed Standards in Mathematics	10.25% of English Learners met or exceeded the standards in Mathematics

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase supplemental Instructional Materials, Equipment, Supplies, Services, and/or Professional Development Training for teachers to support instruction for English Learners	Supplemental instructional materials and classroom supplies were purchased to Support English Learners	Supplemental Instructional materials, supplies and classroom equipment to provide support for English Learners 4000-4999: Books And Supplies Title III 3599	Supplemental Instructional Materials and Equipment for English Learners Title III 8300.00
2) Provide effective before and after school and/or Summer school direct English Language Arts Intervention Instruction for English Learners.	After School Site based intervention was provided for English Learners in Spring of 2024.	Extra duty pay for teachers to provide after school and/or summer intervention for English Learners. Interventions will focus on Reading, Writing, speaking and listening skills. 1000-1999: Certificated Personnel Salaries Title III 4,000.00	Extra Duty Pay for Intervention Title III 1700.00
Supplies and materials to be purchased for reclassification of English learners.	Books and literature sets were purchased for English Learners to use during intervention.	Supplies, Books and materials will be purchased to increase	Bilingual Books and Reading Materials 1562.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		academic success and reclassification rates of English Language learners 4000-4999: Books And Supplies Title III 1,000.00	
		Printing of supplemental instructional materials to support English Learners 5000-5999: Services And Other Operating Expenditures Title III 2,000.00	0.00
Certificated staff will attend professional development, Workshops, or conferences to support English Language Development Instruction for English Learners.	Not implemented	Workshops, Professional Development or Conference Fees 5800: Professional/Consulting Services And Operating Expenditures Title III 3000	0.00

Analysis

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

Afterschool intervention was offered for English Learners. This strategy was only partially implemented as we did not offer as many intervention classes as budgeted due to an extra duty staffing shortage. Supplemental literature books, materials and supplies were purchased to support English Learners in both English Language Arts and Mathematics. In addition, headphones and other equipment was purchased for English Learners to utilize online programs and apps for English Learners.

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

The target Goal of a 10% increase in the number of students reclassifying was met as 22 English Learners were reclassified. However, there was a decline of English Learner performance on the 2023-2024 SBAC/CAASPP Annual Assessment in both English Language Arts and Mathematics.

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

Funds originally budgeted for conferences, workshops and professional development were not used for that purpose. Staff did receive professional development on strategies to support English Learners, however, there was no cost for the training.

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.

While the goal will remain the same, Interventions will be more strategic so that we are able to support offer the maximum amount of intervention sessions within the amounts budgeted to support English Learners. In addition, parent workshops will be offered to the Parent and Family Engagement activities for the parents of English Learners will be offered. This is reflected in the strategies and activities for Goals 3 and 4.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

SCHOOL GOAL 4: Parental involvement in school activities will increase by 3% annually

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation rates	3% increased attendance at school events such as Parent conferences, Back to school night, Open House, National Parental Involvement Day, Family Math , Reading and Science Nights,and other activities as evidenced by parent sign-in sheets as compared to the previous year.	The Spring events such as Open House and Family Reading Events showed an increase of 5% in participation rate increased as compared to last year evidenced by parent sign in sheets.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parental involvement participation rates will increase by 3% annually at Wilson Elementary. Parents will be provided with multiple and varied opportunities to participate in school activities, promote positive school and parent relationships, build leadership capacity and enhance skills to support student achievement.	Books and resource materials were purchased for parents and Families. Materials and supplies were also purchased for the Family Reading Night and Family Math Night Events. The reading coach offered and facilitated a parent book club.	Parent Workshops, Family Math Night , Parental Involvement day, Family STEM Activities and Family Reading/Literacy Events, 5000-5999: Services And Other Operating Expenditures Title I 5038	Family Reading Night 4000-4999: Books And Supplies 6065.00
		Resources, Books, Materials and supplies for Parent Book Club 4000-4999: Books And Supplies Title I 1000.00	Books for the Parent Book Club 500.00
		Materials and supplies to increase parent involvement and student achievement 4000-4999: Books And Supplies Title I 1000	Materials and supplies to increase parent involvement and student achievement 430.00

Analysis

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

Parental Engagement Activities such as Family Reading Nights were held to increase parental and family engagement with the school/ In addition, traditional events such as back to school night, open house, awards assemblies and student performances were held with parents and families being invited to view and participate. Parents also enjoyed the Book Club that was facilitated by our Literacy Coach.

