

School Year:

March 2025 – March 2026



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

School Name	Will Rogers Elementary School
Address	11220 Duncan Avenue Lynwood
County-District-School (CDS) Code	19647746020309
Principal	David Morales
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024 - March 2025
Schoolsite Council (SSC) Approval Date	February 21, 2025
Local Board Approval Date	March 27, 2025

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

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School Vision and Mission

Mission

The mission of Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology
- safe and clean environments
- the inclusion of all voices in our community through equity, access and justice

Supporting the mission of LUSD are the following objectives:

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

School Vision and Mission Statement

The mission of WILL ROGERS ELEMENTARY is aligned to the mission statement of Lynwood Unified School District.

Vision

The vision of Will Rogers Elementary School is to have each student achieve his or her highest academic and personal aspirations by building a solid foundation for future success in college and career as a responsible citizen in a global society.

School Profile

Will Rogers Elementary School is a public pre-K through sixth grade elementary located in an urban community serving a student population of 691 students during the 2024-2025 school year. Will Rogers Elementary school serves a diverse student population from the city of Lynwood; 96% of students are Hispanic, 3% African American, and the remaining 1% include students who identify as Pacific Islanders, Asian, and White. There are about 270 English Language Learners (ELL) in all grades. One hundred percent (100%) of students at Will Rogers qualify for free or reduced-priced meals, the poverty indicator established by the federal government. Pre-K students have the opportunity to be part of Los Angeles State Preschool. Will Rogers Elementary addresses the needs of our students through a strong general education program aligned to the California Common Core Standards, with each student receiving instruction in all core curriculum areas. Students at Will Rogers rotate classes for appropriate English Language Development (ELD) instruction according to their proficiency level as measured by the English Language Proficiency Assessments for California. The school offers a variety of support programs such as before and after school tutoring programs. Technology is also an important component of the instructional program at Will Rogers. Teachers have access to Promethean Boards, LCD projectors, laptops, and Document Cameras to support instruction. We have a ratio of 1:1 Chromebooks to students. The school uses a variety of technology tools such as Think Central, Next Gen Math, iStation, Swun Math, Illuminate and LetsgoLearn to give students online learning opportunities and to help them to become familiar with the format and questioning style of state tests. Online benchmarks in grades 2 and up provide the most real state testing experience that we can provide to students. Students in all grades regularly use Chromebooks as part of their instructional day.

Teachers also provide differentiated instruction to all students during small group time. Students with learning disabilities are provided RSP services in order to meet their needs and GATE identified students are challenged as well as provided opportunities for enrichment programs after school. Furthermore, Will Rogers School is in the eleventh year of implementation of a Dual Immersion Spanish program. Dual Immersion classes start in Transitional Kindergarten and currently continue through the sixth grade. The Dual Immersion curriculum maintains the fidelity and rigor as monolingual classes. Diversity among teachers at Will Rogers is also what makes this school unique. The levels of experience of the faculty staff includes Bilingual- credentialed and GATE certified teachers prepared to provide the appropriate instruction to the large number of ELLs and to challenge advanced and high achieving students.

Parents are important for the success of the Will Rogers family. They are active participants of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). In additions, parents consistently participate in events and volunteer in many school related activities. There is a strong relationship between parents and the school administration. Teachers, parents, administrators and the school community work together and are motivated by the Will Rogers vision:

to have each student achieve his or her greatest potential and build a solid foundation for future success in college and career as a responsible citizen in a global society.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

An in depth analysis of Title I program evaluation is discussed during monthly meetings at a minimum of once a month, SSC/ELAC meet to discuss and review EL data and overall student achievement to evaluate our school programs to meet student needs. Providing all stakeholders, principal, instructional lead, parent members, and school staff an opportunity to provide input via the needs assessment that was sent home to parents virtually and discussed with both SSC and ELAC. Additionally, a Title I parent meeting was held on August 30, 2024.

Resource Inequities

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

As a result of the needs assessment, meaningful access to in-class interventions, staffing and materials for high-interest student clubs to boost student achievement, resources to meet the needs of English Learners, and certificated staff to lead small group instruction were areas identified as resource inequalities to address. Will Rogers teachers have incorporated Targeted Reading Intervention (TRI) and strategic learning groups throughout the school day.

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	0.15%	0.15%	0.15%	1	1	1
African American	3.49%	3.1%	2.82%	24	21	19
Asian	0.15%	0.15%	0.30%	1	1	2
Filipino	%	0%	%		0	
Hispanic/Latino	95.78%	96.17%	96.14%	658	652	648
Pacific Islander	%	0%	%		0	
White	0.29%	0.44%	0.59%	2	3	4
Multiple/No Response	0.15%	0%	%	1	0	
Total Enrollment				687	678	674

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	104	118	88
Grade 1	104	93	84
Grade 2	76	103	89
Grade 3	93	78	98
Grade 4	104	87	83
Grade 5	100	106	91
Grade 6	106	93	102
Total Enrollment	687	678	674

Data Trends:

1. From the 2022-2023 school year to the 2023-2024 school year, the number of students at Will Rogers has remained stable. According to local data for the 2024-2025 school year, the number of students at Will Rogers has continued to remain stable at 687 students.
2. According to Aeries, the number and percent of Hispanic population continues to be the largest group.
3. The number of kindergarten students enrolled declined from the 2022-2023 school year to the 2023-2024 school year from 118 students to 88, however local data shows an increase for the 2024-2025 school year with 92 kindergarten students enrolled.

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	255	260	257	32.70%	37.1%	38.1%
Fluent English Proficient (FEP)	201	170	167	29.40%	29.3%	24.8%
Reclassified Fluent English Proficient (RFEP)				2.5%		

Data Trends:

1. The percentage of English Learners remained consistent from the 2022-2023 school year to the 2023-2024 school year, with only a one percent increase.
2. The number of students Fluent English Proficient decreased from the 2022-2023 school year to the 2023-2024 school year by 3 students.
3. According to local data, the percentage of RFEP students increased to 9% for the 2023-2024 school year, which is an improvement from previous years.

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	90	82	103	89	75	101	89	75	101	98.9	91.5	98.1
Grade 4	106	92	82	105	87	79	105	87	79	99.1	94.6	96.3
Grade 5	101	107	92	98	102	86	98	102	86	97.0	95.3	93.5
Grade 6	110	95	100	108	95	97	108	95	97	98.2	100.0	97
All Grades	407	376	377	400	359	363	400	359	363	98.3	95.5	96.3

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	2397.	2360.	2382.	23.60	5.33	13.86	14.61	20.00	21.78	19.10	24.00	17.82	42.70	50.67	46.53
Grade 4	2397.	2444.	2403.	6.67	22.99	5.06	15.24	17.24	21.52	23.81	20.69	20.25	54.29	39.08	53.16
Grade 5	2470.	2451.	2473.	18.37	8.82	16.28	21.43	20.59	27.91	22.45	23.53	15.12	37.76	47.06	40.70
Grade 6	2500.	2507.	2491.	10.19	17.89	7.22	29.63	21.05	30.93	28.70	30.53	26.80	31.48	30.53	35.05
All Grades	N/A	N/A	N/A	14.25	13.93	10.74	20.50	19.78	25.62	23.75	24.79	20.11	41.50	41.50	43.53

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	15.73	10.67	9.90	48.31	45.33	62.38	35.96	44.00	27.72
Grade 4	1.90	17.24	7.59	64.76	62.07	59.49	33.33	20.69	32.91
Grade 5	18.37	2.94	13.95	59.18	74.51	61.63	22.45	22.55	24.42
Grade 6	8.33	14.74	8.33	62.96	46.32	55.21	28.70	38.95	36.46
All Grades	10.75	11.14	9.94	59.25	57.94	59.67	30.00	30.92	30.39

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	16.85	5.33	9.90	42.70	48.00	39.60	40.45	46.67	50.50
Grade 4	3.81	13.79	5.06	47.62	52.87	41.77	48.57	33.33	53.16
Grade 5	12.24	3.92	13.95	54.08	57.84	47.67	33.67	38.24	38.37
Grade 6	9.26	18.95	6.25	51.85	47.37	65.63	38.89	33.68	28.13
All Grades	10.25	10.58	8.84	49.25	51.81	48.90	40.50	37.60	42.27

