

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.

<b>School Name</b>	Washington Elementary School
<b>Address</b>	4225 Sanborn Avenue. Lynwood, CA 90262
<b>County-District-School (CDS) Code</b>	19647746020291
<b>Principal</b>	Juanita Naranjo, Ed.D.
<b>District Name</b>	Lynwood Unified School District
<b>SPSA Revision Date</b>	September 2024 - March 2025
<b>Schoolsite Council (SSC) Approval Date</b>	February 20, 2025
<b>Local Board Approval Date</b>	March 27, 2025

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

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# School Vision and Mission

## District Vision and Mission Statement

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

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

Supporting the mission of LUSD are the following objectives:

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

## School Vision and Mission Statement

The mission of Washington Elementary School is aligned to the mission statement of Lynwood Unified School District. In 2011, LUSD formed a strategic team composed of parents, teachers, alumnae, administrators and city representatives. The following is Washington Elementary School's Vision and Mission Statements:

### Mission

Washington Elementary will provide all students the necessary strategies to grow academically and instill in each student a sense of perseverance to achieve their personal goals through a rigorous and balanced curriculum. Our goal at Washington Elementary School is to create a positive school climate that maximizes instructional time for student learning, while developing the appropriate behaviors so that students are safe, respectful and responsible.

### Vision

We, at Washington Elementary, are dedicated professionals who take an active role in the educational development of each student. Through a rigorous standards based curriculum and a focus on perseverance, we inspire our students to reach their highest potential. We diligently research the best practices in education and integrate those practices into our instructional program. We encourage our students to take responsibility for their own learning with a positive attitude. We believe our students are the leaders of tomorrow. We strive to instill a sense of integrity, respect and compassion into each child. We proudly empower our students to become successful lifelong learners and productive members of society.

# School Profile

## Staff

Principal: Dr. Juanita Naranjo

Faculty: 22 Classroom Teachers, 1 School Psychologist, 1 Speech and Language Pathologist, 1 Occupational Therapist, 1 Instructional Lead, 1 Academic Coach, 1 RSP Teacher, 1 Social Emotional Learning Specialist, 1 Community Liaison, 1 Community Case Manager, 1 Social Worker, 1 Health Technician, 1 Library Media Assistant, 1 Attendance Clerk, 1 Secretary

## Enrollment

493 students in grades TK through 6th in 2024-2025

Washington Elementary, established in 1929, is one of twelve elementary schools, Pre-K through sixth grade located in the City of Lynwood, California. Spanning 4.8 square miles, Lynwood is located near South Gate and Compton in the southern portion of Los Angeles County. The Lynwood Unified School District serves the educational needs of the city of Lynwood. Located in one of the state's fastest progressing areas sparked by the city's redevelopment program to attract businesses and industry alike, the District enjoys a diversified economic base.

Washington Elementary is a large inner city, urban school and serves a diverse community of learners; approximately, 95% of Washington's students are Hispanic, 4% are African American and less than 1% are other. 24% of our students are English Language Learners (ELL). Washington participates in the National School Lunch Program. All Washington Elementary students qualify to receive free lunch. Parents are given a free-lunch application upon enrollment.

#### Student Services

Student services at Washington Elementary School include a health technician, occupational therapy, speech, instructional support, reading support, English Language Learners support, special education, and gifted/talented.

#### Curriculum

Washington Elementary schools follow a standards-based curriculum in reading, language arts, mathematics, science, and social studies. Core goals and curriculum maps have been developed for all subject areas.

Additionally, elementary students receive instruction in physical education and health weekly. All teachers utilize a variety of instructional strategies to address the needs of our diverse student population.

Washington Elementary is a Turn Around Arts school.

Lynwood Unified School District (LUSD) serves more than 10,000 students in grades Transitional Kindergarten through twelve, in eighteen schools; 12 elementary schools, two middle schools and three high schools. In addition, approximately 1,500 students attend one adult school. Lynwood Unified School District serves a diverse student population from the city of Lynwood; approximately 92% of LUSD students are Hispanic, 6.7% are African American and less than 2 % are other. 6,942 or 40.8% of our students are English Language Learners (ELL). Nearly 98% of students in LUSD qualify for free or reduced-priced meals, the poverty indicator established by the federal government.

Lynwood Unified School District employs approximately 1,400 employees with over 600 certificated employees and over 500 classified employees.



## 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**

An in-depth analysis of Title I Program Evaluation is conducted and discussed during monthly meetings with the leadership team and councils. Every month, members of our SSC, who may include the principal, Instructional Lead, and SSC officers, meet at least one week prior to the council meetings to plan and review the agendas. The SPSA Review and Input were legal requirements that were discussed at ELAC, SSC, and staff meetings. During these meetings, ELAC, SSC, and staff members gave input using the Needs Assessment that was obtained throughout the planning process of the SPSA.

## Resource Inequities

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

The primary resource that we lack at our school site is personnel to support with the implementation of intervention programs and tutoring. The need for staff to provide these services is included in our school plan each year, but each year it has been difficult to obtain staff to teach, even with modifications to the intervention teaching schedule.

# 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	5.36%	5.08%	4.36%	30	27	22
Asian	%	0%	0.40%		0	2
Filipino	%	0%	%		0	
Hispanic/Latino	94.29%	94.55%	94.85%	528	503	479
Pacific Islander	%	0%	%		0	
White	0.36%	0.38%	0.40%	2	2	2
Multiple/No Response	%	0%	%		0	
<b>Total Enrollment</b>				560	532	505

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	104	64
Grade 1	83	75	66
Grade 2	76	68	78
Grade 3	84	71	66
Grade 4	70	73	67
Grade 5	86	64	69
Grade 6	72	77	66
<b>Total Enrollment</b>	560	532	505

### Data Trends:

- Enrollment from the 2021-2022 school year through the 2023-2024 school year has dropped every year from 560 students to 505 students. Based on local data collected through Aeries, attendance for 2023 - 2024 demonstrates a similar trend of declining enrollment over the past three school years. This means we are losing approximately one entire class each year. This is evidenced through the number of teachers we have each year. We are projected to lose 1 or 2 teachers in the upcoming 2025-2026 school year. Most grade levels lost students. Kindergarten lost the greatest number of students, from 104 students in 2022-2023 to 64 students in 2023--2024.

What is the reason for these absences? Did all of these students move away? Did they transfer within the district? Are families having less children? Perhaps exit surveys would be beneficial in helping us to understand the loss in student enrollment from one grade to the next.

2. This year, attendance has slightly improved, with attendance rates hovering at approximately 90% - 92%. We have tried to implement several attendance awards, such as monthly attendance awards, whole-class challenges, home visits by our Community Liaison, several and several parent awareness meetings about attendance (Coffee and Chat, ELAC, SSC, and SST meetings).
3. Teachers have submitted SST referrals for students struggling with attendance. Our school regularly schedules SART meetings with parents who have children whose attendance is not consistent. For more several cases, parents are referred to the SARB process. Our chronic absenteeism rate is 32%, which must be addressed.

# 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	188	162	134	28.70%	33.6%	26.5%
Fluent English Proficient (FEP)	133	118	111	26.20%	23.8%	22.0%
Reclassified Fluent English Proficient (RFEP)				2.9%		

### Data Trends:

1. The amount of English Learners that we have had over the past 3 years has fluctuated. During the 2023-2024 school year, we had 134 English Learners, which is the lowest number of ELs we have had in several years (26.5%). However, this could also be due to declining enrollment. It could also mean more of our students are passing the ELPAC and meeting reclassification criteria. We have interventions in place for these students, such as our English Learner intervention. We are also using Summit K-12 with students to support their reading, writing, listening, and speaking skills.
2. There have been fewer students who are FEP, with 22% in 2023-2024, compared to 23.8% the previous year, and 26.20% the year before that.
3. Our reclassification data show that we had 2.9% of our students reclassify in 21-22. According to our local dashboard, 13% of our students reclassified during the 22-23 school year and 21% of our students reclassified during the 23-24 school year, which shows that more of our students are meeting criteria.

# 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	79	70	67	77	70	65	77	70	65	97.5	100.0	97
Grade 4	69	73	68	69	72	65	68	72	65	100.0	98.6	95.6
Grade 5	83	66	72	83	65	71	83	65	71	100.0	98.5	98.6
Grade 6	72	77	65	72	76	63	72	76	63	100.0	98.7	96.9
All Grades	303	286	272	301	283	264	300	283	264	99.3	99.0	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2363.	2411.	2423.	5.19	22.86	24.62	15.58	21.43	23.08	27.27	22.86	24.62	51.95	32.86	27.69
Grade 4	2455.	2416.	2485.	23.53	19.44	36.92	20.59	12.50	18.46	23.53	16.67	13.85	32.35	51.39	30.77
Grade 5	2467.	2478.	2450.	14.46	16.92	8.45	21.69	30.77	19.72	21.69	13.85	28.17	42.17	38.46	43.66
Grade 6	2529.	2529.	2539.	20.83	13.16	17.46	26.39	36.84	44.44	29.17	27.63	20.63	23.61	22.37	17.46
All Grades	N/A	N/A	N/A	15.67	18.02	21.59	21.00	25.44	26.14	25.33	20.49	21.97	38.00	36.04	30.30

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	6.49	14.29	15.38	50.65	55.71	58.46	42.86	30.00	26.15
Grade 4	19.12	12.50	24.62	58.82	61.11	55.38	22.06	26.39	20.00
Grade 5	12.05	13.85	7.04	65.06	58.46	61.97	22.89	27.69	30.99
Grade 6	18.06	18.42	25.40	62.50	55.26	53.97	19.44	26.32	20.63
All Grades	13.67	14.84	17.80	59.33	57.60	57.58	27.00	27.56	24.62

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	5.33	15.71	24.62	41.33	54.29	52.31	53.33	30.00	23.08
Grade 4	8.82	5.56	26.15	58.82	55.56	53.85	32.35	38.89	20.00
Grade 5	13.25	16.92	11.27	55.42	49.23	54.93	31.33	33.85	33.80
Grade 6	16.67	25.00	25.40	56.94	52.63	61.90	26.39	22.37	12.70
All Grades	11.07	15.90	21.59	53.02	53.00	55.68	35.91	31.10	22.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.90	8.57	7.69	75.32	61.43	81.54	20.78	30.00	10.77
Grade 4	13.24	9.72	20.00	67.65	66.67	64.62	19.12	23.61	15.38
Grade 5	7.23	12.31	8.45	71.08	72.31	73.24	21.69	15.38	18.31
Grade 6	15.28	11.84	19.05	70.83	75.00	65.08	13.89	13.16	15.87
All Grades	9.67	10.60	13.64	71.33	68.90	71.21	19.00	20.49	15.15

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	3.90	18.57	23.08	63.64	58.57	56.92	32.47	22.86	20.00
Grade 4	20.59	15.28	29.23	60.29	55.56	49.23	19.12	29.17	21.54
Grade 5	10.84	15.38	4.23	61.45	61.54	60.56	27.71	23.08	35.21
Grade 6	22.22	18.42	12.70	61.11	67.11	82.54	16.67	14.47	4.76
All Grades	14.00	16.96	17.05	61.67	60.78	62.12	24.33	22.26	20.83

**Data Trends:**

- Our data show that we almost met our target for the 2024 school year. 47.7% of students met or exceeded the standards in Language Arts. Students have been making progress in most areas over the past 3 years. Writing has been an area of difficulty in the past, and our students did show growth in this area, with 21.59% scoring above standard, versus 15.90% the previous year.
- Our 5th graders had the most difficulty in all areas during the 2023-2024 school year. 28.17% of our 5th graders met or exceeded the standard in ELA. These students are now our current 6th graders, and therefore we need to focus on these students.
- Overall, Listening is an area of need for all of our students. 13.64% of our students scored above standard on the 2023-2024 assessment. However, 71.33% of students scored at or above standard. It is not clear what percentage met the target, and which percentage nearly met the target.