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

Participation in Family engagement activities have increased, particularly Spring events. Wilson uses a variety of strategies to provide outreach to our students and Families. We have found that our parents and Families engage more in events that allow students, parents and staff to engage in hands on activities.

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

There are no material differences.

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.

The Goal will remain the same and well as the strategies and activities which were listed in the parent needs assessments as ways that parent and families enjoy when engaging with the school.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

We will create a positive School Climate by using PBIS strategies to maintaining a low suspension rates and decrease our chronic absenteeism rate by 10%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Data and Suspension Data	Chronic absenteeism rates will decrease by 10% and suspension rates will decrease to the green indicator on the California School Dashboard	In 2023-2024 the Chronic Absenteeism rate decreased by 8.3% and Suspension rated decreased to .05% as indicated on the California School Dashboard.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance Workshops to address the importance of regular school attendance	Attendance Workshops were provided by Parent Empowerment for Wilson parents	Materials and supplies to increase student attendance rates and decrease chronic absenteeism 4000-4999: Books And Supplies Title I 1000	0.00
Supplies and materials to be purchased to implement Positive Behaviors and Interventions for students	Wilson students and Staff attended the I'm going to College event at UCLA and a Day in TRoy at USC.	Supplies and materials will be purchased for the PBIS intervention system. This will help to create a positive school climate and improve academic success. 4000-4999: Books And Supplies Title I 5000	Materials nad Supplies for PBIS Intervention Activities 4000-4999: Books And Supplies Title I 2500.00
		Buses and admission for students and parents to visit local colleges and universities. Assemblies. workshops. and student engagement activities. 5000-5999: Services And Other Operating Expenditures Title I 3000	Busses for UCLA and USC visits 5000-5999: Services And Other Operating Expenditures Title I 2600.00
		Attend professional development and	0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		conferences with PBIS experts and providers to discuss strategies on improving PBIS content and implementation within the school setting. Network with other PBIS schools within the state of California to brainstorm new ideas and strategies to improve the overall school culture. Identify and discuss strategies and techniques that can improve the overall school climate for staff, students, and parents. 5000-5999: Services And Other Operating Expenditures Title I 3000	
Provide professional development and extra duty for the PBIS team to plan professional development for staff and parents, plan Tiered interventions, develop and revise the PBIS Handbook, develop and revise yearly action plans, and review data.	Sub release time was provided for teachers to develop the PBIS Action plan for Tiered Interventions.	Extra duty hours for PBIS TEAM, Substitutes for release time 1000-1999: Certificated Personnel Salaries Title I 5200.00	Extra duty hours for PBIS TEAM 1000-1999: Certificated Personnel Salaries 1162.00

Analysis

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

Attendance Workshops were provided for parents by Parent Empowerment Consultants. The PBIS Team met to plan PBIS Tiered interventions to promote positive behaviors and increase student achievement. Wilson students visited two local universities and took part in campus tours and activities to promote student learning and college attendance.

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

The strategies implemented helped to improve both the chronic absenteeism and suspension rates at Wilson. The Chronic absenteeism rate decreased by 8.3. The Suspension rate decreased to less than one percent and the Equity report indicator changed from green to blue which was the best indicator.

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

There were no material differences.

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.

The goal will remain the same of decreasing our chronic absenteeism rate by 10%.

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

In 2024, Wilson Elementary students did not meet their academic targets for English Language Arts or Mathematics. As a result, Wilson Elementary School will continue to focus on assessment findings and results from the 2023-2024 SAC exam as well as the results of local diagnostic assessments, exams, and teacher evaluations. In the area of English Language Arts, 22.33% of students in grades 3-6 met or exceeded standards. This is down 3.9% from 2022-2023, where 26.24% of students met or exceeded the standards. Based on this finding, in the area of English Language Arts, our intervention focus will be on foundational reading skills such as phonemic awareness, phonics, decoding, and fluency in all grade levels. In grades 3-6, there is also a focus on reading comprehension and writing.