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	11.24	1.33	7.92	66.29	72.00	78.22	22.47	26.67	13.86
Grade 4	5.71	14.94	5.06	63.81	68.97	72.15	30.48	16.09	22.78
Grade 5	8.16	5.88	8.14	74.49	70.59	73.26	17.35	23.53	18.60
Grade 6	12.96	9.47	11.46	69.44	80.00	68.75	17.59	10.53	19.79
All Grades	9.50	8.08	8.29	68.50	72.98	73.20	22.00	18.94	18.51

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	19.10	6.67	10.89	51.69	60.00	58.42	29.21	33.33	30.69
Grade 4	4.76	16.09	8.86	63.81	60.92	56.96	31.43	22.99	34.18
Grade 5	17.35	13.73	15.12	52.04	55.88	52.33	30.61	30.39	32.56
Grade 6	13.89	13.68	16.49	69.44	70.53	63.92	16.67	15.79	19.59
All Grades	13.50	12.81	12.95	59.75	61.84	58.13	26.75	25.35	28.93

Data Trends:

- Overall achievement has increased by 3% from the 2022-2023 school year to the 2023-2024 school year.
- 5th grade was the highest performing grade level overall in the 2023-2024 school year, with 44.19% of 5th grade students meeting or exceeding the standards.
- The area of greatest weakness was Writing for the 2023-2024 school year, as 42.27% of students overall were below the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	82	103	87	79	100	87	79	100	95.6	96.3	97.1
Grade 4	106	92	82	105	92	80	105	92	80	99.1	100.0	97.6
Grade 5	101	107	92	99	104	91	99	104	91	98.0	97.2	98.9
Grade 6	110	95	100	110	95	97	110	95	97	100.0	100.0	97
All Grades	408	376	377	401	370	368	401	370	368	98.3	98.4	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2428.	2402.	2413.	27.59	11.39	18.00	18.39	24.05	22.00	24.14	18.99	23.00	29.89	45.57	37.00
Grade 4	2409.	2445.	2448.	3.81	14.13	7.50	15.24	19.57	25.00	30.48	30.43	33.75	50.48	35.87	33.75
Grade 5	2459.	2438.	2471.	7.07	4.81	13.19	17.17	13.46	17.58	22.22	22.12	19.78	53.54	59.62	49.45
Grade 6	2491.	2496.	2489.	11.82	15.79	12.37	20.91	16.84	12.37	26.36	21.05	32.99	40.91	46.32	42.27
All Grades	N/A	N/A	N/A	11.97	11.35	13.04	17.96	18.11	19.02	25.94	23.24	27.17	44.14	47.30	40.76

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	22.99	10.13	18.00	42.53	39.24	42.00	34.48	50.63	40.00
Grade 4	5.71	15.22	7.50	40.00	41.30	55.00	54.29	43.48	37.50
Grade 5	6.06	2.88	10.99	46.46	45.19	43.96	47.47	51.92	45.05
Grade 6	8.18	10.53	7.22	50.91	53.68	53.61	40.91	35.79	39.18
All Grades	10.22	9.46	11.14	45.14	45.14	48.37	44.64	45.41	40.49

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	29.89	13.92	18.00	47.13	59.49	57.00	22.99	26.58	25.00
Grade 4	5.71	11.96	10.00	50.48	59.78	61.25	43.81	28.26	28.75
Grade 5	9.09	6.73	9.89	57.58	54.81	56.04	33.33	38.46	34.07
Grade 6	8.18	13.68	7.22	63.64	57.89	64.95	28.18	28.42	27.84
All Grades	12.47	11.35	11.41	55.11	57.84	59.78	32.42	30.81	28.80

Data Trends:

1. Overall student performance in all grade levels has increased in mathematics from the year 2022 -2023 to the year 2023-2024 by 3%.
2. Students are strongest in the area of Communicating Reasoning on the 2023-2024 assessment.
3. In the 2023-2024 school year, the highest performing grade level was 3rd grade and the lowest performing grade level was 6th.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1406.0	1396.6	1369.2	1414.8	1401.6	1378.4	1385.4	1385.0	1347.6	44	54	63
1	1402.9	1399.1	1375.4	1435.3	1417.2	1391.1	1369.9	1380.5	1358.9	51	36	32
2	1445.2	1449.6	1426.9	1463.7	1462.3	1441.5	1426.4	1436.3	1411.8	34	51	37
3	1493.0	1475.9	1477.0	1496.2	1476.5	1482.3	1489.3	1474.9	1471.4	36	37	48
4	1498.6	1494.1	1495.0	1500.4	1491.8	1492.5	1496.3	1495.9	1496.8	45	34	30
5	1517.9	1527.2	1488.3	1512.4	1524.5	1487.7	1523.0	1529.4	1488.4	25	42	31
6	1512.6	1531.0	1541.5	1507.1	1530.7	1555.8	1517.6	1530.9	1526.6	28	18	31
All Grades										263	272	272

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.36	7.41	0.00	34.09	29.63	15.87	31.82	31.48	46.03	22.73	31.48	38.10	44	54	63
1	0.00	0.00	0.00	25.49	11.11	3.13	31.37	52.78	34.38	43.14	36.11	62.50	51	36	32
2	5.88	3.92	2.70	26.47	27.45	35.14	41.18	43.14	35.14	26.47	25.49	27.03	34	51	37
3	22.22	18.92	12.50	22.22	18.92	31.25	38.89	35.14	29.17	16.67	27.03	27.08	36	37	48
4	4.44	11.76	13.33	53.33	44.12	36.67	31.11	23.53	26.67	11.11	20.59	23.33	45	34	30
5	20.00	23.81	9.68	44.00	40.48	38.71	28.00	23.81	19.35	8.00	11.90	32.26	25	42	31
6	14.29	16.67	32.26	35.71	61.11	45.16	28.57	11.11	3.23	21.43	11.11	19.35	28	18	31
All Grades	9.89	11.03	8.82	34.22	30.88	27.94	33.08	33.46	30.15	22.81	24.63	33.09	263	272	272

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.45	1.85	0.00	31.82	35.19	22.22	25.00	31.48	36.51	22.73	31.48	41.27	44	54	63
1	15.69	5.56	12.50	35.29	30.56	21.88	33.33	38.89	21.88	15.69	25.00	43.75	51	36	32
2	23.53	9.80	16.22	29.41	45.10	43.24	35.29	31.37	18.92	11.76	13.73	21.62	34	51	37
3	33.33	37.84	41.67	47.22	29.73	22.92	8.33	10.81	8.33	11.11	21.62	27.08	36	37	48
4	24.44	44.12	36.67	55.56	20.59	30.00	17.78	20.59	13.33	2.22	14.71	20.00	45	34	30
5	32.00	45.24	41.94	60.00	40.48	25.81	0.00	7.14	3.23	8.00	7.14	29.03	25	42	31
6	32.14	55.56	67.74	28.57	27.78	12.90	25.00	5.56	6.45	14.29	11.11	12.90	28	18	31
All Grades	24.71	24.26	27.57	40.68	34.19	25.37	22.05	22.79	17.65	12.55	18.75	29.41	263	272	272

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.73	9.26	9.52	56.82	66.67	47.62	20.45	24.07	42.86	44	54	63
1	33.33	27.78	40.63	54.90	47.22	31.25	11.76	25.00	28.13	51	36	32
2	23.53	21.57	18.92	64.71	70.59	62.16	11.76	7.84	18.92	34	51	37
3	50.00	21.62	29.17	38.89	59.46	60.42	11.11	18.92	10.42	36	37	48
4	34.09	35.29	36.67	61.36	47.06	46.67	4.55	17.65	16.67	44	34	30
5	28.00	36.59	6.45	64.00	53.66	74.19	8.00	9.76	19.35	25	41	31
6	17.86	16.67	43.33	67.86	66.67	46.67	14.29	16.67	10.00	28	18	30
All Grades	30.53	23.62	24.35	57.63	59.41	52.77	11.83	16.97	22.88	262	271	271

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	3.70	1.59	63.64	55.56	55.56	27.27	40.74	42.86	44	54	63
1	1.96	2.78	3.13	78.43	69.44	34.38	19.61	27.78	62.50	51	36	32
2	20.59	19.61	37.84	70.59	64.71	37.84	8.82	15.69	24.32	34	51	37
3	48.57	50.00	48.94	42.86	27.78	19.15	8.57	22.22	31.91	35	36	47
4	29.55	42.42	41.38	65.91	42.42	37.93	4.55	15.15	20.69	44	33	29
5	60.00	56.10	64.52	32.00	39.02	6.45	8.00	4.88	29.03	25	41	31
6	46.43	77.78	73.33	35.71	11.11	13.33	17.86	11.11	13.33	28	18	30
All Grades	26.82	30.48	34.57	59.00	48.33	31.97	14.18	21.19	33.46	261	269	269