# 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	79	70	67	79	70	65	78	70	65	100.0	100.0	97
Grade 4	69	73	68	69	73	68	69	73	68	100.0	100.0	100
Grade 5	83	66	72	83	65	70	83	65	70	100.0	98.5	97.2
Grade 6	72	77	65	72	76	64	72	76	64	100.0	98.7	98.5
All Grades	303	286	272	303	284	267	302	284	267	100.0	99.3	98.2

\* 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	2372.	2412.	2413.	6.41	14.29	15.38	12.82	30.00	26.15	28.21	20.00	21.54	52.56	35.71	36.92
Grade 4	2447.	2415.	2467.	8.70	9.59	19.12	26.09	20.55	26.47	26.09	21.92	27.94	39.13	47.95	26.47
Grade 5	2446.	2463.	2434.	4.82	1.54	4.29	14.46	24.62	10.00	27.71	30.77	24.29	53.01	43.08	61.43
Grade 6	2470.	2488.	2506.	9.72	9.21	4.69	13.89	14.47	26.56	23.61	36.84	35.94	52.78	39.47	32.81
All Grades	N/A	N/A	N/A	7.28	8.80	10.86	16.56	22.18	22.10	26.49	27.46	27.34	49.67	41.55	39.70

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	7.69	12.86	12.31	41.03	54.29	52.31	51.28	32.86	35.38
Grade 4	7.25	6.85	20.59	53.62	34.25	48.53	39.13	58.90	30.88
Grade 5	4.82	6.15	5.71	46.99	53.85	45.71	48.19	40.00	48.57
Grade 6	5.56	3.95	4.69	47.22	48.68	70.31	47.22	47.37	25.00
All Grades	6.29	7.39	10.86	47.02	47.54	53.93	46.69	45.07	35.21

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	7.69	17.14	20.00	60.26	57.14	61.54	32.05	25.71	18.46
Grade 4	11.59	15.07	23.53	57.97	42.47	50.00	30.43	42.47	26.47
Grade 5	7.23	4.62	5.71	49.40	69.23	50.00	43.37	26.15	44.29
Grade 6	11.11	7.89	4.69	52.78	68.42	71.88	36.11	23.68	23.44
All Grades	9.27	11.27	13.48	54.97	59.15	58.05	35.76	29.58	28.46

**Data Trends:**

1. Our students showed slight growth in Math this school year, with 32.96% of our students meeting or exceeding the standard, versus 30.98% of students meeting or exceeding the standard the previous year.
2. What is of concern is that almost two-thirds (67.04%) of our students are not meeting the standard (almost met or did not meet). Of greatest concern is our 5th and 6th graders in 2024 (now 6th and 7th graders). This group scored the lowest in Problem Solving & Modeling and Communicating Reasoning. 5.71% of our 5th graders scored above standard in Problem Solving and 4.69% of our 6th graders scored above standard in problem solving. 5.71% of our 5th graders scored above standard in Communicating Reasoning, and 4.69% of 6th graders scored above standard in this same area. This is a stark difference from our 3rd and 4th grade students. 3rd grader students scored at 12.31% above standard in Problem Solving and 20% in Communicating Reasoning. Our 4th grade students scored 20.59% in Problem Solving and 23.53% in Communicating Reasoning.
3. About half of our students met or are near standard in problem solving and communicating reasoning. However, the breakdown is needed to see what percentage of student met and which percentage of students nearly met the standard in each of these areas. We can note that we had LESS students scored below standard in problem solving. 35% scored below standard, compared to the previous year, where 45.07% of students scored below standard in problem solving.

# 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
<b>K</b>	1438.7	1428.2	1416.3	1449.0	1441.0	1434.7	1414.3	1398.2	1373.6	26	37	29
<b>1</b>	1442.1	1426.7	1433.5	1456.8	1450.5	1448.3	1426.7	1402.5	1418.2	25	24	18
<b>2</b>	1486.1	1476.1	1464.3	1497.2	1484.0	1457.5	1474.6	1467.8	1470.7	38	22	23
<b>3</b>	1497.1	1525.9	1490.2	1508.2	1543.1	1490.1	1485.7	1508.1	1489.8	38	28	20
<b>4</b>	1509.3	1532.7	1528.8	1516.9	1549.4	1531.2	1501.1	1515.5	1525.7	18	28	18
<b>5</b>	1526.1	1554.3	1538.4	1528.2	1574.7	1555.3	1523.5	1533.4	1520.9	24	15	17
<b>6</b>	*	1554.8	1541.7	*	1559.7	1533.6	*	1549.3	1549.3	7	20	12
<b>All Grades</b>										176	174	137

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
<b>K</b>	7.69	16.22	17.24	73.08	37.84	17.24	11.54	35.14	41.38	7.69	10.81	24.14	26	37	29
<b>1</b>	0.00	0.00	0.00	36.00	75.00	38.89	48.00	12.50	27.78	16.00	12.50	33.33	25	24	18
<b>2</b>	21.05	13.64	0.00	31.58	45.45	73.91	42.11	27.27	8.70	5.26	13.64	17.39	38	22	23
<b>3</b>	13.16	35.71	10.00	39.47	42.86	50.00	36.84	17.86	15.00	10.53	3.57	25.00	38	28	20
<b>4</b>	11.11	35.71	33.33	50.00	35.71	38.89	33.33	21.43	16.67	5.56	7.14	11.11	18	28	18
<b>5</b>	16.67	13.33	23.53	45.83	73.33	52.94	33.33	13.33	17.65	4.17	0.00	5.88	24	15	17
<b>6</b>	*	22.22	25.00	*	66.67	58.33	*	5.56	0.00	*	5.56	16.67	*	18	12
<b>All Grades</b>	13.64	20.35	14.60	43.75	50.58	45.26	34.09	20.93	20.44	8.52	8.14	19.71	176	172	137

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
<b>K</b>	23.08	32.43	24.14	65.38	40.54	20.69	3.85	18.92	31.03	7.69	8.11	24.14	26	37	29
<b>1</b>	12.00	37.50	22.22	40.00	50.00	38.89	44.00	0.00	22.22	4.00	12.50	16.67	25	24	18
<b>2</b>	34.21	36.36	21.74	44.74	27.27	60.87	15.79	22.73	0.00	5.26	13.64	17.39	38	22	23
<b>3</b>	42.11	75.00	45.00	36.84	17.86	25.00	13.16	3.57	10.00	7.89	3.57	20.00	38	28	20
<b>4</b>	38.89	60.71	50.00	55.56	32.14	38.89	0.00	0.00	0.00	5.56	7.14	11.11	18	28	18
<b>5</b>	41.67	66.67	58.82	50.00	33.33	29.41	4.17	0.00	5.88	4.17	0.00	5.88	24	15	17
<b>6</b>	*	77.78	50.00	*	16.67	33.33	*	0.00	8.33	*	5.56	8.33	*	18	12
<b>All Grades</b>	32.95	52.91	36.50	47.16	31.98	35.04	13.64	7.56	12.41	6.25	7.56	16.06	176	172	137

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
<b>K</b>	19.23	21.62	20.69	76.92	70.27	55.17	3.85	8.11	24.14	26	37	29
<b>1</b>	20.00	41.67	27.78	76.00	45.83	55.56	4.00	12.50	16.67	25	24	18
<b>2</b>	34.21	22.73	13.04	52.63	59.09	69.57	13.16	18.18	17.39	38	22	23
<b>3</b>	36.84	32.14	25.00	47.37	53.57	60.00	15.79	14.29	15.00	38	28	20
<b>4</b>	44.44	50.00	55.56	55.56	39.29	33.33	0.00	10.71	11.11	18	28	18
<b>5</b>	8.33	20.00	41.18	83.33	80.00	52.94	8.33	0.00	5.88	24	15	17
<b>6</b>	*	16.67	50.00	*	83.33	33.33	*	0.00	16.67	*	18	12
<b>All Grades</b>	28.41	30.23	30.66	62.50	59.88	53.28	9.09	9.88	16.06	176	172	137

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
<b>K</b>	15.38	45.95	31.03	76.92	40.54	34.48	7.69	13.51	34.48	26	37	29
<b>1</b>	28.00	62.50	22.22	64.00	25.00	61.11	8.00	12.50	16.67	25	24	18
<b>2</b>	60.53	72.73	43.48	34.21	18.18	39.13	5.26	9.09	17.39	38	22	23
<b>3</b>	65.79	92.86	55.00	26.32	3.57	20.00	7.89	3.57	25.00	38	28	20
<b>4</b>	50.00	92.86	44.44	38.89	0.00	44.44	11.11	7.14	11.11	18	28	18
<b>5</b>	83.33	100.00	82.35	12.50	0.00	11.76	4.17	0.00	5.88	24	15	17
<b>6</b>	*	88.89	58.33	*	5.56	33.33	*	5.56	8.33	*	18	12
<b>All Grades</b>	52.84	76.16	45.99	39.77	15.70	35.04	7.39	8.14	18.98	176	172	137

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
<b>K</b>	11.54	16.22	3.45	76.92	75.68	79.31	11.54	8.11	17.24	26	37	29
<b>1</b>	0.00	4.17	11.11	52.00	54.17	44.44	48.00	41.67	44.44	25	24	18
<b>2</b>	7.89	4.55	0.00	63.16	68.18	82.61	28.95	27.27	17.39	38	22	23
<b>3</b>	2.63	7.14	0.00	52.63	64.29	65.00	44.74	28.57	35.00	38	28	20
<b>4</b>	0.00	10.71	22.22	55.56	57.14	50.00	44.44	32.14	27.78	18	28	18
<b>5</b>	8.33	13.33	0.00	70.83	86.67	76.47	20.83	0.00	23.53	24	15	17
<b>6</b>	*	5.56	8.33	*	72.22	66.67	*	22.22	25.00	*	18	12
<b>All Grades</b>	5.68	9.30	5.84	60.80	67.44	67.88	33.52	23.26	26.28	176	172	137

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
<b>K</b>	26.92	21.62	17.24	57.69	45.95	44.83	15.38	32.43	37.93	26	37	29
<b>1</b>	8.00	0.00	0.00	64.00	83.33	66.67	28.00	16.67	33.33	25	24	18
<b>2</b>	15.79	18.18	17.39	73.68	63.64	52.17	10.53	18.18	30.43	38	22	23
<b>3</b>	13.16	25.00	10.00	76.32	67.86	80.00	10.53	7.14	10.00	38	28	20
<b>4</b>	16.67	42.86	33.33	72.22	39.29	55.56	11.11	17.86	11.11	18	28	18
<b>5</b>	8.33	13.33	17.65	83.33	80.00	70.59	8.33	6.67	11.76	24	15	17
<b>6</b>	*	66.67	50.00	*	27.78	41.67	*	5.56	8.33	*	18	12
<b>All Grades</b>	15.34	26.16	18.98	71.02	56.98	58.39	13.64	16.86	22.63	176	172	137

**Data Trends:**

1. This year, our data show that we had a drop in the percentage of students who passed the ELPAC with a Level 4. In 2023, 20.35% of students passed the ELPAC. However, in 2024, 14.60% of English Learners passed the ELPAC.
2. We need to focus on our 1st and 2nd grade English Learners, as none of our first graders have passed the ELPAC in the past 3 years. Additionally, none of our 2nd grade English Learners passed the ELPAC in 2024. The passing rate in Kindergarten has remained consistent.
3. 45.99% of our students scored "Well Developed" in the Speaking domain in 2024, a drop from 76.16% the year before (2023). 5.84% of our students scored "Well Developed" in the Reading domain in 2023, a drop from 9.30% the year before (2024). Listening scores remained consistent (30.66% scored well developed in 2024 compared to 30.23% in 2023).