In mathematics the results of the 2023-2024 show a slight decline of less than 1% as compared to the previous year. In 2022-2023, 20.53% of students met or exceeded standards, as compared to 2023-2024, where 20.45% of students met or exceeded the standards. Mathematic assessment data show that there is a need for support with writing in mathematics in the area of constructing a written response to math stimuli. In addition to the area of writing, Intervention will also focus on math fluency and applying and demonstrating a conceptual knowledge of math standards.

Assessment Results:

Identify ELA areas of strength:

Just as in previous years, SBAC Data for 2023-2024 showed that the listening strand continued to be an area of strength for students in grades 3-6. In 2023-2024, 8.49% of students scored at the above standard level and 60.69% of students at the standard or near standard level. This is an increase from 2022-2023 where 6% of students scored above the standard.

Based on the Lets Go Learn Diagnostic of Reading Assessment or DORA, Wilson students in all grade levels demonstrated a strength in Vocabulary where 86% of students in grades K-6 scored at the above or proficient level.

Identify ELA areas of need:

SBAC English language Arts results from 2023-2024 show that writing is a continue area or need for Wilson students. In 2022-2023 53.8% of students scored at the below standard level in writing and in 2023-2024 60.38% of students scored at the below standard level in writing.

Based on the Let's Go Learn Dora assessment, reading comprehension is also an area of need in grades 3-6, and phonics is an area of need in grades K-2.

Identify ELD areas of strength:

Based on 2023-2024 ELPAC Data the areas of strength for English learners are Listening and Speaking. In the Listening Domain, ELPAC data showed that 88.05% of English Learners at Wilson scored at the moderately developed or well developed level. Likewise, in the speaking domain, 82.35% of English Learners at Wilson scored at the well developed or moderately developed level.

Identify ELD areas of need:

The areas of need for English Language Development as identified by the 2023-2024 SBAC exam are Reading and Writing. 38.53% of English Learners tested in 2023-2024 score at the beginning to develop level. In addition, 27.96% of English Learners scored at the beginning to develop level on the 2023-2024 ELPAC exam.

Identify Math areas of strength:

According to the 2023-2024 SBAC results, an area of strength for Wilson students in Mathematics is Mathematical Communicating and Reasoning. 55.08% of students tested in grades 3-6 scored above, at, or near standard in this area.

Identify Math areas of need:

Concepts and Procedures, Mathematical Practices, and Problem Solving and Modeling Data are all areas of need for Wilson students as identified by the 2023-2024 SBAC Exam. 67.61% of students in grades 3-6 scored below standard in Mathematical practices, 57.86% were below standard in Concepts and procedures and 58.81% were below standard in Problem Solving and Modeling Data Analysis in 2023-2024.

School: Wilson 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
Targeted Reading Intervention	English Language Arts - Reading	DORA - Diagnostic Online Reading Assessment	DORA Beginning of the Year	Dora End of the Year	Fully Implemented
Extended Day Intervention - English Language Arts	English Language Arts	Basic Phonics Skills Test	Basic Phonics Skills Test	Basic Phonics Skills Test	Fully Implemented
Extended Day Intervention - Mathematics	Mathematics	Trimester Math Assessments	Swun Trimester 1 Math Assessment	Swun Trimester 2 Math Assessment	Partially Implemented
Extended Day Intervention - English Learners	English Language Arts	Unit Common Assessments	ELPAC	ELPAC	Fully Implemented
Push in and Pull out Academic Support	English Language Arts	UFLI	UFLI Placement test	UFLI Placement Test	Fully Implemented
Academic Intervention Support Clubs	Mathematics	Teacher Made Assessments	Fluency Skill Assessment	Fluency Skill Assessment	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? Small Group Targeted Reading Interventions during the school day. Focus on Foundational Skills interventions in all grades Academic Support Clubs in Mathematics and Reading</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? Extended school day interventions will be offered in both ELA and Math Extended School day interventions will also be offered for English Learners to address needs in Writing, Reading and Speaking.</p>
<p>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026? Extended Day Afterschool Interventions Afterschool</p>
<p>What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?</p>

In the morning or before school we will only offer Academic clubs and all other interventions will be offered afterschool or on Saturdays. We believe this adjustment is necessary because the morning does not offer a sufficient amount of time to successfully implement a targeted intervention. We will add additional interventions in the hopes of supporting more students.