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.55	9.26	11.11	72.73	62.96	36.51	22.73	27.78	52.38	44	54	63
1	0.00	0.00	0.00	21.57	16.67	18.75	78.43	83.33	81.25	51	36	32
2	2.94	1.96	0.00	50.00	43.14	48.65	47.06	54.90	51.35	34	51	37
3	8.33	10.81	0.00	44.44	21.62	50.00	47.22	67.57	50.00	36	37	48
4	0.00	8.82	3.33	55.56	41.18	56.67	44.44	50.00	40.00	45	34	30
5	8.00	16.67	0.00	64.00	59.52	41.94	28.00	23.81	58.06	25	42	31
6	0.00	5.56	9.68	44.44	44.44	35.48	55.56	50.00	54.84	27	18	31
All Grades	3.05	7.72	4.04	49.24	43.01	41.18	47.71	49.26	54.78	262	272	272

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	36.36	30.19	6.35	34.09	39.62	53.97	29.55	30.19	39.68	44	53	63
1	0.00	0.00	0.00	41.18	58.33	15.63	58.82	41.67	84.38	51	36	32
2	2.94	3.92	0.00	44.12	50.98	51.35	52.94	45.10	48.65	34	51	37
3	22.86	16.67	6.52	60.00	58.33	73.91	17.14	25.00	19.57	35	36	46
4	13.64	28.13	10.34	61.36	46.88	75.86	25.00	25.00	13.79	44	32	29
5	8.00	15.00	3.45	80.00	72.50	62.07	12.00	12.50	34.48	25	40	29
6	14.29	38.89	10.00	75.00	50.00	76.67	10.71	11.11	13.33	28	18	30
All Grades	14.18	17.29	5.26	53.64	53.38	58.27	32.18	29.32	36.47	261	266	266

Data Trends:

1. Students struggled more in Reading and Writing than they did in Listening and Speaking from the 2021 -2022 school year to the 2023-2024 school year .
2. Students performed better in Oral Language than Written Language throughout the years.
3. The percentage of students that scored in the well developed range of reading decreased from the 2022-2023 school year to the 2023-2024 school year.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
674	92.9%	38.1%	1%
Total Number of Students enrolled in Will Rogers 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	257	38.1%
Foster Youth	7	1%
Homeless	19	2.8%
Socioeconomically Disadvantaged	626	92.9%
Students with Disabilities	43	6.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	2.8%
American Indian	1	0.1%
Asian	2	0.3%
Filipino	0	0.0%
Hispanic	648	96.1%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	4	0.6%

Conclusions based on this data:

- English Learners make up a large percentage of students at 38%.

2. Foster and Homeless students make up a very small percentage of our student enrollment.

3. The largest majority of students identify as Hispanic at 96.2%.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Yellow

English Learner Progress



Orange

Conclusions based on this data:

1. SBAC data at the local level demonstrates that the students at Will Rogers are performing at similar levels in Language Arts and Math.
2. English Language Arts and Mathematics have improved but still has additional room for growth. SBAC data at the local level demonstrates that the majority of student still need assistance in reading fluency, comprehension and math facts.

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3. Issues with chronic absenteeism are being addressed and the school provides information to parents on the importance of attendance, and students with excellent attendance are recognized.

School and Student Performance Data

Academic Performance English Language Arts

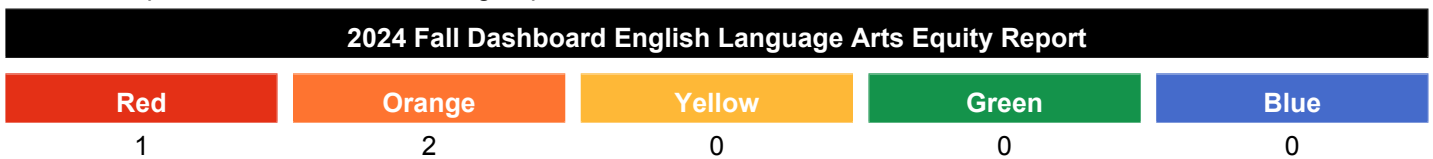
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>46.6 points below standard</p> <p>Declined 3.0 points</p> <p>354 Students</p>	<p>English Learners</p> <p>Red</p> <p>80.2 points below standard</p> <p>Maintained 0.7 points</p> <p>172 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>84.9 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>51.4 points below standard</p> <p>Declined 3.6 points</p> <p>329 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>151.3 points below standard</p> <p>Declined 19.9 points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>45.8 points below standard</p> <p>Declined 3.5 points</p> <p>341 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Overall student performance shows we have maintained academic progress. However, recent data at the local level, such as District benchmarks and DORA demonstrate that our students still need additional support in reading comprehension, decoding, and writing in complete sentences.
2. Scores of English Learners have improved from the 2022-2023 school year to the 2023-2024 school year, however these scores are still lower than the overall student population's achievement.
3. The scores of students with disabilities have declined by 11% from the 2022-2023 school year to 2023-2024, highlighting the need for further academic support for these students.

School and Student Performance Data

Academic Performance Mathematics

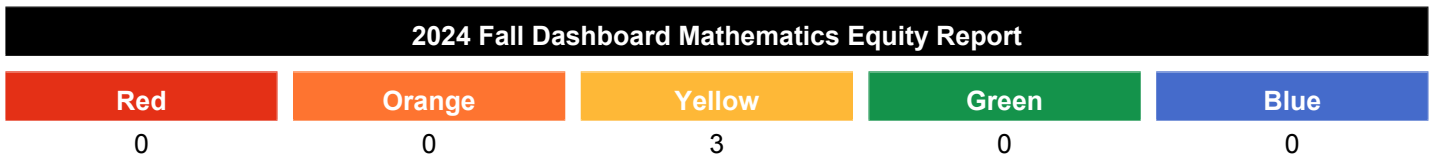
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>42.3 points below standard</p> <p>Increased 10.6 points</p> <p>356 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>64.4 points below standard</p> <p>Increased 5.8 points</p> <p>175 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>51.3 points below standard</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>46.8 points below standard</p> <p>Increased 8.0 points</p> <p>331 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>132.1 points below standard</p> <p>Increased 42.6 points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>41.8 points below standard</p> <p>Increased 9.6 points</p> <p>343 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Overall, students scores in math have maintained at the same level over the last two school years, however the scores of the English learner subgroup have improved by 5.6 points.
2. Current English Learners made an improvement of 3.7 points.
3. The scores of Reclassified English Learners have increased significantly with a gain of 18.2 points.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 43.7% making progress. Number Students: 197 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 17.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 39.1%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 43.7%

Conclusions based on this data:

1. A more focused ELD program is addressing gaps that English Learners face in ELA and Math.,
2. Targeted ELD instruction based upon English proficiency levels has helped improve progress with 96 English Learners progressing one level.
3. The dashboard and local data shows that English learners are making improvements and continue to need adequate programs and materials to continue progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>34.8% Chronically Absent</p> <p>Declined 5.8</p> <p>707 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>33.3% Chronically Absent</p> <p>Declined 6.5</p> <p>288 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Declined 8.3</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>35.5% Chronically Absent</p> <p>Declined 6.3</p> <p>647 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>25.4% Chronically Absent</p> <p>Declined 9.1</p> <p>59 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>30.4% Chronically Absent</p> <p>Declined 19.6</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>35% Chronically Absent</p> <p>Declined 5.5</p> <p>677 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. Student and family incentives will be used to improve attendance rates.
2. Home and School Communication will increase to highlight the importance of attendance and hopefully will improve attendance rates.
3. Home visits, phone calls, and Parent Square Communication from Will Rogers from our attendance clerk, Community Schools Case Manager, and community liaison will help increase attendance rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

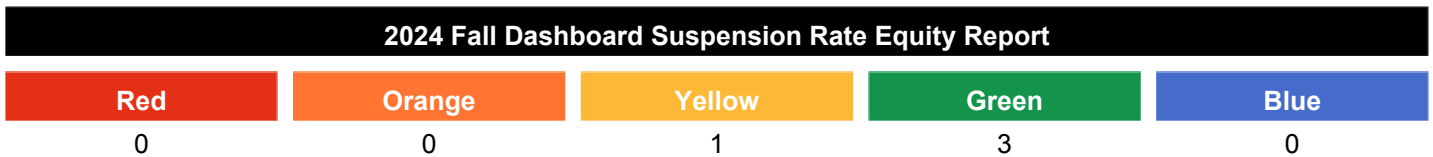
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>0.7% suspended at least one day</p> <p>Declined 0.5%</p> <p>720 Students</p>	<p>English Learners</p> <p> Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.3%</p> <p>295 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.4%</p> <p>655 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>61 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.7% suspended at least one day</p> <p>Declined 0.5%</p> <p>688 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. Students are only suspended for the most extreme reasons.
2. Overall, our suspension rate has remained low.
3. Programs like PBIS have helped decrease suspension rates.