# 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
505	94.5%	26.5%	1.4%
Total Number of Students enrolled in Washington 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	134	26.5%
Foster Youth	7	1.4%
Homeless	7	1.4%
Socioeconomically Disadvantaged	477	94.5%
Students with Disabilities	70	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.4%
American Indian	0	0.0%
Asian	2	0.4%
Filipino	0	0.0%
Hispanic	479	94.9%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	2	0.4%

### Conclusions based on this data:

1. The majority of our students are socioeconomically disadvantaged (94.5% during the 2023-2024 school year).

2. During the 2023-2024 school year, 26.5% of our student population were English Learners, which constituted a large percentage of our student population. This is a smaller percentage than the previous year (30% during the 2022-2023 school year). We also have 13.9% of our students who are identified as students with disabilities. It is important that our SLP and RSP teachers work closely with general education teachers to support our students with meeting their goals.
3. During the 2023-2024 school year, we had 505 students, a drop from 532 the previous year.

# School and Student Performance Data

## Overall Performance

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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Our overall academic performance is in the yellow area for English Language Arts and Math.
2. Of concern is the progress of our English Learners, who scored red on the dashboard.
3. Our chronic absenteeism rate is also in the yellow area. This is an area of priority, as we cannot remedy academic performance if our students are not present at school and are routinely missing instruction.



# School and Student Performance Data

## Academic Performance English Language Arts

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.

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












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><b>All Students</b></p> <p>Yellow</p> <p>7.1 points below standard</p> <p>Increased 15.4 points</p> <p>250 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>16.2 points below standard</p> <p>Increased 15.4 points</p> <p>113 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>8.0 points below standard</p> <p>Increased 13.7 points</p> <p>239 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>56.4 points below standard</p> <p>Increased 54.7 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>6.3 points below standard</p> <p>Increased 14.1 points</p> <p>242 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

**Conclusions based on this data:**

1. This school year, our total population of students, our socioeconomically disadvantaged students, English Learners, and students with disabilities showed growth in their scores. Our scores fall in the yellow range for these subgroups.
2. Our English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students showed growth in ELA during the 2024 testing period. English Learners increased by 15.4 points, Socioeconomically Disadvantaged students increased by 13.7 points, Students with Disabilities increased by 54.7 points, and Hispanic students increased by 14.1%.
3. Although our students showed growth, we are still below standard in all areas. The subgroup with the greatest disparity is our Students with Disabilities, with a score of 56.4 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

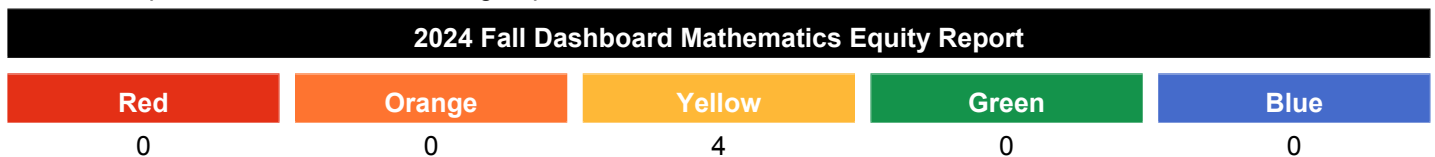
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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












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><b>All Students</b></p> <p>Yellow</p> <p>41.9 points below standard</p> <p>Increased 9.8 points</p> <p>249 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>47.1 points below standard</p> <p>Increased 13.6 points</p> <p>113 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>43.3 points below standard</p> <p>Increased 7.8 points</p> <p>238 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>80.8 points below standard</p> <p>Increased 44.5 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>40.9 points below standard</p> <p>Increased 8.9 points</p> <p>241 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

**Conclusions based on this data:**

1. During the 2024 testing period, our score in math for "all students" was at the yellow level, which means that there was an increase from the previous year. There was an increase of 9.8 points for all students. However, we are still at 41.9 points below level.
2. Our English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students showed growth in ELA during the 2024 testing period. English Learners increased by 13.6 points, Socioeconomically Disadvantaged students increased by 7.8 points, Students with Disabilities increased by 44.5 points, and Hispanic students increased by 8.9%.
3. Although our students showed growth, we are still below standard in all areas. The subgroup with the greatest disparity is our Students with Disabilities, with a score of 80.8 points below standard.

# 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.

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.

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

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	
<b>English Learner Progress</b>  Red 36.9% making progress. Number Students: 103 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 2 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			
<b>Decreased One ELPI Level</b> 19.4%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 43.7%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 36.9%

### Conclusions based on this data:

1. In 2024, 36.9% of our English Learners progressed at least one ELPI level on the ELPAC. The previous year, 86% of our students progressed at least one level. There was a decrease in students making progress from 2023 to 2024.
2. 19.4% of our students decreased by one ELPI level. Ideally, we would like to see that our English Learners are making progress, not digressing.
3. Our goal is to provide targeted interventions to subgroups with the English Learner group. For example, we would like for our newcomers to progress at least one ELPI level. We would also like to see our students who are at Level 3 pass the ELPAC with a Level 4 to begin the reclassification process.



# 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.

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.







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












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><b>All Students</b></p>  Yellow <p>31.2% Chronically Absent</p> <p>Declined 4.7</p> <p>541 Students</p>	<p><b>English Learners</b></p>  Yellow <p>28% Chronically Absent</p> <p>Declined 4.3</p> <p>161 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>31.2% Chronically Absent</p> <p>Declined 4.2</p> <p>504 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>37.3% Chronically Absent</p> <p>Declined 24.4</p> <p>102 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>40% Chronically Absent</p> <p>Increased 12.4</p> <p>25 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>30.7% Chronically Absent</p> <p>Declined 5.7</p> <p>511 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. During the 2023-2024 school year, 31.2% of our students were chronically absent. This shows a decline in our absenteeism rate, as 35.9% of our students were chronically absent during the previous school year. This percentage of students who are chronically absent may have an effect on our overall academic achievement levels.
2. Four of our subgroups (English Learners, Socioeconomically Disadvantaged students, and Hispanic students) had similar chronic absenteeism rates. However, our Students with Disabilities had the highest chronic absenteeism rate at 37.3%. This is an improvement from the previous year, where 61.6% of our students with disabilities were chronically absent. Our absenteeism rate is an area concern, but more so for our student with disabilities.
3. During the 2023-2024 school year, all groups had a very high level of chronic absenteeism, especially our African-American students, with a 40% chronic absenteeism rate. As a school, we need to address the root causes of chronic absenteeism. Some reasons we have heard in SST and SART meetings include illness, children unwilling to come to school, rainy days (weather-related), transportation, etc.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

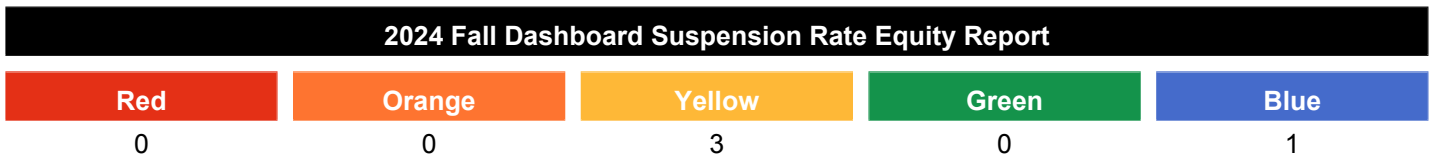
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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












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><b>All Students</b></p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.5%</p> <p>557 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>164 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.6%</p> <p>517 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1%</p> <p>104 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>26 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.6%</p> <p>526 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Overall, our suspension rate is very low (0.7% students suspended at least one day). This is a slight increase from 0.2% the year before.
2. The dashboard shows that our suspension rate has remained low. This could be due to the increase in social-emotional support services both at our school site and in our district, as well as our PBIS program.
3. The dashboard shows that 0% of our English Learners were suspended during the 2023-2024 school year, which is a similar trend from the previous school year. Our students with disabilities had a 1% increase in suspensions during the 2023-2024 school year. However, even at 1%, we are still in the yellow range for suspensions.



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**

<b>Achievement Progress (SBAC)</b> <b>Progreso del Rendimiento Académico (SBAC)</b>		<b>Important Issues to Address the School Plan for Student Achievement (SPSA)</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar )</b>
<b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  All students meeting or exceeding standard: 32.96% 3rd Grade: 41.53% 4th Grade: 45.59% 5th Grade: 14.29% 6th Grade: 31.25% English Learners: 6.16% Socioeconomically Disadvantaged: 32.94% Students with Disabilities: 24.14% African-American: not reported	<b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  All students who Almost Met or Did Not Meet standard: 67.04% 3rd Grade: 58.47% 4th Grade: 54.41% 5th Grade: 85.71% 6th Grade: 68.75% English Learners: 93.84% Socioeconomically Disadvantaged: 37.06% Students with Disabilities: 75.86%	Issues to Address (Target for 2023-2024 school year was 38.09% 32.96% of our students were proficient on the SBAC in the area of Math. This is an area of great need at our school site. Overall, our students did not meet their targets in Math. Our 3rd and 4th Graders met the target in Math, but our 5th and 6th grade students did not.  <b>WHAT SUB-GROUP PRESENTS THE GREATEST DISPARITY IN ACHIEVEMENT?</b> -5th Grade -6th Grade -EL Learners (greatest disparity) -Students with Disabilities Data for African American students was not reported.  <b>WHAT DO WE NEED TO DO TO INCREASE OUR STUDENTS' SCORES (PROGRAMS, ACTIVITIES, MATERIALS, ETC)?</b> Intervention Instructional Assistants Math Intervention Specialist Online learning programs After school math clubs

Hispanic: 32.81% Foster: not reported Homeless: not reported	African-American: not reported Hispanic: 67.19% Foster: not reported Homeless: not reported	Planning time Supplemental math materials Math games Tutors Materials and programs to support basic skills (addition subtraction, multiplication, division) Math Clubs (gardening, cooking, chess, coding, etc) Parent workshops College tutoring
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**Progress in Academic Areas – ELA**  
**Progreso en las Áreas Académicas-Inglés**

<b>Achievement Progress (SBAC)</b> <b>Constancia del Progreso (SBAC)</b>		<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar )</b>
<p><b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>All students meeting or exceeding Standard: 47.73% 3rd Grade: 47.7% 4th Grade: 55.38% 5th Grade: 28.17% 6th Grade: 61.9% English Learners: % Socioeconomically Disadvantaged: % Students with Disabilities: % African-American: not reported Hispanic: 47.83% Foster: not reported Homeless: not reported</p>	<p><b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>All students who Almost Met or Did Not Meet Standard: 56.54% 3rd Grade: 52.3% 4th Grade: 44.62% 5th Grade: 71.83% 6th Grade: 38.1% English Learners: 79.03% Socioeconomically Disadvantaged: 52.19% Students with Disabilities: 72.41% African-American: not reported Hispanic: 52.17% Foster: not reported Homeless: not reported</p>	<p>IMPORTANT ISSUES TO ADDRESS IN OUR SCHOOL PLAN:</p> <p>WHAT ARE THE GENERAL FINDINGS? Overall, we almost met our target for the 2023-2024 school year. Two grade levels met the target: 4th, 6th Grades Our 5th graders scored 28.17%. This is the grade level with the greatest need.</p> <p>IS PERFORMANCE CONSISTENT ACROSS GRADE-LEVELS? No. Two grade levels met their targets (4th and 6th grades). Third grade almost met the target. Fifth grade scored approximately 20 percentage points below target.</p> <p>WHAT SUB-GROUP PRESENTS THE GREATEST DISPARITY IN ACHIEVEMENT? Students with disabilities English Learners (lowest subgroup at 20.97%)</p> <p>WHAT DO WE NEED TO DO TO INCREASE OUR STUDENTS' SCORES (PROGRAMS, ACTIVITIES, MATERIALS, ETC)? Intervention Instructional Assistants Reading Intervention Specialist Online learning programs After school reading clubs Planning time Supplemental reading materials Reading games Tutors Materials and programs to support basic skills Reading Clubs (school newspaper, journalism, etc) Parent workshops</p>