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

Targeted small group instruction
English Learner Mathematics Intervention
Push in and Pull out Reading foundational Skills intervention
Phonemic Awareness Intervention
Academic Support Clubs in Mathematics and Reading
Saturday English Learner Intervention
Parent Support Videos
Parent Academic Support Workshops
Writing Workshops

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the target of 30.10% of overall students Meeting or exceeding standards in English Language Arts on the 2024-2025 SBAC (Assessment).

Basis for this Goal

What data did you use to form this goal?

2023-2024 SBAC Data
2024 BOY and MOY DORA Assessments
2024-2025 District Common Assessment/Benchmark Data

What were the findings from the analysis of this data?

Overall 22.33% of all students met or exceeded standards in English Language Arts on the 2023-2024 SBAC/CAASSP Assessment in English Language Arts. This was a decrease in overall achievement as compared to the 2022-2023 SBAC/CAASSP Exam where results showed that 26.3% of students met or exceeded the standards in English Language Arts.

How will the school evaluate the progress of this goal?

- Student achievement in English Language Arts will be monitored by performance and growth on district unit common assessments
- Teachers will meet, plan, and reflect on benchmark data as a whole, by grade level and sub-groups (English Learners, Foster, Homeless, Economically Disadvantaged, Latino, African American, and Students with Disabilities)
- Teachers will create common agreements to address student needs in English language Arts as identified by common assessment results during unit Data reflection sessions
- Administrators will Monitor the implementation of common agreements set by teachers at data reflection sessions in the classroom.
- The progress of each student will be monitored and parents will be informed of the results on common Assessments.
- Interventions both during the day and after school will be provided to address the needs of underperforming students in English Language Arts.
- All classes will provide Targeted Reading Instruction during the Language Arts Block daily to address foundational literacy skills.
- Academic Coaches will provide support and training for teachers in implementing evidence-based instructional strategies.
- Instructional Assistants will be used to support underperforming students in the classroom.
- A focus will be placed on literacy and increasing literacy practices.
- Writing will be incorporated across all subject areas.
- Reading Workshops and events will be held for parents to support Literacy practices in the home.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC/CAASPP ELA Data	2023-2024 SBAC/CAASPP ELA DATA - 22.33% of All students in grades 3-6 met or exceeded standards in ELA.	30.10% of All Students will meet or exceed standards on the 2024-2025 SBAC/CAASPP Assessment in English Language Arts.

Planned Strategies/Activities

Strategy/Activity 1

Teachers and instructional staff will utilize evidence-based strategies such as small group instruction and interventions and technology to provide interventions and supports for underperforming, at promise students in English Language Arts. Supplemental instructional materials and supplies will be used to support interventions and in-class instruction in English Language Arts and Mathematics

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025- February 2026

Person(s) Responsible

Administrators, Instructional Lead, Classroom Teachers, Intervention Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	46269
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	6 hour Instructional Assistant
Amount	1300
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	20 hours extra duty pay for the instructional Lead to use data to prepare supplemental instruction, plan and create training and professional development that provide additional support strategies for teachers and parents to increase student performance.
Amount	5000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Daily pay rate for substitutes to relieve classroom teachers to attend professional development, plan instruction, deliver small group support, and provide professional

development to staff and parents to enhance instructional capacity and provided targeted interventions and lessons to increase student achievement.

Strategy/Activity 2

Provide supplemental Instructional Materials, supplies and resources to increase student achievement through direct and differentiating instructional strategies implemented in Language Arts and Mathematics lessons. The materials will be used to support in class interventions and small group targeted instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Intervention Teachers, Classroom Teachers, Instructional Lead, Digital Coaches

Proposed Expenditures for this Strategy/Activity

Amount	27,666.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional Materials and supplies

Strategy/Activity 3

Provide supplemental reading materials and resources and materials to increase literacy practices, fluency, writing, listening and reading comprehension.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Classroom Teachers, Instructional Assistants, Intervention Teachers, Coaches

Proposed Expenditures for this Strategy/Activity

Amount	5925.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Library Books, classroom library books, periodicals and publications

Amount

2000.00

Source

Title I

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Printing of Supplemental reproducible books, flashcards, and instructional materials for students and parents. Purchase supplemental Instructional tools to create print rich environments and support ELA and MATH curriculum alignment