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

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

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

Data Sources/Fuentes de Datos

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

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Percentage of Students Meeting or Exceeding Standard by Subgroups/ Porcentaje de estudiantes alcanzando o excediendo estándar: 34% English Learners: 14% Students w/Disabilities: 25% African-American: 27% Socioeconomic disadvantage: 34%	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar: 66% English Learners: 986% Students w/Disabilities: 75% African-American: 73% Socioeconomic disadvantage: 66%	Real World Math Instruction/Application: Access to manipulatives, technology, real world problems, high-interest activities Family Math Activities: Including competitions, fairs, math nights Interventions/Reteach Opportunities: Teachers will provide targeted small group instruction during class and/or before/after school. Math Coach/Specialist/Interventionist: Students will receive additional support in math during school or after school in small group instruction. Tutoring: Teachers, instructional assistants, and coaches will provide intervention classes during school, on Saturdays and/or before/after school. Substitutes: Teacher Guided Planning: Substitutes will be contracted to enable teachers to be pulled from class for a variety of purposes, including to analyze Math intervention progress monitoring data, to provide additional planning of student supports, and as necessary to enable teachers to observe other teachers' instruction.

		Other: Staffing for high-interest clubs that are math-focused, such as cooking and student businesses.
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) Constancia del Progreso (SBAC)		Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)
<p>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>All students meeting or exceeding standard: 35%</p> <p>English Learners: 9% Socioeconomically Disadvantaged: 34% Students with Disabilities: 20% African American: 34%</p>	<p>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</p> <p>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</p> <p>All students not meeting or exceeding standard: 65%</p> <p>English Learners: 91% Socioeconomically Disadvantaged: 66% Students with Disabilities: 80% African American: 66%</p>	<p>Book and Reading Clubs</p> <p>Increased Opportunities for Writing</p> <p>Interventions/Reteach Opportunities: Teachers will provide targeted small group instruction during class and/or before/after school.</p> <p>ELA/Reading Coach/Specialist/Interventionist: Students will receive additional support in reading/ELA during school or before/after school in small group instruction.</p> <p>Tutoring: Teachers, instructional assistants, and/or coaches will provide intervention classes during school, on Saturdays and/or before/after school.</p> <p>Substitutes: Teacher Guided Planning: Substitutes will be contracted to enable teachers to be pulled from class for a variety of purposes, including to analyze ELA intervention progress monitoring data, to provide additional planning of student supports, and as necessary to enable teachers to observe other teachers' instruction.</p> <p>Other: Teachers and supporting staff will use supplemental digital resources to assist students in reading engagement and make progress.</p>

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)
<p>257 English Language Learners 20 students redesignated 53 RFEP's</p>	<p>Small group instruction with English Learners.</p> <p>Support for students that are new to the country.</p> <p>Adequate materials to practice ELPAC.</p> <p>Opportunities for enrichment before and after school for English Learners.</p> <p>Staffing for clubs and activities.</p> <p>Rallies and celebrations for ELPAC and reclassification achievements.</p>

	<p>Having a Pep Rally for our English Learners to motivate, prepare and encourage them to try their best on the ELPAC along with expressing the importance of passing this assessment.</p> <p>Reclassification workshops are facilitated for both parents and students.</p>
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School Programs

Programas de la Escuela

Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)	Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i>
Three instructional assistants are funded through categorical funds.	They provide targeted intervention instruction through small group instruction at the direction of the general education teacher.
College Readiness/ <i>preparación para la universidad</i> (Qualitative Measure/<i>Medidas cualitativas</i>)	Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i>
N/A	N/A

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

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

Evidence of Progress <i>Constancia del Progreso</i> (Qualitative Measure/<i>Medidas cualitativas</i>)	Important Issues to Address <i>Temas Importantes que Discutir</i>
Parent Workshops/Family Math/Literacy/Art Nights	This provided parents an opportunity to learn how to support their children in many areas, including literacy, socially, discipline, homework, reading and more.
Coffee with the Principal, ELAC, and SSC meetings	This provided parents an opportunity to learn more about what is happening in our school and the opportunity to ask questions or express any concerns that they may have on a monthly basis.
Communication via ParentSquare, Instagram, etc.	This provided parents an opportunity to learn what events and activities are taking place, as well as opportunities to volunteer.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

SCHOOL GOAL 1: As measured on the 2024 SBAC assessment, there will be a five percent increase in the number of students meeting or exceeding standards in ELA.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment School Wide	37% Meeting Standard or Above	35% Met or Exceeded the Standard
SBAC Assessment African American Students	34% Meeting Standard or Above	36% Met or Exceeded the Standard
SBAC Assessment Hispanic Students	38% Meeting Standard or Above	34% Met or Exceeded the Standard
SBAC Assessment Socio Economically Disadvantaged Students	37% Meeting Standard or Above	34% Met or Exceeded the Standard
SBAC Assessment Students with Special Needs	5% Meeting Standard or Above	20% Met or Exceeded the Standard

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.) ELA guided planning to improve reading comprehension intervention strategies to ensure grade level proficiency.	ELA guided planning to improve reading comprehension intervention strategies to ensure grade level proficiency. Fully implemented.	Additional time will be provided for teachers to plan intervention to focus on increase reading comprehension skills. They will review assessment data, review student work samples using a protocol, and plan strategies to help students be successful and meet high academic outcomes. Teachers teams will create common agreements to improve student achievement. The principal will facilitate guided planning and create board items as needed. During classroom walkthroughs	Additional time was provided for teachers to plan intervention to focus on increase reading comprehension skills. Teachers reviewed assessment data, reviewed student work samples using a protocol, and planned strategies to help students be successful and meet high academic outcomes. Teachers teams created common agreements to improve student achievement. The principal and lead facilitated guided planning and created board items as needed. During classroom

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		the principal and instructional leads will ensure that common agreements are being implemented. Guided planning to develop teaching practices to improve ELA scores: lesson and language objective, differentiation and checking for understanding. 1000-1999: Certificated Personnel Salaries Title I 5000	walkthroughs the principal and instructional leads ensured that common agreements were being implemented. Guided planning time was used to develop teaching practices to improve ELA scores: lesson and language objective, differentiation and checking for understanding. Title I 5000
2) Targeted ELA Intervention Instruction	Targeted ELA Intervention Instruction. Fully implemented.	Intervention opportunities will be given to students before and after school to increase their academic achievement in ELA. We will analyze diagnostic assessment data, DORA, to determine what prerequisite skills students are missing. Students will be grouped based on need; phonics, fluency and comprehension and also by reading level. The progress monitoring assessment will be given on DORA to determine effectiveness of intervention. Priority will be given to students who are not meeting standard. 1000-1999: Certificated Personnel Salaries Title I 20000	Intervention opportunities were given to students before and after school to increase their academic achievement in ELA. Teachers, lead, and principal analyzed diagnostic assessment data, DORA, to determine what prerequisite skills students were missing. Students were grouped based on need; phonics, fluency and comprehension and also by reading level. The progress monitoring assessment were given on DORA to determine effectiveness of intervention. Priority was given to students who are not meeting standard. 1000-1999: Certificated Personnel Salaries 20000
3) Staffing for Clubs and Activities	Staffing for Clubs and Activities. Fully implemented.	Certificated staff and Instructional assistants will lead targeted small group sessions of high-interest clubs and activities that are ELA focused to students under the direction of the	Certificated staff and Instructional assistants lead targeted small group sessions of high-interest clubs and activities that are ELA focused to students under the direction of the