Supplemental materials and books

**Achievement in English Language Proficiency**  
**Lograr un Nivel Competente en Inglés**

<b>Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)</b>	<b>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)</b>
<p>Reclassification Rate for 2023-2024: 21%</p> <p>ELPAC Passing Rate (2024): All (137 students) 14.6% passed</p> <p>Kinder (29 students) 17.24% passed (5 students)</p> <p>1st (18 students) 0% passed ( 0 students)</p> <p>2nd (23 students) 0% passed (0 students)</p> <p>3rd (20 students) 10% passed (2 students)</p> <p>4th (18 students) 33.33% passed (6 students)</p> <p>5th (17 students) 23.53% passed (4 students)</p> <p>6th (12 students) 25% passed (3 students)</p>	<p>WHAT DOES THE DATA TELL US? A very low percentage of students passed the ELPAC. Few students were able to reclassify during the 2023-2024 school year. There were no students who passed the ELPAC in first grade or 2nd grade. The highest number of students passing the ELPAC was Kinder and 4th Grades.</p> <p>IS PERFORMANCE CONSISTENT ACROSS GRADE-LEVELS? Few students passed the assessment overall. Third and fourth grades had the highest percentage of students passing the assessment.</p> <p>WHAT SUB-GROUP PRESENTS THE GREATEST DISPARITY IN ACHIEVEMENT? All grades have a large disparity when it comes to passing the ELPAC.</p> <p>WHAT DO WE NEED TO DO TO INCREASE OUR STUDENTS' SCORES (PROGRAMS, ACTIVITIES, MATERIALS, ETC)? Planning time Online educational programs Tutoring Intervention Materials to Support Intervention (chants, poems, visuals, slides, etc) Clubs (Journalism, News station, etc) Professional Development Games/Activities Resources for Newcomers Parent training/workshops Oral language projects for students Supplemental ELD Curriculum</p>

**School Programs**  
**Programas de la Escuela**

<b>Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)</b>	<b>Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
<p>PBIS Weekly and Monthly Rewards Awards Assemblies --Attendance (Individual and class) --High Achiever --Outstanding Effort --Perfect Attendance</p>	<p>WHAT ARE SOME GENERAL FINDINGS? Our English Learners and Special Education Students scored the lowest overall in all areas (SBAC ELA, Math, and ELPAC). The programs currently in place have had a positive impact on our students. We have several programs on campus that support our</p>

<p>Spelling Bee  Math Challenge  Think Together After school Program  Think Together Football  Think Together Basketball  Think Together Soccer  Think Together Cheer Team  Leadership Academy  Student Council  P.S. Arts Program  P.S. Arts Music Program  P.S. Arts Theater Program  Visual Thinking Strategies (VTS)  Turn Around Arts Partnership  Conga Dance Kids (5th Grade)  Intervention Programs (Intervention for English Learners/ Academy/Title I ELA and Math Interventions)  Character Education Program  Virtual Field Trips  Track and Field  Sown to Grow SEL Program  SEL Specialist on Campus  School Counselors (through recommendation)  Certified Student Support Analysts (CSSAs)  Community Schools Case Manager  Bobcat Book Buddy Club  Take a Book, Leave a Book  Career Day  Wellness Wednesday  LCSW  Student Council</p>	<p>students both academically and social-emotionally. For example, we have a new program that our SEL Specialist uses called Sown to Grown. Students complete a self-rating each week and our SEL Specialist will reach out to students if they need support. Additionally, we have established a Student Council, which supports our students with leadership skills. We also started a Book Buddy club, which helps connect our older students with our younger students through Literacy.</p> <p>Staff would like to implement:  Hot Chocolate with the Principal (to gather ideas and suggestions to improve school)</p>
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<p><b>College Readiness/ <i>preparación para la universidad</i></b>  <b>(Qualitative Measure/Medidas cualitativas)</b></p>	<p><b>Important Issues to Address in the SPSA</b>  <b><i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i></b></p>
<p>Not applicable</p>	<p>Not applicable</p>

**Also, How is Our School Meeting Your Needs as Parents?**  
**¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?**

<p><b>Evidence of Progress</b>  <b><i>Constancia del Progreso</i></b>  <b>(Qualitative Measure/Medidas cualitativas)</b></p>	<p><b>Important Issues to Address</b>  <b><i>Temas Importantes que Discutir</i></b></p>
<p>Parent Survey  Parent Workshops  Parent Councils/Meetings  Coffee &amp; Chat with Principal  Parent Conferences  Back to School Night/Open House  School-wide Events (Trunk-or-Treat, etc.)  Parent Volunteers (Parent Center)  Family Engagement Events (Family Art Night)  National Parent Involvement Day  Community Liaison  Community Schools Case Manager  SEL Specialist  Certified Student Support Analysts (CSSAs)</p>	<p>WHAT ARE SOME GENERAL FINDINGS?  Provide Motivation so more if not all parents are present in these parent involvement activities</p> <p>FAMILIES NEED OPPORTUNITIES TO....  Support their children with mental health and socio-emotional learning  Teachers report that they would like to train their parents on how to teach their children at home (homework help, math, reading, etc).</p> <p>Below are the results of our 2023-2024 Family Survey:</p> <p>School Climate/Environment Survey Results (Fall 2024)</p> <ul style="list-style-type: none"> <li>99.4% of parents feel welcome and are treated with respect when they enter our campus (based on Washington 2024-2025 survey results)</li> </ul>

	<ul style="list-style-type: none"> <li>• 99.4% of parents feel they are treated with respect(based on Washington 2024-2025 survey results)</li> <li>-99.4% of parents feel that their cultural heritage is respected.</li> <li>-100% of parents feel tht their child is treated fairly nomater his/her race or cultural background.</li> <li>-98.8% of parents feel welcome at meetings, events, gatherings, etc.</li> <li>-98.8% of parens have a good working relationship with their child's teacher.</li> <li>-98.8% of parents feel they can talk to the principal whenever they need to.</li> <li>-98.8% of parents feel that our school has a clear process for addresssing their concerns.</li> <li>-98.8% of parents feel that if thte school cannot help them, we can refer them someone who can.</li> <li>-98.8% of parents feel that staff at the school let them know right away if their child is having difficulty with their academics, behavior, etc.</li> <li>-97.5% of parents feel that theh school confults them before makig important decisions.</li> <li>-100% of parents understand the rules and requirements about appropriate student dress, language and behavior.</li> <li>-99.4% of parents feel that the school has effective forms of school-to-home and home-to-school communications such as conferences, weekly/monthly folders, notices, memos, phone calls, newsletters, etc</li> <li>-98.1% of parents feel that their child's teacher(s) and other school staff keep me well informed about how my child is progressing academically and socially</li> <li>-100% of parents are aware of the grade-level academic standards their child is expected to learn</li> <li>-99.4% of parents feel that their child's teacher and the school give me useful information about how to improve my child's progress.</li> </ul> <p>Barriers:</p> <ul style="list-style-type: none"> <li>• 18.1% of parents report that childcare is a barrier to participating in school activities.</li> </ul> <ul style="list-style-type: none"> <li>-11.3% feel that are transportation related barriers</li> </ul> <ul style="list-style-type: none"> <li>• 10.6% of parents feel there is a language barrier</li> <li>• 6.9% feels there is a lack of or little information about involvement opportunities</li> </ul> <ul style="list-style-type: none"> <li>-16.3% of parents feel there is a scheduling conflict</li> <li>-11.9% of parents have a need for internet or WIFI</li> <li>-21.3% of parents feel there is a lack of access to digital devices</li> </ul> <ul style="list-style-type: none"> <li>• 40% of parents would like to volunteer</li> <li>• 39.4% would like to chaperone field trips</li> <li>• 41.3% of parents need Math support workshops</li> <li>• 50.6% of parents need support with reading workshops</li> </ul> <ul style="list-style-type: none"> <li>-25% of parents need support with homework</li> <li>-23.1% of parents need support ith socio-emotional support</li> <li>-27.5% of parents need support with bullying prevention</li> <li>-28.1% of parents need support with positive discipline and behavior</li> </ul>
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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 49% (Measurement) target in the area of English Language Arts on the SBAC assessment in spring 2024.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment School Wide	49.11% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	47.73% met or exceeded the standard on 2024 SBAC
SBAC Assessment African-American Students	44.46% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	not reported due to low number of students who tested
SBAC Assessment Hispanic Students	40.42% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	47.83% met or exceeded the standard on 2024 SBAC
SBAC Assessment Socio-Economically Disadvantaged Students	44.61% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	47.81% met or exceeded the standard on 2024 SBAC
SBAC Assessment Students with Special Needs	18.71% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	27.59% met or exceeded the standard on 2024 SBAC
SBAC Assessment English Learners	30.69% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	20.97% met or exceeded the standard on 2024 SBAC

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Plan and implement an intervention program (which may include small group instruction) with an ELA focus, along with the materials needed to support this program.	Fully implemented	This budget will be used to pay for planning time for teachers, or to pay for professional development in ELA areas. 1000-1999: Certificated Personnel Salaries Title I 20,000	We implemented an interention for Language Arts. However, our school site used LCAP funding. 0
Support students' reading, writing, speaking, listening, and research skills with supplemental materials and books (including the technology needed to implement these programs).	fully implemented	Teaching and Learning: Provide supplemental access to print and online materials and programs to support instruction in all ELA areas (reading, writing,	We purchased library books, curriculum associates guides, student planners, and materials to store the newly purchased books.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		listening, speaking) including the technology needed to implement these programs. 4000-4999: Books And Supplies Title I 10,000	4000-4999: Books And Supplies 62,910
Create a school-wide family reading program to promote and support literacy (reading and writing), along with the materials needed to support these programs (Motivation, games, awards, etc.).	partially implemented	Teaching and Learning: Purchase and/or provide supplemental technology and materials to support the program. 4000-4999: Books And Supplies Title I 5,000	We organized a reading event on campus for Read Across America, and planned our Book Buddy Club between 6th grade and TK/Kindergarten. 4000-4999: Books And Supplies 20
Create literacy clubs, such as a school news station, to increase motivation and support student achievement in ELA, along with the materials needed to support these clubs. The focus would be on students researching, writing, delivering oral reports, and using technology to share this information school-wide and/or on social media.	not implemented	This budget will be used to pay for planning time for teachers, or to pay for professional development in ELA areas. 1000-1999: Certificated Personnel Salaries Title I 4,000	We did not have enough personnel to support these clubs. 0
		Purchase supplemental technology and other needed supplies to support literacy clubs. 4000-4999: Books And Supplies Title I 1000	We did not implement clubs, therefore, we did not purchase materials. 4000-4999: Books And Supplies 0
Recruit personnel to support with intervention (tutors, instructional assistants, instructional coach, etc.).	not implemented	Teaching and Learning: Personnel will support students with intervention to increase literacy rates. Materials and technology for the intervention will be provided. 2000-2999: Classified Personnel Salaries Title I 10,000	We could not hire personnel due to the district hiring freeze. 0
Provide professional development and planning time for teachers to create standards-based lessons for students throughout the year in the areas of Reading, Writing, Grammar, Listening, Speaking.	fully implemented	This budget will be used to pay for planning time for teachers, or to pay for professional development in ELA areas. Collaborate with other schools and/or districts to share best practices in English	Teachers created writing presentations to present to staff during our professional development day. 1000-1999: Certificated Personnel Salaries 486