Strategy/Activity 4

Targeted Extended Day Intervention will be offered to support student learning and increase academic achievement for underperforming students in English Language Arts, Reading, Writing, Listening Skills and Mathematics. District benchmarks, classroom assessments, ADAM and DORA scores will be used to identify students for intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2024-February 2025

Person(s) Responsible

Administrators, Instructional Lead, Teachers, Instructional Assistants, Intervention Teachers, Digital Coach

Proposed Expenditures for this Strategy/Activity

Amount

20,000.00

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra duty pay for teachers to plan and conduct small group targeted academic intervention for underperforming students in Reading/Language Arts and Mathematics

Strategy/Activity 5

Students will utilize programs with technology to supplement classroom instruction and increase student achievement in English Language Arts and Mathematics through the use of digital tools in the classroom. Such as websites, subscriptions, and site licenses to supplement inquiry-based instruction and Reading and English Language Arts instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Classroom Teachers, Instructional Assistants, Intervention Teachers, Coaches

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide access to websites, subscriptions, and licenses to supplemental inquiry-based instruction in English Language Arts and Mathematics through the use of digital tools in the classroom. Purchase of additional computers/chrome books, site licenses and software, printers, technology repairs, materials and other related technology including toner, ink, bulbs and other needed supplies and peripheral devices to support all Inquiry-based instruction in the classrooms and the implementation of digital formative assessments.

Strategy/Activity 6

Teachers and administrators will take part in supplemental professional development to help support underperforming students in English Arts and Math. Teachers and administrators will receive professional development and training on instructional practices and intervention strategies to provide targeted instruction for students to increase student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Classroom Teachers, Instructional Coaches, Instructional Assistants, and consultants

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	English Language Arts and or Math training and professional development
Amount	2,000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference fees for teachers and admin to attend in person or online conferences and workshops to improve student achievement.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the target of 28.4% of students Meeting or exceeding standards in the area of Mathematics on the 2024-2025 SBAC (Assessment).

Basis for this Goal

What data did you use to form this goal?

- 2024-2025 SBAC Data
- 2024-2025 Common Assessment Data

2024 ADAM Assessment Data

What were the findings from the analysis of this data?

Overall 20.45% of all students met or exceeded standards in Mathematics on the 2022-2023 SBAC/CAASPP assessment. This was a decrease in achievement as compared to the 2023-2024 SBAC/CAASPP Exam where results showed that 24% of students met or exceeded the standards in Mathematics. This is the first year since the pandemic year of 2020-2021 that Wilson students have failed to make gains or maintain progress in mathematics on the SBAC/CAASPP assessment.

How will the school evaluate the progress of this goal?

- By monitoring and increasing student performance and growth on district common assessments by grade-level, sub-groups, and school-wide.

Teachers will meet and reflect on benchmark data as a whole, by grade level and sub-groups (English Learners, Foster, Homeless, Economically Disadvantaged, Latino, African American, and Students with Disabilities)

- Monitor that common agreements being set by teachers at data reflection sessions are being implemented in the classroom.
- The progress of individual students and subgroups will be monitored.
- Instructional staff will plan and provide targeted Math Interventions will be provided to address the needs of underperforming students in Mathematics.

* Instructional Assistants will support underperforming in the classroom with Mathematics instruction based on common assessment data

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2023-2024 SBAC/CAASPP Mathematics DATA	20.45% of students met or exceeded standards in MATH on the in 2023-2024 SBAC/CAASPP	28.4% of All students will meet or exceed standards on the 2024-2025 SBAC/CAASPP Assessment in MATH.

Planned Strategies/Activities

Strategy/Activity 1

1) Embedded strategies such as small group intervention for struggling students, Technology support and additional instructional interventions and supports provided by classroom teachers and instructional assistants.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-February 2026

Person(s) Responsible

Instructional Lead, Intervention Teachers, Instructional assistant Classroom Teachers, Instructional Lead, Coaches, Admin

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	6 hr Instructional Assistant - Budgeted Costs are Captured Under GOAL 1

Strategy/Activity 2

2) Provide Supplemental Mathematics Instructional Materials, manipulatives, and supplies to support Mathematics instruction and increase student achievement in Mathematics through direct and differentiating instructional strategies implemented in Mathematics lessons. The materials will be used to support in-class interventions and small group targeted instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Intervention Teachers, Classroom Teachers, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials and Supplies including manipulatives and hands on and interactive materials - Budget captured under GOAL 1