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>general education teacher, instructional leads, and principal. We will analyze diagnostic assessment data, DORA, to determine what prerequisite skills students are missing. Students will be grouped based on need; phonics, vocabulary, fluency and comprehension and also by grade level. A progress monitoring assessment that matches the targeted instruction given by the instructional assistant will be given every 6 weeks to determine effectiveness of intervention. Priority will be given to students who are not meeting standard on SBAC and or district benchmark assessments. The students to whom the instructional assistants provide small group/individual instruction will be students who are also receiving tier II small group in-class intervention from their general education teacher. Instructional assistant will receive training from the instructional leads and principal. 2000-2999: Classified Personnel Salaries Title I 20000</p>	<p>general education teacher, instructional leads, and principal. Staff analyzed diagnostic assessment data, DORA, to determine what prerequisite skills students were missing. Students were grouped based on need; phonics, vocabulary, fluency and comprehension and also by grade level. A progress monitoring assessment that matches the targeted instruction given by the instructional assistant was given every 6 weeks to determine effectiveness of intervention. Priority was given to students who are not meeting standard on SBAC and or district benchmark assessments. The students to whom the instructional assistants provided small group/individual instruction was for students who were also receiving tier II small group in-class intervention from their general education teacher. Instructional assistant received training from the instructional leads and principal. 2000-2999: Classified Personnel Salaries 20000</p>
4) Supplementary Planning Time	Supplementary Planning Time. Fully implemented.	Substitutes will be contracted to enable teachers to be pulled from class for a variety of purposes, including to analyze ELA intervention progress monitoring	Substitutes were contracted to enable teachers to be pulled from class for a variety of purposes, including to analyze ELA intervention progress monitoring

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>data, to provide additional planning of student supports, and as necessary to enable teachers to attend professional development and conferences. When teachers analyze ELA intervention progress monitoring data, they will determine its effectiveness and track student progress on progress monitoring tracking sheets to determine effectiveness of intervention. When teachers attend a professional development, the instructional lead and the principal will meet with with the teachers to determine what strategies will be implemented in the classroom. The instructional leads and principal will note the implementation of strategies from professional development opportunities during classroom walkthroughs. 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>data, to provide additional planning of student supports, and as necessary to enable teachers to attend professional development and conferences. When teachers analyzed ELA intervention progress monitoring data, they were able to determine its effectiveness and track student progress on progress monitoring tracking sheets to determine effectiveness of intervention. When teachers attended a professional development, the instructional lead and the principal met with with the teachers to determine what strategies would be implemented in the classroom. 5000</p>
Supplemental Instructional Material and Supplies	Supplemental Instructional Material and Supplies. Fully implemented.	Small group targeted instruction is best when instruction is meant to close the ELA educational gap. Teachers will need supplemental materials and supplies for students to effectively facilitate small group instruction and differentiated independent/collaborativ	Teachers were given supplemental materials and supplies for students to effectively facilitate small group instruction and differentiated independent/collaborativ e center activities along with before/after school intervention. During walkthroughs, the instructional leads and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>e center activities along with before/after school intervention. During walkthroughs, the instructional leads and principal will monitor small group instruction and differentiated independent/collaborative center activities. Small group instruction lessons will be one of the areas that the principal focuses on during evaluative observations.</p> <p>4000-4999: Books And Supplies Title I 15,000</p>	<p>principal monitored small group instruction and differentiated independent/collaborative center activities. Small group instruction lessons was one of the areas that the principal focuses on during evaluative observations.</p> <p>15000</p>

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were very similar to the actual expenditures as most actions were fully implemented.

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

SCHOOL GOAL 2: As measured on the 2024 SBAC assessment, there will be a five percent increase in the number of students meeting or exceeding standards in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment School Wide	36% Meeting Standard or Above	34% Met or Exceeded the Standard
SBAC Assessment African American Students	5% Meeting Standard or Above	27% Met or Exceeded the Standard
SBAC Assessment Hispanic Students	37% Meeting Standard or Above	35% Met or Exceeded the Standard
SBAC Assessment Socio Economically Disadvantaged Students	36% Meeting Standard or Above	34% Met or Exceeded the Standard
SBAC Assessment Students with Special Needs	5% Meeting Standard or Above	25% Met or Exceeded the Standard

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1) Mathematics guided planning to improve math facts fluency and comprehension intervention strategies to ensure grade level proficiency.	Mathematics guided planning to improve math facts fluency and comprehension intervention strategies to ensure grade level proficiency. Fully implemented.	Additional time will be provided for teachers to plan intervention to focus on increase math facts fluency and word problem solving strategies. They will review assessment data, review student work samples, and plan strategies to help students be successful and meet high academic outcomes. Teachers teams will create common agreements to improve student achievement. The principal and instructional leads will facilitate guided planning and create board items	Additional time was provided for teachers to plan intervention to focus on increase math facts fluency and word problem solving strategies. They reviewed assessment data, reviewed student work samples, and planned strategies to help students be successful and meet high academic outcomes. Teachers teams created common agreements to improve student achievement. The principal and instructional lead facilitated guided planning and created

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		as needed. 1000-1999: Certificated Personnel Salaries Title I 5000	board items as needed. 1000-1999: Certificated Personnel Salaries Title I 5000
2) Targeted Math Intervention Instruction	Targeted Math Intervention Instruction. Fully implemented.	Intervention opportunities will be given to students before and after school to increase their academic achievement in Math. We will analyze diagnostic assessment data, ADAM, to determine what prerequisite skills students are missing. Students will be grouped based on need; geometry, numbers and operations, measurement, data analysis and algebra and also by grade level. A progress monitoring assessment will be given on ADAM to determine effectiveness of intervention. Priority will be given to students who are not meeting standard. 1000-1999: Certificated Personnel Salaries Title I 25000	Intervention opportunities were given to students before and after school to increase their academic achievement in Math. We looked at the diagnostic assessment data, ADAM, to determine what prerequisite skills students were missing. Students were then grouped based on need; geometry, numbers and operations, measurement, data analysis and algebra and also by grade level. A progress monitoring assessment was given to determine effectiveness of intervention. 1000-1999: Certificated Personnel Salaries 25000
3) Real World Math Instruction/Application	Real World Math Instruction/Application. Fully implemented.	Instructional assistants will provide targeted small group or individual intervention in math to students under the direction of the general education teacher, instructional leads, and principal. We will analyze diagnostic assessment data, ADAM, to determine what prerequisite skills students are missing. Students will be grouped based on need; geometry, numbers and operations,	Instructional assistants provided targeted small group or individual intervention in math to students under the direction of the general education teacher, instructional leads, and principal. Diagnostic assessment data was reviewed to determine what prerequisite skills students were missing. Students were grouped based on need; geometry, numbers and operations, measurement, data

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>measurement, data analysis and algebra and also by grade level. A progress monitoring assessment that matches the targeted instruction given by the instructional assistant will be given from the SWUN Math curriculum every 6 weeks to determine effectiveness of intervention. Priority will be given to students who are not meeting standard on SBAC and or district benchmark assessments. The students to whom the instructional assistants provide small group/individual instruction will be students who are also receiving tier II small group in-class intervention from their general education teacher. Instructional assistant will receive training from the instructional leads and principal. 2000-2999: Classified Personnel Salaries Title I 31,000</p>	<p>analysis and algebra and also by grade level. A progress monitoring assessment that matches the targeted instruction given by the instructional assistant was given from the SWUN Math curriculum every 6 weeks to determine effectiveness of intervention. 29000</p>
<p>4) Supplementary Planning Time</p>	<p>Supplementary Planning Time. Fully implemented.</p>	<p>Substitutes will be contracted to enable teachers to be pulled from class for a variety of purposes, including to analyze Math intervention progress monitoring data, to provide additional planning of student supports, and as necessary to enable teachers to attend professional development and conferences. When teachers analyze Math</p>	<p>Substitutes were contracted to enable teachers to be pulled from class for a variety of purposes, including to analyze Math intervention progress monitoring data, to provide additional planning of student supports, and as necessary to enable teachers to attend professional development and conferences. When teachers analyzed Math</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>intervention progress monitoring data, they will determine its effectiveness and track student progress on progress monitoring tracking sheets to determine effectiveness of intervention. When teachers attend a professional development, the instructional lead and the principal will meet with with the teachers to determine what strategies will be implemented in the classroom. The instructional lead and principal will note the implementation of strategies from professional development opportunities during classroom walkthroughs. 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>intervention progress monitoring data, they determined its effectiveness and tracked student progress on progress monitoring tracking sheets to determine effectiveness of intervention. 1000-1999: Certificated Personnel Salaries Title I 5000</p>
Family Math Nights	Family Math Workshops. Partially implemented,	<p>School will host evening activities for families to come and participate in hands-on math activities and parents will learn strategies for helping their children with homework and be given examples of strategies used in class. 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>School hosted morning workshops for families to come and participate in hands-on math activities and parents learned strategies for helping their children with homework and be given examples of strategies used in class. 1000-1999: Certificated Personnel Salaries 3000</p>
6) Supplemental Instructional Material and Supplies	Supplemental Instructional Material and Supplies. Fully implemented.	<p>Small group targeted instruction is best when instruction is meant to close the Math educational gap. Teachers will need supplemental materials and supplies for</p>	<p>Teachers were given supplemental materials and supplies for students to effectively facilitate small group instruction and differentiated independent/collaborativ</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>students to effectively facilitate small group instruction and differentiated independent/collaborative center activities along with before/after school intervention. During walkthroughs, the instructional lead and principal will monitor small group instruction and differentiated independent/collaborative center activities. Small group instruction lessons will be one of the areas that the principal focuses on during evaluative observations.</p> <p>4000-4999: Books And Supplies Title I 13874</p>	<p>e center activities along with before/after school intervention. During walkthroughs, the instructional lead and principal monitored small group instruction and differentiated independent/collaborative center activities. Small group instruction lessons was one of the areas that the principal focused on during evaluative observations.</p> <p>13860</p>

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were very similar to the actual expenditures as most actions were fully implemented.