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Language Arts so that there is an opportunity to engage in meaningful discussion to enhance learning across all grade levels and across ELA subjects. 1000-1999: Certificated Personnel Salaries Title I 20,000	
Plan literacy events to promote families reading to and with students, and provide a literacy workshop for parents.	not implemented	Teaching and learning: This budget will be used to purchase items needed for workshops for parents. Literacy events may include students having library cards and attending walking field trips to the library for greater access to books and/or literacy events. 1000-1999: Certificated Personnel Salaries Title I 2,000	We used CSAC funding for literacy workshops. 1000-1999: Certificated Personnel Salaries 0
Integrate arts into the language arts curriculum, and the training and the materials to support arts integration. This will allow students the opportunity to express their understanding using different media (theater, music, visual arts, etc.), which will support student's reading, writing, speaking, listening, and research skills.	fully implemented	Teaching and Learning: This budget will be used to pay for the training, planning time, and the materials needed to implement arts integration to the English Language Arts curriculum, including but not limited to paper, technology for projection, toner, chart pads, and other art, print and technology supplies. 1000-1999: Certificated Personnel Salaries Title I 5,000	Teachers participated in professional development to integrate ELA with the Arts presented by Turnaround Arts. 1000-1999: Certificated Personnel Salaries 1,762

## Analysis

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

Please see Data Analysis and Evaluation

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

Please see Data Analysis and Evaluation

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

Our estimated actual expenditures were less than our proposed expenditures because we were not able to fully implement all planned activities. Additionally, we used our LCAP and CSAC budget to support with these strategies.

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.

Please see Data Analysis and Evaluation

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 2

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the 38.09% (Measurement) target in the area of Mathematics on the SBAC assessment in spring 2024.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment School Wide	38.09% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	32.96% met or exceeded the standard on 2024 SBAC
SBAC Assessment African-American Students	16.92% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	not reported due to low numbers of students who tested
SBAC Assessment Hispanic Students	39.10% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	32.81% met or exceeded the standard on 2024 SBAC
SBAC Assessment Socio-Economically Disadvantaged Students	37.67% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	32.94% met or exceeded the standard on 2024 SBAC
SBAC Assessment Students with Special Needs	18.71% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	24.14% met or exceeded the standard on 2024 SBAC
SBAC Assessment English Learners	27.59% Meeting Standard or Above (SMART Target Goal) on 2024 SBAC	6.16% met or exceeded the standard on 2024 SBAC

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Plan and implement intervention and enrichment programs with a Math focus to improve critical thinking in the area of math (such as chess, coding, etc.), along with the materials needed to support these programs (before school, after school, Saturdays).	fully implemented	Provide extra duty hours to teachers to teach intervention. 1000-1999: Certificated Personnel Salaries Title I 15,000	We used LCAP funds. 0
		Purchase and/or provide additional technology and materials to support math instruction. 4000-4999: Books And Supplies Title I 5000	We used LCAP funds. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide access to supplemental print and online programs (such as adaptive programs), and materials/manipulatives to support instruction in all Math areas (Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations in Fractions, Measurement/Data, and Geometry).	fully implemented	Provide access to print and online programs, and materials/manipulatives to support instruction in all Math areas (Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations in Fractions, Measurement/Data, and Geometry). 4000-4999: Books And Supplies Title I 10,000	We purchased books and materials. 22,931.41
Provide professional development and planning time for teachers on math programs to create engaging, standards-based math lessons.	fully implemented	Additional time for teachers to plan lessons and collaborate with their colleagues to share best practices. Review assessment data and plan strategies to help students be successful and meet high academic outcomes. Provide teachers with extra duty hours to plan in their grade-levels. Implement professional development opportunities for teachers in the area of MATH. 1000-1999: Certificated Personnel Salaries Title I 20,000	Teachers participated in professional development that focused on integrating the arts with math instruction. 2,016
Create a math program to promote math fluency, facts, etc., along with the materials needed to support this program.	fully implemented	Teaching and Learning: Purchase instructional tools, certificates, instructional materials and games to support Math. 4000-4999: Books And Supplies Title I 500	We used CSAC Funding. 0
Recruit personnel to support with intervention (tutors, instructional assistants, instructional coaches, specialists, etc.).	not implemented	Teaching and Learning: Provide teachers, staff, or other support personnel with release time to participate in program development and planning time; provide extra-duty hours	We did not hire personnel due to the district hiring freeze. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries Title I 10,000	
Create math clubs (such as gardening, cooking, etc.) to increase motivation and support student achievement in math, along with the materials needed to support this program.	not implemented	Opportunity and Equal Access: Provide additional teacher hours for after-school extended learning programs for Kinder – 6th grade in Mathematics. 1000-1999: Certificated Personnel Salaries Title I 3,434	We did not have enough personnel to support these clubs. 0
Plan events and workshops for families and students to promote family engagement in math, such as competitions, math fairs, and family math nights.	fully implemented	This budget will be used to provide extra duty to teachers to provide events an workshops. 1000-1999: Certificated Personnel Salaries Title I 1,000	We used CSAC to fund these workshops. 0

## Analysis

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

Please see Data Analysis and Evaluation

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

Please see Data Analysis and Evaluation

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

Our estimated actual expenditures were less than our proposed expenditures because we were not able to fully implement all planned activities. Additionally, we used our LCAP and CSAC budget to support with these strategies.

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.

Please see Data Analysis and Evaluation

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 3

SCHOOL GOAL 3: English Learners will progress at least one proficiency level on the ELPAC, and will meet targets for Progress and Proficiency on SBAC.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Number of students who pass the ELPAC.</p> <p>Number of students who reclassify.</p> <p>Percentage of students who meet or exceed the SBAC in ELA and Math.</p> <p>Number of students who progress at least one ELPI Level on the ELPAC in 2024.</p>	<p>The reclassification percentage rate will increase 20% this 2023-2024 school year.</p> <p>English Learners will grow by one level on the ELPAC.</p> <p>English Learners will meet their target goals of 30.69% passage rate on the 2024 ELA SBAC and 27.59% passage rate on the 2024 Math SBAC.</p>	<p>The reclassification percentage rate increased from 13% in 2023 to 21% in 2024.</p> <p>36.9% of English Learners grew by one level on the ELPAC.</p> <p>English Learners did not meet their target goals of 30.69% passage rate on the 2024 ELA SBAC and 27.59% passage rate on the 2024 Math SBAC. In ELA, English Learners scored 20.97% on the SBAC, and in Math, they scored 6.16%.</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement an intervention program with a focus on reading, writing, listening, and speaking to support English Learners, along with the materials needed to support this program.</p>	<p>partially implemented</p>	<p>Provide extra duty hours for teachers to plan and participate in the English Learner Intervention Program. 1000-1999: Certificated Personnel Salaries Title III 4,800</p>	<p>3rd Grade intervention was funded by the district. 0</p>
<p>Provide supplemental resources to English Learners at all levels, such as Newcomers and LTELs, to support reading, writing, listening, and speaking, such as online literacy programs, photos, books, music, poetry, including the technology hardware and software to support these materials.</p>	<p>not implemented</p>	<p>Provide additional instructional materials, supplies, and equipment to support English Learners in all content areas (e.g. Supplemental instructional materials, bilingual books, supplies, resources, equipment). Provide one-on-one sessions with students to support reclassification, such as</p>	<p>We held data chats with LTELs, however, there was no cost. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		through Long Term English Learner Data Chats. 4000-4999: Books And Supplies Title III 1,000	
Plan rallies and/or motivational assemblies for English Learners to support them in reading, writing, listening, and speaking.	fully implemented	Provide materials (technology, banner paper, paint, etc) for rallies. Make personal phone calls to parents to invite them to parent meetings such as ELAC, SSC, Coffee & Chat with the Principal, etc. so that parents learn about assessments, reclassification, and other topics that pertain to English Learners. 4000-4999: Books And Supplies Title III 150	We used general school fund to purchase materials. 0
Provide parents with supplemental resources to support their children at home.	fully implemented	Principal, Instructional Lead, Academic Coach will provide supplemental materials to parents to help them support their children, based on their need(s). Provide additional instructional materials, supplies, and equipment to support English Learners in all content areas (e.g. Supplemental instructional materials, bilingual books, supplies, resources, equipment). Create a website, newsletter, and video series for English Learner parents to inform them about topics related to reading, writing, listening, speaking. 4000-4999: Books And Supplies Title III 929	We purchased books with general school funds. 0
Provide professional development and	partially implemented	Provide teachers and coaches supplemental	Teachers will be provided with extra duty

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
planning time for teachers to create lessons that support reading, writing, listening, and speaking for English Learners.		time to plan lessons for English Learners. 1000-1999: Certificated Personnel Salaries Title III 3,000	pay to create lesson plans to support English Learners. 4000

## Analysis

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

Please see Data Analysis and Evaluation

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

Please see Data Analysis and Evaluation

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

Our estimated actual expenditures were less than our proposed expenditures because we were not able to fully implement all planned activities. Additionally, we used Title III district funds to support with these strategies.

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.

Please see Data Analysis and Evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 4

SCHOOL GOAL 4: Parent participation and engagement at school events and meetings will increase by 10%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance at school events and meetings	Parent participation will increase by 10% during the 2024-2025 school year. Students will meet 2024 SBAC target goals of 49.11% in ELA and 38.09% in Math.	Our parent participation rate remained approximately the same as last year. Students did not meet 2024 SBAC target goals of 49.11% in ELA and 38.09% in Math. In English Language Arts our students scored 47.7% and in Math, our students scored 32.96%

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parents with a series of workshops to support students in literacy, math, technology, mental health, socio-emotional learning, parenting tips and strategies etc., along with the materials and technology needed to support these workshops.	fully implemented	Provide teachers or other support personnel with extra duty hours to host a Parent Academy with trainings on the different programs that students use at school. Parent Involvement: Provide adult education opportunities for parents and families (e.g. consultant fees, child care, substitutes). 1000-1999: Certificated Personnel Salaries Title I 1,500	District funding covered the cost of the presenters. 0
Provide parent involvement materials for parents to attend school events and activities such as Back to School Night, Open House, Family Art Night, Family picnics, Science Night, Movie Night, potlucks,	partially implemented	Provide materials and supplies to promote and encourage parent participation. Provide ample opportunities for parents to participate at Washington, including through our Parent Teacher Organization	We will purchase parent engagement kits for families to support their children's learning. Title I 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent/Caregiver Evenings, etc.		(PTO), classroom volunteer opportunities, office support, etc. Staff will develop a list of volunteers who have completed the volunteer screening process. Make personal phone calls to potential parent volunteers to invite them to events, volunteer opportunities, etc. Ensure that the language that we use at our school site is parent and family friendly. Use our social media platform and other technology tools such as Parent Square to communicate with parents and families about school events and programs, in parents'/families chosen language. 4000-4999: Books And Supplies Title I 470	

## Analysis

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

Please see Data Analysis and Evaluation

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

Please see Data Analysis and Evaluation

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

Our estimated actual expenditures were less than our proposed expenditures because we were not able to fully implement all planned activities. Additionally, we used our LCAP and/or CSAC budget to support with these strategies.