Amount	0.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Library Books, novels and academic publications - Budget captured under GOAL 1
Amount	0.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase of additional computers/chrome books, site licenses and software, printers, technology repairs, materials and other related technology including toner, ink, bulbs and other needed supplies and peripheral devices to support all Inquiry-based instruction in the classrooms and the implementation of digital formative assessments.- Budget captured under GOAL 1
Amount	0.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Supplemental reproducible books, flashcards, and instructional materials - BUDGET CAPTURED UNDER GOAL 1

Strategy/Activity 3

3) Targeted Extended Day Intervention will be offered before and/or afterschool to support student learning and increase academic achievement for underperforming students in Mathematics using direct instruction strategies, performance task activities and technology to support problem solving and mathematical conceptual understanding. District Trimester SWUN assessments, SBAC data and classroom assessments will be used to identify students for intervention and monitor progress.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Intervention Teachers, Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to plan and conduct extended day academic Mathematic intervention for underperforming students in mathematics . Budget Captured under GOAL 1

Amount	2000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to plan and conduct afterschool Mathematics, Science, and technology academy

Strategy/Activity 4

Students will utilize technology based supplemental programs in order to increase student achievement in Mathematics through the use of digital tools in the classroom. Such as, websites, subscriptions and site licenses to supplement inquiry based instruction.

Students to be Served by this Strategy/Activity

All

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Intervention Teachers, Classroom Teacher, Digital Coach and Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide access to websites, subscriptions and licenses to supplemental inquiry based instruction in English Language Arts and Mathematics through the use of digital tools in the classroom. BUDGET CAPTURED UNDER GOAL 1

Strategy/Activity 5

Professional Development will be provide for Teachers, coaches and administrators to provide high quality, researched based instructional strategies to help support underperforming students in Math. Teachers and administrators will receive professional development and training on instructional practices and intervention strategies to provide targeted instruction for students to increase student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Academic Coaches, Classroom Teachers, Instructional Assistants, and Consultants

Proposed Expenditures for this Strategy/Activity

Amount	0.00
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Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	English Language Arts and or Math training and professional development . BUDGET CAPTURED UNDER GOAL 1

Strategy/Activity 6

Parent Workshops and activities will be conducted to help parents support mathematics in the home.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - February 2026

Person(s) Responsible

Wilson Staff, Academic Coaches, Administrators, and Consultants

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Materials and supplies to conduct Family Math Workshop/Family Math Night

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

SCHOOL GOAL 3: English Learners will meet SBAC targets in English Language Arts and Mathematics and advance one level annually on the ELPAC exam. In addition, the number of reclassified students will increase by 10% annually.

Basis for this Goal

What data did you use to form this goal?

- Number of students who qualified for Reclassification in the 2023-2024 school year
- English Language Learners Performance on Common Assessments and the SBAC/CAASPP
- Results on the ELPAC

What were the findings from the analysis of this data?

In 2023-2024 22 students were reclassified as Fluent English Proficient as compared to 14 students in 2022-2023.

ELPAC Data

Overall Language Performance Level

2023-2024

Level 1 - 21.82% Beginning to Develop
Level 2 - 38.86% Somewhat Developed
Level 3 - 29.26% Moderately Developed
Level 4 - 10.04% Well Developed

2022-2023

Level 1 - 22.17%
Level 2 - 40.87%
Level 3 - 29.13%
Level 4 - 7.83%

2022-2021

Level 1- 22.33%
Level 2- 41.40%
Level 3- 28.37%
Level 4- 7.90%

How will the school evaluate the progress of this goal?