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

SCHOOL GOAL 3: As measured and defined by the California School Dashboard, English Learners will show progress towards English language proficiency by June 2025.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of students reclassified	40 students will reclassify	20 students have reclassified.
Percentage of EL Students who pass the ELA/Math SBAC	19% will meet/exceed in ELA 20% will meet/exceed in Math	9% met or exceeded the standards in ELA, 14% in Math.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1) Supplemental Materials to support English Learners	Supplemental Materials to support English Learners. Fully implemented.	Research based instructional materials will be purchased to help students be successful in the acquisition of English as a second language in whole group and small group instruction. Materials may also include text books and reading books as well as online resources and programs to assist students. 4000-4999: Books And Supplies Title III 3000	Research based instructional materials were purchased to help students be successful in the acquisition of English as a second language in whole group and small group instruction. 3000
2) Targeted EL intervention	Targeted EL intervention. Fully implemented.	Intervention opportunities for students before and after school to increase their academic achievement in their acquisition of the English language. Priority will be given to students who are long term English learners and students have did not make	Intervention opportunities were provided for students before and after school to increase their academic achievement in their acquisition of the English language. 1000-1999: Certificated Personnel Salaries Title III 12855

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		progress on the ELPAC assessment. 1000-1999: Certificated Personnel Salaries Title III 12,855	

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were very similar to the actual expenditures as most actions were fully implemented.

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

SCHOOL GOAL 4: Parent and Family Engagement will increase by 10% by June 2025.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of parent/guardian event/meeting sign-in signatures	Increase by 10%	Parent participation in meetings and volunteer opportunities by 15%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1) Increase parent and family engagement by creating a welcoming environment and designating a staff member, community liaison, who is in tune with the community and becomes a resource for the betterment of our students' academic achievement.</p>	<p>Increased parent and family engagement by creating a welcoming environment and designating a staff member, community liaison, who is in tune with the community and becomes a resource for the betterment of our students' academic achievement. Fully implemented.</p>	<p>To increase parent and family engagement, we will provide additional resources in our parent center. Our community liaison will coordinate communications and information between the school, home, and the community; facilitate home and community understanding of school programs and objectives and secure parent involvement in school activities; develop and maintain effective working relationships with students, parents, community groups, and social service agencies. We serve over 683 students, 95.8% of whom are socioeconomically disadvantaged. Our community liaison will help the parents and families of our at-risk populations navigate the educational system.</p>	<p>To increase parent and family engagement, we provided additional resources in our parent center. Our community liaison coordinated communications and information between the school, home, and the community; facilitated home and community understanding of school programs and objectives and secured parent involvement in school activities; developed and maintained effective working relationships with students, parents, community groups, and social service agencies. 4000-4999: Books And Supplies 19,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Title I 21,931	
<p>2) We will provide parent and family workshops and host events on campus.</p>	<p>Parent and family workshops and host events on campus. Fully implemented.</p>	<p>We will provide workshops to parents on topics, such as helping students at home with what is covered in class, family literacy, how to use more academic language, how to communicate through art between family and student, and how to best connect and speak to elementary-age students.</p> <p>We will host the following events: Will Rogers Community Day Coffee with the principal Family Math Night Family Art Night Art Seminars for students Art Exhibitions for families STEM Family Night Cowboy Oratory Additional parent seminars and training We will also recognize our parents/families and parent volunteers regularly.</p> <p>To better communicate with parents, we will use Parent Square home to school communication, flyers, bulletin boards, and social media.</p> <p>To build parent capacity we will purchase technology for the parent center. Parents we be able to access Aeries, Illuminate, Gradebook, CAASPP website and other parent resource sites.</p> <p>5800: Professional/Consulting</p>	<p>We provided workshops to parents on topics, such as helping students at home with what is covered in class, family literacy, how to use more academic language, how to communicate through art between family and student, and how to best connect and speak to elementary-age students.</p> <p>We will host the following events: Will Rogers Community Day Coffee with the principal Family Math Night Family Art Night Art Seminars for students Art Exhibitions for families STEM Family Night Cowboy Oratory Additional parent seminars and training We will recognized our parents/families and parent volunteers regularly.</p> <p>To better communicate with parents, we will use Parent Square home to school communication, flyers, bulletin boards, and social media.</p> <p>To build parent capacity we will purchase technology for the parent center. Parents were able to access Aeries, Illuminate, Gradebook, CAASPP website and other parent resource sites.</p> <p>20000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Services And Operating Expenditures Title I 20,000	

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were very similar to the actual expenditures as most actions were fully implemented.

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

See Data Analysis and Evaluation

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

Students will be educated in learning environments that are safe, conducive to learning, and that build a positive school culture.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Office Discipline Referrals Attendance Data	10% decrease in ODRs. 10% increase in attendance rates.	30% decrease in ODR's

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School-wide Positive behavior expectations in the PBIS Program	School-wide Positive behavior expectations in the PBIS Program. Fully Implemented.	Purchase materials to facilitate the implementation of school-wide positive behavior in the PBIS program, and provide staff extra duty hours to plan for and implement PBIS program. 4000-4999: Books And Supplies Title I 10,000	Purchased materials to facilitate the implementation of school-wide positive behavior in the PBIS program, and provide staff extra duty hours to plan for and implement PBIS program. 4000-4999: Books And Supplies Title I 10000

Analysis

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

See Data Analysis and Evaluation

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

See Data Analysis and Evaluation

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

The proposed expenditures were very similar to the actual expenditures as most actions were fully implemented.

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

See Data Analysis and Evaluation

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

Will Rogers Elementary School has demonstrated limited academic growth in the areas of English Language Arts, English Language Development, and Mathematics. Therefore, continuing to provide supplemental interventions to at-risk students in all three areas remains a focus. Scores in English Language Arts and Math have improved slightly from the 2022-2023 school year to 2023-2024. As a result, Will Rogers Elementary School will continue to focus on providing interventions in all areas to continue increasing our percentage of meeting and exceeding standards.

Assessment Results:

Identify ELA areas of strength:

Identify ELA areas of strength:

Students at Will Rogers Elementary had an average of 32% of students that met or exceeded the ELA standards in 2022-2023 and 35% in 2023-2024. This means that there was a 3% improvement from one year to the next. Our highest scores were in 5th grade. According to local data, based upon the most current District Benchmark data, significant gains were made school-wide from Unit 1 to Unit 3. Our school average for grades 3-6 was 20% for the first unit. That number increased to 35% on the Unit 3 assessment.

Identify ELA areas of need:

Students' area of need in ELA is in writing. Based upon the 2023-2024 CAASPP data, students scored lowest on informative text, where 46.3% of students provided insufficient responses.

Identify ELD areas of strength:

Students' area of strength in ELD falls within the speaking and listening domains. Students are strongest in the domain of Listening which demonstrates effective communication skills. Based on the data, 43.7% of Will Rogers students are making progress towards English language proficiency. 13 more students were reclassified during the 2023-2024 school year than the 2022-2023 year, meaning more students are scoring 4 on the ELPAC and becoming English proficient.

Identify ELD areas of need:

Students' area of need in ELD falls within the Reading and Writing Domain. Students need ample opportunities to speak, read, and write using English sentence frames during core instruction, as well as assuring that ELD instruction is consistent and meaningful. English learners need to improve their reading achievement and comprehension skills. Academic vocabulary instruction and development is very important.