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.

Please see Data Analysis and Evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 5

Washington Elementary will facilitate the implementation of school-wide positive behavior expectations to promote a positive school culture.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Office Discipline Referral Attendance data	10% decrease in ODRs. 10% increase in attendance rates.	We have had a decrease in ODRs. Last year, we had 62 ODRS submitted. This year, we have 48 ODRs submitted thus far.  Our attendance rate has increased by 2 percentage points in 24-25.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Washington Elementary will facilitate the implementation of a positive behavior expectations and the PBIS program and the materials to support this program.	fully implemented	Purchase materials to facilitate the implementation of school-wide positive behavior expectations and the PBIS program, and provide staff extra duty hours to plan for and implement PBIS program. 4000-4999: Books And Supplies Title I 5,000	PBIS committee receives extra duty to implement and monitor the implementation of the PBIS program. 1000-1999: Certificated Personnel Salaries 7,105
Host assemblies and multicultural events that feature visual and performing arts such as music, dance, visual arts, theater, digital media; plan sports events, field day, school carnival, etc. to promote a positive school environment.	fully implemented	We will invite performers and presenters to our campus to support with student and staff social-emotional well-being. 5000-5999: Services And Other Operating Expenditures Title I 10,000	District and Turnaround Arts funds were used to pay for assemblies. 5000-5999: Services And Other Operating Expenditures Title I 0

## Analysis

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

Please see Data Analysis and Evaluation

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

Please see Data Analysis and Evaluation

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

Our estimated actual expenditures were less than our proposed expenditures because we have used other budgets, such as CSAC and district funding, to pay for assemblies and school events.

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.

Please see Data Analysis and Evaluation

## School Plan for Student Achievement: Data Analysis and Evaluation

### Overall Data Findings Based on Assessment Results (Narrative)

Based on the data presented in this school plan, our students in various subgroups have shown improvements in areas such as English Language Arts, Math, and progress on the ELPAC. In English Language Arts, our students with disabilities, socioeconomically disadvantaged students, Hispanic students, and English Learners showed an increase in their progress. While we did not meet our target in Math, the dashboard showed that our students with disabilities, socioeconomically disadvantaged students, Hispanic students, and English Learners showed an increase in their progress as well. However, while we did see increases among the subgroups, overall, they are still performing below standard on the assessments. With regard to our English Learners, 36.9% of our students progressed at least one ELPI level. While the goal is for all English Learners to score Level 4 on the ELPAC, progressing at least one level shows that our students are learning and making progress.

### Assessment Results:

#### **Identify ELA areas of strength:**

Based on this data, the areas of strength are:

Grade 4 "Exceeded" Growth: Grade 4 shows a substantial increase in the percentage of students exceeding standards from 19.44% in 22-23 to 36.92% in 23-24. This suggests a successful program or intervention specifically impacting 4th graders' ability to exceed standards.

Grade 6 "Met" Growth: Grade 6 demonstrates a significant jump in the percentage of students meeting standards, going from 36.84% in 22-23 to 44.44% in 23-24. This indicates positive progress in achieving proficiency at this grade level.

Overall "Exceeded" Growth: Across all grades, there's an increase in the percentage of students exceeding standards from 18.02% in 22-23 to 21.59% in 23-24. While not as dramatic as the Grade 4 improvement, it's still a positive trend.

Relatively Stable "Met" Percentages Overall: While there are fluctuations in individual grades, the overall percentage of students meeting standards across all grades remains relatively stable and even shows slight growth, suggesting consistent performance in achieving proficiency.

When analyzing Let's Go Learn DORA (reading) data from the beginning of the year to the end of the year, all grade levels showed growth. The following data show the overall growth from the beginning of the school year to the middle of the school year:

1st Grade: 84.5% above and proficient at the beginning of the year and 87.5% proficient during the middle of the year

2nd Grade: 57.4% above and proficient at the beginning of the year and 75% proficient during the middle of the year

3rd Grade: 66.2% above and proficient at the beginning of the year and 73.8% proficient during the middle of the year

4th Grade: 86.6% above and proficient at the beginning of the year and 87.7% proficient during the middle of the year

5th Grade: 69.7% above and proficient at the beginning of the year and 73.5% proficient during the middle of the year

6th Grade: 61.6% above and proficient at the beginning of the year and 65.5% proficient during the middle of the year

#### **Identify ELA areas of need:**

Declining "Exceeded" in Grade 5:

Grade 5 shows a concerning drop in the percentage of students exceeding standards, falling from 16.92% in 22-23 to only 8.45% in 23-24. This is a significant decline and requires immediate attention to understand the contributing factors.

Persistent "Not Met" in Grade 5:

Despite some improvement in other grades, Grade 5 continues to have a high percentage of students not meeting standards (43.66% in 23-24). This indicates a persistent challenge in this grade level that needs targeted interventions.

Based on Let's Go Learn DORA (reading) data, comprehension is the greatest need for our 1st graders. Only 14.3% of our first graders scored proficient or above in this area. Another area of need for our 1st graders is Word Recognition. 80.4% of our students scored "emergent" in this area. Early reading opportunities are important for our young students.

Another trend among all grade levels (based on Let's Go Learn DORA data, is the need for Spelling instruction. This was the lowest scoring area for all grade levels, especially our 4th and 6th graders, who are our current 5th and 7th graders.

#### **Identify ELD areas of strength:**

36.9% of our students progressed at least one ELPI level in 2024. This shows that our students are learning and making progress toward reaching Level 4 on the ELPAC, which is the first step toward reclassification. Another area of strength is that 43.7% of our students maintained their ELPI levels of 1, 2, or 3 on the ELPAC. Our upper grades (grades 4, 5, and 6) showed the highest passing rates. This could be due to more experience with the English Language as students progress through the grades, as well as the interventions provided to our students. One-third of our 4th graders reached Level 4 on the ELPAC, 23.53% of 5th graders reached Level 4, and 25% of 6th graders reached Level 4.

Our students performed the best on the Speaking domain. Overall, 45.99% of our students scored "Well Developed" in this area. This could be attributed to the use of Summit K-12 as a tool to practice speaking skills.

#### **Identify ELD areas of need:**

Our first and second graders show the greatest area of need with regard to the ELPAC. 0% of our students in these grade levels passed the ELPAC during the 2023-2024 school year. In the past 3 years, 0% of our 1st Graders have passed the ELPAC, despite offering after school intervention to these students. It is also important to note that 19.4% of our students decreased one ELPI level. This is almost one-fifth of our students, and we must look for the cause of this decline.

The specific areas of need are reading and writing. The reading domain was our lowest area. Overall, 5.84% of our students reached the "Well Developed" criteria for Reading. The following percentages reflect the breakdown, by grade level, on how our students performed on the ELPAC reading domain:

Kindergarten: 3.45%  
1st Grade: 11.11%  
2nd Grade: 0%  
3rd Grade: 0%  
4th Grade: 22.22%  
5th Grade: 0%  
6th Grade: 8.33%

Although our students performed the best in the Speaking domain, the data show that 45.99% of students reached the "well developed" level, compared to 76.16% the year below. This is a 30 point drop. This shows that we need to continue to focus on our students' speaking ability by giving students more

opportunities to speak in the classroom (turn and talk to a partner, use of equity sticks, practicing the speaking tasks with teacher and through the use of the Summit K12 platform, etc).

**Identify Math areas of strength:**

Specific Grade Level Strengths:

Grade 3 in 23-24: Shows the highest percentage of students meeting or exceeding the standard (15.38% Exceeded + 26.15% Met = 41.53%) compared to other grades in that year. This suggests potential strength in the 3rd-grade math program.

Grade 6 in 23-24: Also demonstrates a relatively strong performance with 41.53% of students meeting or exceeding standards.

Positive Trends (Though Limited):

Grade 3 Mean Scale Score Improvement: The mean scale score for 3rd grade shows a positive trend from 2372.9 in 21-22 to 2413.7 in 23-24. This suggests potential improvement in overall math abilities at this grade level.

Grade 6 Mean Scale Score Improvement: Similar to Grade 3, the mean scale score for 6th grade shows a positive trend across the three years.

When analyzing Let's Go Learn data from the beginning of the year to the end of the year, all grade levels showed growth. The following data show the overall growth from the beginning of the school year to the middle of the school year:

1st Grade: 77.6% above and proficient at the beginning of the year and 91.2% proficient during the middle of the year

2nd Grade: 63.9% above and proficient at the beginning of the year and 75% proficient during the middle of the year

3rd Grade: 58.7% above and proficient at the beginning of the year and 74.6% proficient during the middle of the year

4th Grade: 53.8% above and proficient at the beginning of the year and 70.7% proficient during the middle of the year

5th Grade: 33.8% above and proficient at the beginning of the year and 42.4% proficient during the middle of the year

6th Grade: 4.6% above and proficient at the beginning of the year and 17.6% proficient during the middle of the year

**Identify Math areas of need:**

Low "Exceeded" Percentages:

Across All Grades: The percentage of students exceeding the standards is generally low across all grade levels and years. This indicates a significant need to focus on moving more students beyond just meeting standards to excelling in mathematics.

High "Not Met" Percentages:

Grades 4 and 5: These grades have particularly high percentages of students not meeting the standards, especially in 23-24. This suggests a need for targeted interventions and support in these grades.

Overall Trend: While there's some fluctuation, the "Not Met" percentages remain a concern across most grade levels, highlighting a need for improved foundational math skills.

When analyzing Let's Go Learn data from the beginning of the year to the end of the year, our biggest area of need is Measurement. One factor that may be attributed to the lower scores is that measurement is taught toward the end of the school year in all grade levels. We will need to see the data at the end of the year to see if this is reflected.

Our 5th grade and 6th graders (now 6th graders who are at our school site and 7th graders who are now at the middle school) show the greatest need amongst all of the other grade levels. While Numbers and operations was their strength, measurement, data/probability, geometry, and algebra are the areas of need for our students. There is a need for math intervention in 5th and 6th grade.



School: Washington 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
Title I Intervention for students struggling in ELA and/or Math	ELA and/or Math	DORA, ADAM, or teacher created assessments (letters, sounds, sight words, fluency tests)	SBAC 2024 for grades 3-6 in ELA and Math; DORA and ADAM for Kinder, 1st, and 2nd grades	SBAC 2025 for grades 3-6 in ELA and Math; DORA and ADAM for Kinder, 1st, and 2nd grades	fully implemented
Title III Intervention	English Learners	ELPAC	2024 ELPAC	2025 ELPAC	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><b>What 2024-2025 actions/interventions worked?</b>          Although our school did not reach its target on the 2024 ELA or Math SBAC, we showed growth in both areas. We currently have 12 teachers teaching English and/or Math intervention to their students. Teachers have found that teaching students before the day begins best supports our students (they are more attentive in the morning). We would also like to keep our English Learner intervention. This intervention usually takes place after school so that it does not interfere with the morning Title I intervention.</p>
<p><b>What 2024-2025 actions/interventions will you keep for 2025-2026?</b>          Our school site will continue to keep the interventions that we held during the last school year (ELA and Math intervention, as well as an intervention for our English Learners), since there has been an increase in the achievement levels in these three areas. We would like to keep the Summit K-12 online learning program for our English Learners to support their reading, writing, listening, and speaking skills.</p>
<p><b>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?</b>          We need to increase the interventions that we currently have in place, especially for our English Learners. One way to do this is to modify the intervention schedule so that we focus on our Title III intervention (English Learners) in the fall, and focus on Title I intervention (ELA and Math) in the spring.</p>
<p><b>What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?</b>          We do not plan to eliminate any of the actions or interventions in 2025-2026, as our data show that we had increases in all areas utilizing the programs and interventions that we had in place in 2023-2024: SBAC ELA, SBAC Math, and ELPAC passing rate.</p>
<p><b>What new interventions will you implement in 2025-2026 as a result?</b></p>

We will need to adjust our intervention schedule to accommodate teacher and student schedules. Additionally, we need to be more strategic with the subgroups that we choose for intervention.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

SCHOOL GOAL 1: All students, including numerically significant subgroups, will meet the 53% (Measurement) target in the area of English Language Arts on the SBAC assessment in spring 2025.