- Number of students who move up a level on the ELPAC overall language performance
- EL subgroup performance on District Common Assessments in ELA and SWUN Math Trimester Assessments in Mathematics
- SBAC/CAASPP Performance Data for English Learners

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
ELPAC Data and School Reclassification Rates	22 students reclassified as Fluent English Proficient	24 students will reclassify as Fluent English Proficient in 2024-2025
SBAC /CAASPP English Language Arts Data	2023-2024 SBAC Data - .75% of English Learners met or exceeded the standard in ELA	9.1% of English Learners will meet or exceed the standard in ELA in 2024-20025
SBAC/CAASPP Mathematics Data	2023-2024 SBAC Data - 4.55% of English Learners met or exceeded the standard in Mathematics	10% of English Learners will meet or exceed Standards in Mathematics

Planned Strategies/Activities

Strategy/Activity 1

Purchase supplemental Instructional Materials, Equipment, Supplies, Services, and/or Professional Development Training for teachers to support instruction for English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025 - February 2026

Person(s) Responsible

All Teachers, Instructional Lead, Coaches, Admin

Proposed Expenditures for this Strategy/Activity

Amount	5478.00
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Instructional materials, supplies and classroom equipment to provide support for English Learners
Amount	2000
Source	Title III
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Printing of Supplemental Materials and Supplies to support English Learners

Strategy/Activity 2

2) Provide effective extended day academic intervention for English Learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025- February 2026

Person(s) Responsible

Teachers, Instructional Lead, Admin

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for teachers to provide extended day intervention for English Learners

Strategy/Activity 3

Supplies and materials to be purchased for reclassification of English learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Teachers, Instructional Lead

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Supplies, Books and materials will be purchased to increase academic success and reclassification rates of English Language learners

Strategy/Activity 4

Provide parent workshops and events to help support academic achievement of English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

March 2025 - February 2026

Person(s) Responsible

Administrators, Teachers, Instructional Lead, Academic Coaches, Consultants

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for Parent Workshops for English Learners

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parental and Family Engagement

Goal Statement

SCHOOL GOAL 4: Parental engagement and attendance at school activities will increase by 3% annually

Basis for this Goal

To provide increased opportunities for parents and families to participate in school-related activities and functions to develop and strengthen skills to support student learning in the home. It is the goal that parent participation in school activities will result in increased student achievement in English Language Arts and Mathematics. When parents are engaged and involved in school activities student achievement is increased. Parents have consistently mentioned the desire for more parental involvement activities as a need in the parent survey that was conducted in 2021, 2022, and 2023. In 2023-2024 273 parents attended the Wilson Spring Open House. In 2024-2025 265 parents attended the Fall Back to School Night.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Parent Participation rates	The results of the 2022-2023 SBAC revealed that 24% of students tested met or exceeded the standards in English Language Arts and 26% of the students met or exceeded standards in Mathematics.	3% increased attendance at school events such as Parent conferences, Back to school night, Open House, National Parental Involvement Day, Family Reading Night, and other activities as evidenced by parent sign-in sheets as compared to the previous year.

Planned Strategies/Activities

Strategy/Activity 1

Parental involvement participation rates will increase by 3% annually at Wilson Elementary. Parents will be provided with multiple and varied opportunities to participate in school activities, promote positive school and parent relationships, build leadership capacity and enhance skills to support student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount 1075.00

Source Title I

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description National Parental Involvement Day Activities, Parent Workshops, Family Math Night, Family STEM Activities and Family Reading/Literacy Events

Amount 1000.00

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description Resources, Books, Materials and supplies for Parent Book Club

Amount 1000

Source Title I

Budget Reference 4000-4999: Books And Supplies

Description Materials and supplies to increase parent engagement and student achievement

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Climate

Goal Statement

We will create a positive School Climate by using PBIS strategies to maintaining a low suspension rates and decreasing chronic absenteeism rate by 5%.

Basis for this Goal

A positive school climate is critically related to school success. A positive School Climate can improve attendance, achievement, retention, and even rates of graduation and college admission, according to research. Attendance and suspension rates directly affect student achievement and are a Student Performance Data Point on the State Dashboard.

Student Performance Data 2023-2024 According to the California School Dashboard

34.1% of all Wilson students were considered to be chronically absent from school. This was a decline of 8.3% as compared to the 2022-2023 school year.

33.1% of English learners were Chronically absent, an improvement of 6.6% as compared to 2022-2023.

35.2% of Socioeconomically Disadvantaged students were chronically absent, an improvement of 7.2% as compared to 2022-2023.

39% of Students with Disabilities were chronically absent, an improvement of 8.5% as compared to 2022-2023.

All subgroups and the school overall were rated in the medium or yellow band concerning Chronic Absenteeism on the 2023-2024 California School Dashboard.