Identify Math areas of strength:

Based upon current assessment data, Will Rogers students are making gains on District Benchmark assessments. A daily focus on math fluency has attributed to those gains. Our SBAC scores in math went up by one percentage point from 2022-2023 to the 2023-2024 school year.

Identify Math areas of need:

As SBAC scores have remained consistent over the last 2 school years, an area of need for students continues to be Concepts & Procedures, applying mathematical concepts and procedures.

We need to continue to focus on math fluency, establishing math facts with automaticity, and increasing math vocabulary in order to help students find success with word problems, and use strategies to be able to solve multi-step problems.

School: Will Rogers 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
ELA Interventions and High Interest Clubs	ELA	Title I	DORA, LUSD Benchmarks, BPST	LUSD Benchmarks, BPST, SBAC	Before, during, and after school interventions and clubs were fully implemented.
Math Interventions and High Interest Clubs	Math	Title I	ADAM, LUSD Benchmarks	LUSD Benchmarks, SBAC	Before, during, and after school interventions and clubs were fully implemented.
EL Intervention	ELD	Title III	Summit K12, ELPAC	Summit K12, ELPAC	Before, during, and after school interventions and clubs were fully implemented.
Parent Workshops	ELD, ELA, Math	Title I, Title III	ADAM, DORA, SBAC, Parent Surveys	SBAC	Fully implemented.
Istation for Dual Immersion Students	ELA	Title I	ISIP	ISIP	Fully Implemented
Family Evening Events	ELA and Math	Title I	ADAM & DORA	LUSD Benchmarks, SBAC	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 2025-2026:

<p>What 2024-2025 actions/interventions worked? Targeted ELA, ELD, and Math interventions were highly effective. During the school day, teachers and instructional assistants have worked with small groups to improve targeted skills. Direct instruction using SIPPS, UFLI, and other materials have shown improvements on the district benchmarks and score increases on the BPST. These improvements lead to an optimistic feeling towards making gains on the SBAC. There has also been a school-wide focus on "math fitness" and improving math fluency skills via small group instruction.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? Interventions and activities that were put in place for the 2024-2025 school year will continue into the 2025-2026 school year as they have proven to be effective. We will continue to focus on targeted, small group instruction throughout the day. In lower grades, there will be continued use of UFLI and SIPPS in the upper grades to help improve reading. The focus on math fact fluency and number sense will continue with greater fidelity. Targeted interventions for EL students will continue as well.</p>
<p>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026? In addition to preparing English Learners for the SBAC, we will modify small group ELA and Math interventions to target the specific needs of ELL's. We will look closely at the BPST data at the beginning of the year to properly form ELA intervention groups and modify the group composition as needed when students master the skills.</p>

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

At this time, we do not feel the need to eliminate any of the above listed interventions as they have all contributed to improved academic achievements and parent engagement.

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

For the 2025-2026 school year, we will implement interventions specifically for students that are new to the United States and will provide specific ELA and Math intervention/small group opportunities for English Learners. We will offer more family activities with a focus on literacy.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts (ELA)

Goal Statement

SCHOOL GOAL 1: As measured on the 2025 SBAC assessment, there will be a five percent increase in the number of students meeting or exceeding standards in ELA.

Basis for this Goal

This goal is established to promote increased achievement in ELA. Currently 35% of students scored at or above standard in the 2023-2024 SBAC. The results for 2024 SBAC ELA assessment show that academic growth in ELA increased by 2%. Teachers will provide targeted ELA intervention instruction to students. Teachers will be provided professional development in the areas of technology and common Core standards. Student progress will be monitored by the district common assessments, DORA diagnostic assessment and other formative assessment data. The principal and instructional lead will conduct frequent classroom walkthroughs to ensure the instruction planned meets the rigor of the common core ELA standards.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment School Wide	35% Meeting Standard or Above	40% Meeting Standard or Above
SBAC Assessment African American Students	36% Meeting Standard or Above	41% Meeting Standard or Above
SBAC Assessment Hispanic Students	34% Meeting Standard or Above	39% Meeting Standard or Above
SBAC Assessment Socio Economically Disadvantaged Students	34% Meeting Standard or Above	39% Meeting Standard or Above
SBAC Assessment Students with Special Needs	20% Meeting Standard or Above	25% Meeting Standard or Above

Planned Strategies/Activities

Strategy/Activity 1

1.) ELA guided planning to improve reading comprehension intervention strategies to ensure grade level proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 -March 2026

Person(s) Responsible

Teachers, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	4208
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional time will be provided for teachers to plan intervention to focus on increase reading comprehension skills. They will review assessment data, review student work samples using a protocol, and plan strategies to help students be successful and meet high academic outcomes. Teachers teams will create common agreements to improve student achievement. The principal will facilitate guided planning and create board items as needed. During classroom walkthroughs the principal and instructional leads will ensure that common agreements are being implemented. Guided planning to develop teaching practices to improve ELA scores: lesson and language objective, differentiation and checking for understanding.

Strategy/Activity 2

2) Targeted ELA Intervention Instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	23000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention opportunities will be given to students before and after school to increase their academic achievement in ELA. We will analyze diagnostic assessment data, DORA, to determine what prerequisite skills students are missing. Students will be grouped based on need; phonics, fluency and comprehension and also by reading level. The progress monitoring assessment will be given on DORA to determine effectiveness of intervention. Priority will be given to students who are not meeting standard.

Strategy/Activity 3

3) Staffing for Clubs and Activities

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Certificated staff and Instructional assistants will lead targeted small group sessions of high-interest clubs and activities that are ELA focused to students under the direction of the general education teacher, instructional leads, and principal. We will analyze diagnostic assessment data, DORA, to determine what prerequisite skills students are missing. Students will be grouped based on need; phonics, vocabulary, fluency and comprehension and also by grade level. A progress monitoring assessment that matches the targeted instruction given by the instructional assistant will be given every 6 weeks to determine effectiveness of intervention. Priority will be given to students who are not meeting standard on SBAC and or district benchmark assessments. The students to whom the instructional assistants provide small group/individual instruction will be students who are also receiving tier II small group in-class intervention from their general education teacher. Instructional assistant will receive training from the instructional leads and principal.

Strategy/Activity 4

Supplemental Instructional Material and Supplies

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Instructional leads, school secretary, librarian, and principal

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Small group targeted instruction is best when instruction is meant to close the ELA educational gap. Teachers will need supplemental materials and supplies for students to effectively facilitate small group instruction and differentiated independent/collaborative center activities along with before/after school intervention. During walkthroughs, the instructional leads and principal will monitor small group instruction and differentiated independent/collaborative center activities. Small group instruction lessons will be one of the areas that the principal focuses on during evaluative observations.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

SCHOOL GOAL 2: As measured on the 2025 SBAC assessment, there will be a five percent increase in the number of students meeting or exceeding standards in Mathematics.

Basis for this Goal

This goal is established to promote increased achievement in Math. Currently 34% of students scored at or above standard in the 2023-2024 SBAC. The results for 2024 SBAC Mathematics assessment show that scores went up only slightly the previous year. The principal and instructional leads will facilitate guided planning sessions. Teachers will provide targeted Math intervention instruction to students. Teachers will be provided professional development in the areas of technology and common Core standards. Student progress will be monitored by the district common assessments, ADAM diagnostic assessment and other formative assessment data. The principal and instructional lead will conduct frequent classroom walkthroughs to ensure the instruction planned meets the rigor of the common core math standards.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment School Wide	34% Meeting Standard or Above	39% Meeting Standard or Above
SBAC Assessment African American Students	27% Meeting Standard or Above	32% Meeting Standard or Above
SBAC Assessment Hispanic Students	35% Meeting Standard or Above	40% Meeting Standard or Above
SBAC Assessment Socio Economically Disadvantaged Students	34% Meeting Standard or Above	39% Meeting Standard or Above
SBAC Assessment Students with Special Needs	25% Meeting Standard or Above	30% Meeting Standard or Above

Planned Strategies/Activities

Strategy/Activity 1

1) Mathematics guided planning to improve math facts fluency and comprehension intervention strategies to ensure grade level proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional time will be provided for teachers to plan intervention to focus on increase math facts fluency and word problem solving strategies. They will review assessment data, review student work samples, and plan strategies to help students be successful and meet high academic outcomes. Teachers teams will create common agreements to improve student achievement. The principal and instructional leads will facilitate guided planning and create board items as needed.