### Basis for this Goal

What data did you use to form this goal?

- SBAC results from spring 2024, district benchmark assessments, data reflections protocol notes, needs assessment results and DORA & ADAM Data.

What were the findings from the analysis of this data?

Based on SBAC ELA targets from the 2023-2024 school year (which was 49.11%), our school did not meet our target (actual passing rate was 47.7%).

Based on mid-year Let's Go Learn DORA assessments from December 2024 (Performance Band Report), students at all grade levels are struggling with reading comprehension and spelling (especially as we look at upper grades).

How will the school evaluate the progress of this goal?

- Be strategic when visiting classrooms to monitor effective instruction. Have a weekly/bi-weekly instructional focus (centers; whole-group; writing, etc.)
- Use state data (SBAC) and the district's benchmarks and DORA data to determine student progress.
- Participate in data reflection sessions after each unit assessment to monitor subgroups in each grade-level.
- Use Pre- and Post- Assessment data from Intervention Programs to monitor student progress.

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

- Proposed expenditures sections can be found under each strategy/activity.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment School Wide	47.73% Meeting Standard or Above	53% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment African-American Students	not reported	53% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment Hispanic Students	47.83% Meeting Standard or Above	53% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment Socio-Economically Disadvantaged Students	47.81% Meeting Standard or Above	53% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment Students with Special Needs	27.59% Meeting Standard or Above	29.25% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment English Learners	20.97% Meeting Standard or Above	22.23% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC

## Planned Strategies/Activities

### Strategy/Activity 1

Plan and implement an intervention program (which may include small group instruction) with an ELA focus, along with the materials needed to support this program.

#### Students to be Served by this Strategy/Activity

Grades Kinder-6th

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Teachers, Instructional Lead, Academic Coach, Principal

#### Proposed Expenditures for this Strategy/Activity

Amount	14,105
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	This budget will be used to pay teachers for their teaching and planning time.

### Strategy/Activity 2

Provide supplemental access to print and online materials and programs to support instruction in all ELA areas (reading, writing, listening, speaking) including the technology needed to implement these programs

#### Students to be Served by this Strategy/Activity

All students in grades TK-6th

#### Timeline

March 2025 through March 2026

#### Person(s) Responsible

Principal and/or Instructional Lead, Academic Coach, and Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

**Description**

Teaching and Learning: Provide supplemental access to print and online materials and programs to support instruction in all ELA areas (reading, writing, listening, speaking) including the technology needed to implement these programs.

**Strategy/Activity 3**

Provide various reading opportunities for families, such as, “Read to Me” Day, a family learning winter challenge, a Library Day, literacy workshops for parents. etc., to promote and support literacy, along with the materials needed to support these programs.

**Students to be Served by this Strategy/Activity**

All Students in grades TK-6th.

**Timeline**

March 2025 through March 2026

**Person(s) Responsible**

Teachers, Instructional Lead, Academic Coach, Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Teaching and Learning: Purchase and/or provide supplemental technology and materials to support the program.

**Strategy/Activity 4**

Create literacy clubs, such as a school news station, a book club, etc., to increase student achievement in ELA, along with the materials needed to support these clubs.

**Students to be Served by this Strategy/Activity**

All Students in grades Pre-K through 6th

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

Principal, teachers, Instructional Lead, Academic Coach, Library Media Assistant, Community Liaison, Community Schools Case Manager

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	This budget will be used to pay for certificated or classified personnel salaries.
<b>Amount</b>	1000

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase supplemental technology and other needed supplies to support literacy clubs.

### Strategy/Activity 5

Recruit personnel to support with intervention (tutors and/or instructional assistants)

#### Students to be Served by this Strategy/Activity

Students in grades TK - 6th.

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Teachers, Secretary, Community Case Manager, Community Liaison

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Teaching and Learning: Personnel will support students with intervention to increase literacy rates. Materials and technology for the intervention will be provided.

### Strategy/Activity 6

Provide additional professional development, planning time, and supplemental materials for teachers to create standards-based lessons for students throughout the year in the areas of Reading, Writing, Grammar, Listening, Speaking. Additionally, teachers will participate in PD that supports them with Integrating arts into the language arts curriculum.

#### Students to be Served by this Strategy/Activity

Students in grades TK-6th

#### Timeline

March 2025-2026

#### Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Teachers, Secretary

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	This budget will be used to pay for supplemental planning time for teachers, or to pay for additional professional development in ELA areas. Collaborate with other schools and/or

districts to share best practices in English Language Arts so that there is an opportunity to engage in meaningful discussion to enhance learning across all grade levels and across ELA subjects.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

SCHOOL GOAL 2: All students, including numerically significant subgroups, will meet the 39.66% (Measurement) target in the area of Mathematics on the SBAC assessment in spring 2025.

### Basis for this Goal

What data did you use to form this goal?

- SBAC results from spring 2024, district benchmark assessments, data reflections protocol notes, needs assessment results and ADAM data.

What were the findings from the analysis of this data?

Based on SBAC Math targets from the 2023-2024 school year (which was 38.09%), our school was 5 percentage points away from meeting our target (our school proficiency was 33%).

Based on current local unit benchmark data (SWUN Math trimester 1 assessment), 54.38% of our 2nd graders met or exceeded the target; 50.82% of our 3rd graders met or exceeded the standard; 39.68% of our 4th graders met or exceeded the standard; 46.78% of our 5th grade students met or exceeded the standard; and 23.81% of our 6th graders met or exceeded the standard.

Based on beginning of year and mid-year Let's Go Learn Math assessments (Dec 2024), data from beginning of year show that the majority of our 6th graders scoring emergent in numbers and operations, measurement, data, geometry, and algebra.

How will the school evaluate the progress of this goal?

- Be strategic when visiting classrooms to monitor effective instruction. Have a weekly/bi-weekly instructional focus (centers; whole-group; problem solving, etc.)
- Use the district's benchmarks to determine student progress.
- Participate in data reflection sessions after each unit assessment to monitor subgroups in each grade-level.
- Use Pre- and Post- Assessment data from Intervention Programs to monitor student progress.

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

- Proposed expenditures sections for each strategy/activity.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment School Wide	32.96% Meeting Standard or Above	39.66% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment African-American Students	not reported	39.66% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment Hispanic Students	32.81% Meeting Standard or Above	39.66% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment Socio-Economically Disadvantaged Students	32.94% Meeting Standard or Above	39.66% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment Students with Special Needs	24.14% Meeting Standard or Above	25.6% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC
SBAC Assessment English Learners	6.16% Meeting Standard or Above	6.36% Meeting Standard or Above (SMART Target Goal) on 2025 SBAC

## Planned Strategies/Activities

### Strategy/Activity 1

Plan and implement intervention with a Math focus to improve critical thinking in the area of math, along with the materials needed to support these programs (before school, after school, Saturdays).

### Students to be Served by this Strategy/Activity

All Students in grades TK - 6th

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Teachers, Principal, Instructional Lead, Academic Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide extra duty hours to teachers to teach intervention.
<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase and/or provide additional technology and materials to support math instruction.

### Strategy/Activity 2

Provide access to supplemental print and online programs (such as adaptive programs), and materials/manipulatives to support instruction in all Math areas (Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations in Fractions, Measurement/Data, and Geometry).

### Students to be Served by this Strategy/Activity

All Students in grades TK - 6th.

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Teachers, Instructional Lead, Academic Coach, and Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide access to print and online programs, and materials/manipulatives to support instruction in all Math areas (Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations in Fractions, Measurement/Data, and Geometry).

### Strategy/Activity 3

Provide supplemental professional development and planning time for teachers on math programs to create engaging, standards-based math lessons. Additionally, teachers will participate in PD that supports them with Integrating arts into the math curriculum.

### Students to be Served by this Strategy/Activity

All Students in grades K-6th

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Teachers, Instructional Lead, Academic Coach, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will be provided with additional time to plan lessons and collaborate with their colleagues to share best practices and to create extended learning opportunities for students. Review assessment data and plan strategies to help students be successful and meet high academic outcomes. Provide teachers with extra duty hours to plan in their grade-levels. Implement professional development opportunities for teachers in the area of MATH.

### Strategy/Activity 4

Create a math program to promote math fluency, facts, etc., along with the materials needed to support this program.

### Students to be Served by this Strategy/Activity

All Students in grades K-6th

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Teachers, Instructional Lead, Academic Coach, Principal

### Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Teaching and Learning: Purchase instructional tools, certificates, instructional materials and games to support Math.

### Strategy/Activity 5

Recruit personnel to support with intervention (tutors and/or instructional assistants).

### Students to be Served by this Strategy/Activity

All students in grades TK-6th

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Teachers, Instructional Lead, Academic Coach

### Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Teaching and Learning: Provide teachers, staff, or other support personnel with release time to participate in program development and planning time; provide extra-duty hours

### Strategy/Activity 6

Create math clubs (such as gardening, cooking, etc.) to increase support student achievement in math, along with the materials needed to support this program.

### Students to be Served by this Strategy/Activity

All Students in grades TK - 6th.

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Teachers, Instructional Lead, Academic Coach, Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,499
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Opportunity and Equal Access: Provide additional teacher hours for after-school extended learning programs for Kinder – 6th grade in Mathematics.

### Strategy/Activity 7

Plan events and workshops for families and students to promote family engagement in math, such as competitions, math fairs, and family math nights.

### Students to be Served by this Strategy/Activity

All students in grades TK-6th

### Timeline

March 2025-2026

### Person(s) Responsible

Principal, Teachers, Instructional Lead, Academic Coach, Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	This budget will be used to provide extra duty to teachers to provide events and workshops.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

SCHOOL GOAL 3: English Learners will progress at least one proficiency level on the ELPAC, and will meet targets for Progress and Proficiency on SBAC.

### Basis for this Goal

What data did you use to form this goal?

- SBAC results from spring 2024, ELPAC scores from spring 2024, district benchmark assessments, data reflections protocol notes and needs assessment results.

What were the findings from the analysis of this data?

- 20 students were reclassified during the 2023-2024 school year.
- 14.6% of students scored proficient (Level 4) on the ELPAC in the 2023-2024 school year.
- Passage rates on the Summative ELPAC are low in all grade levels K-6. All English Learners need support in reading, writing, listening, and speaking.

How will the school evaluate the progress of this goal?

- Implement an English Learner Intervention program to support our students. Provide instruction in the areas of Listening, Speaking, Reading and Writing.
- Provide teachers and staff with a training on the ELPAC.
- Have English Learners take the online Practice ELPAC Test.
- Have an ELPAC Test Rally to motivate our English Learners to try their best on the test.
- Be strategic when visiting classrooms to monitor effective instruction. Have a weekly/bi-weekly instructional focus (ELD Strategies)
- Use the district's benchmarks to determine EL student progress.
- Participate in data reflection sessions after each unit assessment to monitor EL progress in each grade-level.
- Use Pre- and Post- Assessment data from Intervention Programs to monitor EL student progress.