The California School Dashboard indicated that 0.5% of students at Wilson were suspended for at least one day during the 2023-2024 school year. The suspension rate of students at Wilson decreased by 1.3% as compared to 2022-2023 which placed Wilson in the Blue or lowest category for suspensions.

Wilson Elementary uses Positive Behavior Interventions and Strategies (PBIS) to address student discipline and maintain low suspension rates. Wilson earned the Platinum Award for PBIS Implementation from the California PBIS Coalition for the third year in a row. Platinum is the highest level awarded.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Attendance Data and Suspension Data		Attendance rates will increase by 10% and suspension rates will decrease by 1%

Planned Strategies/Activities

Strategy/Activity 1

Attendance Workshops to address the importance of regular school attendance

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025-February 2026

Person(s) Responsible

Administrators, Instructional Lead, Attendance Clerk, Community School Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to increase student attendance rates and decrease chronic absenteeism

Strategy/Activity 2

Supplies and materials to be purchased to implement Positive Behaviors and Interventions for students

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025- February 2026

Person(s) Responsible

Administrators, PBIS TEAM, Teachers, Students,

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials will be purchased for the PBIS intervention system. This will help to create a positive school climate and improve academic success.
Amount	3000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Buses and admission for students and parents to visit local colleges and universities. Assemblies. workshops. and student engagement activities.
Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Attend professional development and conferences with PBIS experts and providers to discuss strategies on improving PBIS content and implementation within the school setting. Network with other PBIS schools within the state of California to brainstorm new ideas and strategies to improve the overall school culture. Identify and discuss strategies and techniques that can improve the overall school climate for staff, students, and parents.

Strategy/Activity 3

Provide professional development and extra duty for the PBIS team to plan professional development for staff and parents, plan Tiered interventions, develop and revise the PBIS Handbook, develop and revise yearly action plans, and review data.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025-February 2026

Person(s) Responsible

PBIS Team, Administrators

Proposed Expenditures for this Strategy/Activity

Amount	3500.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty hours for PBIS TEAM, Substitutes for release time

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	172,213.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	172,213.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	158,735.00	0.00
Title III	13,478.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	158,735.00
Title III	13,478.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,800.00
2000-2999: Classified Personnel Salaries	46,269.00
4000-4999: Books And Supplies	47,069.00
5000-5999: Services And Other Operating Expenditures	20,075.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	31,800.00
2000-2999: Classified Personnel Salaries	Title I	46,269.00
4000-4999: Books And Supplies	Title I	39,591.00
5000-5999: Services And Other Operating Expenditures	Title I	20,075.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	21,000.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
4000-4999: Books And Supplies	Title III	7,478.00
5700-5799: Transfers Of Direct Costs	Title III	2,000.00

Wilson 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 Wilson 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])

Wilson 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])

Wilson 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 Wilson 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.

Wilson 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])

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

Wilson 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])

Wilson 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])

Wilson 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 Wilson 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 5, 2024.

Wilson 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 Wilson:

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

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

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

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

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

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

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

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

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

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

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

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

El plan de estudios utilizado en la Escuela Primaria Wilson es Journeys y GO Math por Houghton Mifflin Harcourt para ELA/ELD, y Matemáticas para los alumnos de K-5to grado. California Study Sync ELA with ELD por McGraw Hill para alumnos en sexto grado Inspire Science por McGraw Hill para los alumnos de Kinder a sexto grado y CA History-Social Science por Pearson para alumnos de Kinder a 6to grado.

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

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

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

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

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

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

Revisado y aprobado Por SSC el 5 de diciembre del 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] [ii])?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Site Council Membership

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

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

Name of Members	Role
Trionne Magee	Principal
Alejandra Gaytan Hurtado	Classroom Teacher
Angie Candler	Classroom Teacher
Shampree Lenior	Classroom Teacher
Marissa Gastelum	Other School Staff
Claudia Vargas	Parent or Community Member
Maria Anguiano	Parent or Community Member
Socorro Rivera	Parent or Community Member
Marissa Nunez	Parent or Community Member
Maria Fernandez	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 20, 2025.

Attested:



Principal, Trionne Magee on February 20, 2025



SSC Chairperson, Claudia Vargas on February 20, 2025

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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