Strategy/Activity 2

2) Targeted Math Intervention Instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	35000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention opportunities will be given to students before and after school to increase their academic achievement in Math. We will analyze diagnostic assessment data, ADAM, to determine what prerequisite skills students are missing. Students will be grouped based on need; geometry, numbers and operations, measurement, data analysis and algebra and also by grade level. A progress monitoring assessment will be given on ADAM to determine effectiveness of intervention. Priority will be given to students who are not meeting standard.

Strategy/Activity 3

3) Real World Math Instruction/Application

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	21,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional assistants will provide targeted small group or individual intervention in math to students under the direction of the general education teacher, instructional leads, and principal. We will analyze diagnostic assessment data, ADAM, to determine what prerequisite skills students are missing. Students will be grouped based on need; geometry, numbers and operations, measurement, data analysis and algebra and also by grade level. A progress monitoring assessment that matches the targeted instruction given by the instructional assistant will be given from the SWUN Math curriculum every 6 weeks to determine effectiveness of intervention. Priority will be given to students who are not meeting standard on SBAC and or district benchmark assessments. The students to whom the instructional assistants provide small group/individual instruction will be students who are also receiving tier II small group in-class intervention from their general education teacher. Instructional assistant will receive training from the instructional leads and principal.

Strategy/Activity 4

Family Math Nights

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Instructional leads, school secretary and principal

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School will host evening activities for families to come and participate in hands-on math activities and parents will learn strategies for helping their children with homework and be given examples of strategies used in class.

Strategy/Activity 5

6) Supplemental Instructional Material and Supplies

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Instructional Assistants, Library Media Tech, Instructional leads, school secretary and principal

Proposed Expenditures for this Strategy/Activity

Amount	12770
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	<p>Small group targeted instruction is best when instruction is meant to close the Math educational gap. Teachers will need supplemental materials and supplies for students to effectively facilitate small group instruction and differentiated independent/collaborative center activities along with before/after school intervention.</p> <p>During walkthroughs, the instructional lead and principal will monitor small group instruction and differentiated independent/collaborative center activities. Small group instruction lessons will be one of the areas that the principal focuses on during evaluative observations.</p>

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

EL Learning Communities

Goal Statement

SCHOOL GOAL 3: As measured and defined by the California School Dashboard, English Learners will show progress towards English language proficiency by June 2026.

Basis for this Goal

Our goal was determined by a review of ELPAC, reclassification data, and SBAC performance by this subgroup.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Number of students reclassified	Reclassified students in the 2023 - 2024 school year was 20 students.	40 students will reclassify
Percentage of EL Students who pass the ELA/Math SBAC	9% met/exceeded in ELA 14% met/exceeded in Math	14% will meet/exceed in ELA 19% will meet/exceed in Math

Planned Strategies/Activities

Strategy/Activity 1

1) Supplemental Materials to support English Learners

Students to be Served by this Strategy/Activity

All English Learners

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, Secretary, Library Media Tech, Instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title III
Budget Reference	4000-4999: Books And Supplies

Description

Research based instructional materials will be purchased to help students be successful in the acquisition of English as a second language in whole group and small group instruction. Materials may also include text books and reading books as well as online resources and programs to assist students.

Strategy/Activity 2

2) Targeted EL intervention

Students to be Served by this Strategy/Activity

All English Learner Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, instructional assistants, secretary, library media tech, instructional leads and principal

Proposed Expenditures for this Strategy/Activity

Amount

14,003

Source

Title III

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Intervention opportunities for students before and after school to increase their academic achievement in their acquisition of the English language. Priority will be given to students who are long term English learners and students have did not make progress on the ELPAC assessment.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent and Family Engagement

Goal Statement

SCHOOL GOAL 4: Parent and Family Engagement will increase by 10% by June 2026.

Basis for this Goal

We will increase parent and family engagement to improve student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Number of parent/guardian event/meeting sign-in signatures	Parents have attended SSC, ELAC, Coffee with the Principal, and Parent Workshops. Average parent participation at meetings is 12 parents.	Increase by 10%

Planned Strategies/Activities

Strategy/Activity 1

1) Increase parent and family engagement by creating a welcoming environment and designating a staff member, community liaison, who is in tune with the community and becomes a resource for the betterment of our students' academic achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, instructional assistants, secretary, attendance clerk, community liaison, health tech, instructional lead, parent organizations and principal

Proposed Expenditures for this Strategy/Activity

Amount

5,000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

To increase parent and family engagement, we will provide additional resources in our parent center. Our community liaison will coordinate communications and information between the school, home, and the community; facilitate home and community understanding of school programs and objectives and secure parent involvement in school activities; develop and maintain effective working relationships with students, parents, community groups, and social service agencies. We serve over 683 students, 95.8% of whom are socioeconomically disadvantaged. Our community liaison will help the parents and families of our at-risk populations navigate the educational system.

Strategy/Activity 2

2) We will provide parent and family workshops and host events on campus.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Teachers, instructional assistants, secretary, attendance clerk, community liaison, health tech, instructional leads, parent organizations and principal

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

20,000

Source

Title I

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

We will provide workshops to parents on topics, such as helping students at home with what is covered in class, family literacy, how to use more academic language, how to communicate through art between family and student, and how to best connect and speak to elementary-age students.
 We will host the following events:
 Will Rogers Community Day
 Coffee with the principal
 Family Math Night
 Family Art Night
 Art Seminars for students
 Art Exhibitions for families
 STEM Family Night
 Cowboy Oratory
 Additional parent seminars and training
 We will also recognize our parents/families and parent volunteers regularly.
 To better communicate with parents, we will use Parent Square home to school communication, flyers, bulletin boards, and social media.
 To build parent capacity we will purchase technology for the parent center. Parents will be able to access Aeries, Illuminate, Gradebook, CAASPP website and other parent resource sites.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe Learning Environment

Goal Statement

Students will be educated in learning environments that are safe, conducive to learning, and that build a positive school culture.

Basis for this Goal

What data did you use to inform this goal?
School Office discipline Referrals rate

Attendance:
Fall Attendance data from 2023-2024: 91.84% Attendance Rate
Fall Attendance data from 2024-2025: 93.37% Attendance Rate

Office Discipline Referrals:
Fall Semester 2023, we had 57 ODRs.
Fall Semester 2024, we had 65 ODRs.

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 Referrals Attendance Data	Office Discipline Referrals: 65 Attendance Data: 93.7% Attendance Rate	10% decrease in ODRs. 5% increase in attendance rates.

Planned Strategies/Activities

Strategy/Activity 1

School-wide Positive behavior expectations in the PBIS Program

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials to facilitate the implementation of school-wide positive behavior in the PBIS program, and provide staff extra duty hours to plan for and implement PBIS program.

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	202,981.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	202,981.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	185,978.00	0.00
Title III	17,003.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	185,978.00
Title III	17,003.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	91,211.00
2000-2999: Classified Personnel Salaries	46,000.00
4000-4999: Books And Supplies	45,770.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	77,208.00
2000-2999: Classified Personnel Salaries	Title I	46,000.00
4000-4999: Books And Supplies	Title I	42,770.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00
1000-1999: Certificated Personnel Salaries	Title III	14,003.00
4000-4999: Books And Supplies	Title III	3,000.00

Will Rogers 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 Will Rogers 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])

Will Rogers 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])

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

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

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

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

Will Rogers 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])

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

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

The curriculum used at Will Rogers Elementary School is that of the Lynwood Unified School District and is aligned to state and national standards.

Will Rogers 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])

Will Rogers 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])

Will Rogers 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 Will Rogers 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 12/6/24.

Will Rogers 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 Will Rogers:

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

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

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

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

El programa Título I de la Escuela Primaria Will Rogers 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 Will Rogers 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 Will Rogers es de Lynwood Unified y está alineado con los estándares estatales y nacionales

La Escuela Primaria Will Rogers 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 Will Rogers 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 Will Rogers 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 Will Rogers.

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 12/6/24.

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
David Morales	Principal
Araceli Monreal	Classroom Teacher
Rocio Mazzotta	Classroom Teacher
Claudia Gillem	Classroom Teacher
Ivette Ortiz	Other School Staff
Yvette Sandoval	Parent or Community Member
Gabby Hernandez	Parent or Community Member
Briseida Gonzalez	Parent or Community Member
Aida Gonzalez	Parent or Community Member
Lourdes Leon	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 2/21/25.

Attested:



Principal, David Morales on 02/21/25

SSC Chairperson, Yvette Sandoval on 2/21/25

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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