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

- Proposed expenditures can be found under each strategy/activity.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Number of students who pass the ELPAC. Number of students who reclassify. Percentage of students who meet or exceed the SBAC in ELA and Math. Number of students who progress at least one ELPI Level on the ELPAC in 2025.	20.97% of our English Learners met or exceeded the standards on the 2024 ELA SBAC assessment. 6.16% of our English Learners met or exceeded the standards on the 2024 Math SBAC assessment.	The reclassification percentage rate will increase 20% this 2024-2025 school year. English Learners will grow by one level on the ELPAC. English Learners will meet their targets on the ELA and Math SBAC.

### Planned Strategies/Activities

## Strategy/Activity 1

Implement an intervention program with a focus on reading, writing, listening, and speaking to support English Learners, along with the materials needed to support this program.

### Students to be Served by this Strategy/Activity

K-6th grade students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Teachers, Instructional Lead, Principal, Academic Coach, EL Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,127
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide extra duty hours for teachers to plan and participate in the English Learner Intervention Program.

## Strategy/Activity 2

Provide supplemental resources to English Learners at all levels, such as Newcomers and LTELS, to support reading, writing, listening, and speaking, such as online literacy programs, photos, books, music, poetry, including the technology hardware and software to support these materials.

### Students to be Served by this Strategy/Activity

K-6 Grade Students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide additional instructional materials, supplies, and equipment to support English Learners in all content areas (e.g. Supplemental instructional materials, bilingual books, supplies, resources, equipment). Provide one-on-one sessions with students to support reclassification, such as through Long Term English Learner Data Chats.

## Strategy/Activity 3

Plan rallies and/or assemblies to provide strategies to aid English Learners in reading, writing, listening, and speaking.

### Students to be Served by this Strategy/Activity

K-6th Grade Students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Secretary, Instructional Lead, Academic Coach, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	100
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide materials (technology, banner paper, paint, etc) for rallies. Make personal phone calls to parents to invite them to parent meetings such as ELAC, SSC, Coffee & Chat with the Principal, etc. so that parents learn about assessments, reclassification, and other topics that pertain to English Learners.

### Strategy/Activity 4

Provide parents with workshops, data chats, and supplemental resources to support their children at home.

### Students to be Served by this Strategy/Activity

Students in grades 1st - 6th.

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Teachers, Instructional Leads, Academic Coach, Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	929
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Principal, Instructional Lead, Academic Coach will provide supplemental materials to parents to help them support their children, based on their need(s). Provide additional instructional materials, supplies, and equipment to support English Learners in all content areas (e.g. Supplemental instructional materials, bilingual books, supplies, resources, equipment). Create a website, newsletter, and video series for English Learner parents to inform them about topics related to reading, writing, listening, speaking.

### Strategy/Activity 5

Provide professional development and/or planning time for teachers to create lessons that support reading, writing, listening, and speaking for English Learners.

**Students to be Served by this Strategy/Activity**

Students in grades K-6th.

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

Teachers, Instructional Lead, Academic Coach, Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2,000
<b>Source</b>	Title III
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide teachers and coaches supplemental time to plan lessons for English Learners.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

SCHOOL GOAL 4: Parent participation and engagement at school events and meetings will increase by 10%.

### Basis for this Goal

What data did you use to form this goal?

- Family survey results
- Needs Assessment results
- Parent council meeting minutes and sign-in sheets
- Parent workshops attendance sheets
- Sign in sheets from school events, such as Coffee & Chat with the Principal, Back to School Night, Open House, Parent Conferences, and Family Engagement Nights

School Climate/Environment Survey Results (Fall 2024)

- 99.4% of parents feel welcome and are treated with respect when they enter our campus (based on Washington 2024-2025 survey results)
- 99.4% of parents feel they are treated with respect (based on Washington 2024-2025 survey results)
- 99.4% of parents feel that their cultural heritage is respected.
- 100% of parents feel tht their child is treated fairly nomater his/her race or cultural background.
- 98.8% of parents feel welcome at meetings, events, gatherings, etc.
- 98.8% of parens have a good working relationship with their child's teacher.
- 98.8% of parents feel they can talk to the principal whenever they need to.
- 98.8% of parents feel that our school has a clear process for addresssing their concerns.
- 98.8% of parents feel that if thte school cannot help them, we can refer them someone who can.
- 98.8% of parents feel that staff at the school let them know right away if their child is having difficulty with their academics, behavior, etc.
- 97.5% of parents feel that theh school confults them before makig important decisions.
- 100% of parents understand the rules and requirements about appropriate student dress, language and behavior.
- 99.4% of parents feel that the school has effective forms of school-to-home and home-to-school communications such as conferences, weekly/monthly folders, notices, memos, phone calls, newsletters, etc
- 98.1% of parents feel that their child's teacher(s) and other school staff keep me well informed about how my child is progressing academically and socially
- 100% of parents are aware of the grade-level academic standards their child is expected to learn
- 99.4% of parents feel that their child's teacher and the school give me useful information about how to improve my child's progress.

How will the school evaluate the progress of this goal?

- Parent surveys
- Communication via Parent Square, website, flyers
- Sign-in sheets from school meetings and events
- Marquee
- Posters and Banners
- In-person invitations
- Social Media

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

- Proposed expenditures can be found under each strategy/activity.

## Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Attendance at school events and meetings	<p>ELA Schoolwide: 47.7% of students met or exceeded the standard</p> <p>Math Schoolwide: .32.96 % of students met or exceeded the standard</p>	<p>Parent participation will increase by 10% during the 2025-2026 school year.</p> <p>Students will meet 2025 SBAC target goals of 53% in ELA and 39.66% in Math.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

#### Timeline

#### Person(s) Responsible

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Provide parents with a series of workshops to support students in literacy, math, homework help, technology, bullying, mental health, socio-emotional learning, special education, and other parenting tips and strategies, along with the materials and technology needed to support these workshops.

#### Students to be Served by this Strategy/Activity

Students in grades TK - 6th.

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal, Instructional Lead, School Site Council, Academic Coach

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,375
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide teachers or other support personnel with extra duty hours to host a Parent Academy with trainings on the different programs that students use at school. Parent Involvement: Provide adult education opportunities for parents and families (e.g. consultant fees, child care, substitutes).

### Strategy/Activity 3

Provide parent involvement materials for parents to attend school events and activities such as Back to School Night, Open House, Family Art Night, Family picnics, Science Night, Movie Night, Parent/Caregiver Evenings, etc.

### Students to be Served by this Strategy/Activity

All students in grades TK - 6th.

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Community Liaison, Community Case manager, Academic Coach, Office Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide materials and supplies to promote and encourage parent participation. Provide ample opportunities for parents to participate at Washington, including through our Parent Teacher Organization (PTO), classroom volunteer opportunities, office support, etc. Staff will develop a list of volunteers who have completed the volunteer screening process. Make personal phone calls to potential parent volunteers to invite them to events, volunteer opportunities, etc. Ensure that the language that we use at our school site is parent and family friendly. Use our social media platform and other technology tools such as Parent Square to communicate with parents and families about school events and programs.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Safe Learning Environment

### Goal Statement

Washington Elementary will facilitate the implementation of school-wide positive behavior expectations to promote a positive school culture.

### Basis for this Goal

What data did you use to inform this goal?

School office discipline referral rate  
Attendance Data

What were the findings from the analysis of this data?

In 2024, we have had 47 office discipline referrals (we had 66 referrals at this time last year).

Our current chronic absenteeism rate is 32.3%.

How will the school evaluate the progress of this goal?

We will continue to monitor the ODR data throughout the year. We will also continue to monitor attendance rates month to month.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Office Discipline Referral Attendance data	ELA Schoolwide: 47.7% of students met or exceeded the standard Math Schoolwide: 32.96% of students met or exceeded the standard	10% decrease in ODRs. 10% reduction in Chronic Absenteeism rate

### Planned Strategies/Activities

#### Strategy/Activity 1

Washington Elementary will promote a safe and positive learning environment by implementing a PBIS program, and the materials needed to support the PBIS program, with the support from PBIS Teams.

#### Students to be Served by this Strategy/Activity

All students TK-6th Grade

#### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Secretary, PBIS Coordinator, Academic Coach, Community Liaison, Community Case Manager, SEL Specialist, and other PBIS members.

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase materials to facilitate the implementation of school-wide positive behavior expectations and the PBIS program, and provide staff extra duty hours to plan for and implement PBIS program.

### Strategy/Activity 2

Host assemblies, multicultural events, and provide educational field trips that feature visual and performing arts such as music, dance, visual arts, theater, digital media, and other educational subjects; plan sports events, field day, school carnival, etc. to promote a positive school environment.

### Students to be Served by this Strategy/Activity

All students TK-6th Grade

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Secretary, PBIS Coordinator, Academic Coach, Community Liaison, Community Case Manager, Teaching Artist, SEL Specialist

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	We will invite performers and presenters to our campus to support with student and staff social-emotional well-being.

# 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	151,635.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	151,635.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	143,479.00	0.00
Title III	8,156.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	143,479.00
Title III	8,156.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	80,106.00
2000-2999: Classified Personnel Salaries	20,000.00
4000-4999: Books And Supplies	41,529.00
5000-5999: Services And Other Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	73,979.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00
4000-4999: Books And Supplies	Title I	39,500.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,127.00
4000-4999: Books And Supplies	Title III	2,029.00

# Washington 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 Washington 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])**

Washington 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])**

Washington 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 (such as uploading the presentations and /or meetings on our website or via Parent Square) and when possible offer meetings/events at different locations, formats (such as in person and/or virtually such as through Zoom or Google Meet), days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families (such as one meeting in English, and another meeting in Spanish), and provide interpretation, possibly through the use of translation devices.

**(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 the Washington Elementary School School site Council (SSC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Washington 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])**

Washington 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, social media posts including Facebook and Instagram, 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 Washington Elementary School is Journeys (Grades K-5) for ELA/ELD and GO Math (Grades K-6) by Houghton Mifflin Harcourt. California StudySync ELA with ELD by McGraw Hill is the curriculum for students in 6th grade. Inspire Science by McGraw Hill is used for students in K-6th grade and for students in K-6th grade.

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

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

Washington 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])**

Washington 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 Washington 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 12-5-2024.

# Washington 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 Washington:

**(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 Washington 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 Washington 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 (como cargar las presentaciones y/o reuniones en nuestro sitio web o a través de Parent Square), cuando sea posible ofrecer reuniones/eventos en diferentes lugares (como en persona y/o virtualmente, como a través de Zoom o Google Meet), formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

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

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

El programa Título I de la Escuela Primaria Washington 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 Washington 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 Washington es Journeys (Grados K-5) para lenguaje/desarrollo de inglés y GO Math (Grados K-6) por Houghton Mifflin Harcourt. California StudySync para lenguaje y desarrollo de inglés por McGraw Hill es el curriculum para estudiantes de 6to grado. Inspire Science by McGraw Hill es utilizado para estudiantes en K-6to grado y iales para estudiantes en K-6to.

La Escuela Primaria Washington 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 Washington 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 Washington 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 Washington.

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 12-5-2024.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# School Site Council Membership

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

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

Name of Members	Role
Dr. Juanita Naranjo	Principal
Norma Acuna	Classroom Teacher
Efrem Lewis	Classroom Teacher
James Crutchfield	Classroom Teacher
Gloria Tecuautzin	Other School Staff
Christian Ponce, President	Parent or Community Member
Marissa Velasquez, Vice President	Parent or Community Member
Janeth Otero	Parent or Community Member
Maria Hernandez	Parent or Community Member
Maria Duron	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, Juanita Naranjo, Ed.D. on February 20, 2025

SSC Chairperson, Christian Ponce on February 20, 2025

# Addendum

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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](mailto: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