



2023-2024

Lindbergh STEM Academy

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

30% Met/Exceeded on 2023 ELA SBAC (decline of 2% from prior year) 1% increase in cohort and 2-year growth for African American students 15% increase in cohort and 6% increase in 2-year growth for students in special education Increasing ELA achievement is a priority at Lindbergh. ELA teachers will meet weekly to collaboratively plan instruction focused on student engagement. ELA teachers will use the SBAC blueprint and release questions to ensure that their instruction is rigorous. Additionally, ELA teachers will analyze data from iReady and Edulastic to determine next steps for instruction.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

With ELA teachers meeting weekly to collaboratively plan instruction focused on student engagement, 40% will be Met/Exceeded on the ELA SBAC, an improvement of 10%. Teachers will analyze data from iReady and Edulastic to monitor progress and determine next steps.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings
Written Analysis
16% Met/Exceeded on 2023 Math SBAC (increase of 3% from prior year)5% increase 2-year growth for African American students 2% increase in cohort and 6% increase in 2-year growth for students in special educationIncreasing mathematics achievement is a priority at Lindbergh. Mathematics teachers will meet weekly to collaboratively plan instruction focused on student engagement. Additionally, mathematics teachers will analyze data from iReady, Edulastic, and IABs to determine next steps for instruction. To support students in learning mathematics, we have created a multi-tiered system of support with specific interventions built into the school day.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals
Written Analysis
With mathematics teachers meeting weekly to collaboratively plan instruction focused on student engagement, 30% will be Met/Exceeded on the Math SBAC, an improvement of 14%. Teachers will analyze data from iReady and Edulastic to monitor progress and determine next steps.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

29% of EL + RFEP students were Met/Exceeded on 2023 ELA SBAC 18% of EL + RFEP students were Met/Exceeded on 2023 Math SBAC Supporting our English learners and increasing their achievement is a priority at Lindbergh. Teachers use ELlevation to analyze data and plan scaffolds to support English learners. We have a college aide that supports newcomer students. To provide Designated ELD, we have College and Career Readiness (CCR) electives for our English learners that are focused on reading, writing, speaking, and listening. Additionally, our Family Community Facilitator connects with families of English learners to provide support and resources.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

With planned scaffolds and designated ELD instruction, 29% of English Learners will be Met/Exceeded on the ELA SBAC, a 10% improvement, and 24% of English Learners will be Met/Exceeded on the Math SBAC, a 14% improvement. Teachers will use ELlevation to analyze data and monitor progress during planning sessions and meetings throughout the year.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
2022-23 Suspension Rate: 16.2%2022-23 Chronic Absenteeism Rate: 33.2%Spring 2023 Pulse Survey Student: Agency: 76%Belonging: 73%Identity: 76%To improve our culture and climate, our focus is on increasing the sense of belonging for all stakeholders, improving attendance, and reducing suspensions. We have a restorative school-wide discipline plan that focuses on building positive relationships and community with students in and out of the classroom. This plan is a multi-tiered system of support with interventions to support students based on their need. Additionally, we are part of the All In initiative focused on improving attendance and reducing our chronic absenteeism rate.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
By implementing a restorative school-wide discipline plan that focuses on building positive relationships and community, Lindbergh will work to meet the following goals:Students sense of belonging will be at least 78% on the Pulse Survey.Students sense of identity will be at least 81% on the Pulse Survey.Students sense of agency will be at least 81% on the Pulse Survey.Chronic absenteeism rate will be below 25%.Suspension rate will be below 14.2%.The leadership team, consisting of administrators and teacher leaders, will engage in a Collaborative Data Study twice to monitor progress towards our goals.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With ELA teachers meeting weekly to collaboratively plan instruction focused on student engagement, 42% will be Met/Exceeded on the ELA SBAC, an improvement of 10%; 48% overall will meet typical growth on Reading iReady; 58% of Black/African American students will meet typical growth on Reading iReady; 21% of Tier 3 students will meet typical growth on Reading iReady. Teachers will analyze data from iReady and Edulastic to monitor progress and determine next steps.	Goal Partially or Not Met	We did not meet our goal of having at least 42% of our students met or exceeded on the 2023 ELA SBAC. 30% of our students met or exceeded on the 2023 ELA SBAC. Although we did not reach our SBAC goals, 48% of our students had above or accelerated growth on SBAC. This demonstrates that our 50% assistant principal position, collaborative planning, and staff professional development positively impacted student growth in ELA.	To support us in reaching our ELA student achievement goals this year, teachers will meet weekly to collaboratively plan instruction focused on student engagement. They will analyze data from iReady, IABs, and Edulastic to determine next steps for instruction. To support students who are below grade level, teachers are implementing small group instruction as a classroom intervention.

Math	1) With mathematics teachers meeting weekly to collaboratively plan instruction focused on student engagement, 20% will be Met/Exceeded on the Math SBAC, an improvement of 7%; 60% overall will meet typical growth on Math iReady; 53% of Black/African American students will meet typical growth on Math iReady; and 40% of Tier 3 students will meet typical growth on Math iReady. Teachers will analyze data from iReady and Edulastic to monitor progress and determine next steps.	Goal Partially or Not Met	We did not meet our goal to have at least 20% of our students met or exceeded on the 2023 Math SBAC. 16% of our students met or exceeded on the 2023 Math SBAC. This was 3% growth from the prior year. Although we did not reach our SBAC goals, 51% of our students had above or accelerated growth on SBAC. This demonstrates that our 50% assistant principal position, collaborative planning, and staff professional development positively impacted student growth in mathematics.	To support us in reaching our math student achievement goals this year, math teachers will meet weekly to collaboratively plan instruction focused on student engagement and analyze data from iReady, IABs, and Edulastic to determine next steps for instruction. To support students in learning mathematics, we have created a multi-tiered system of support with specific interventions during the school day.
English Learner	1) With planned scaffolds and designated ELD instruction, 42% of English Learners will be Met/Exceeded on the ELA SBAC, a 10% improvement, and 20% of English Learners will be Met/Exceeded on the Math SBAC, a 7% improvement. Teachers will use ELLevation to analyze data and monitor progress during planning sessions and meetings throughout the year.	Goal Partially or Not Met	We did meet our goals for our English learners in ELA or mathematics. 29% of our English learners met or exceeded on the 2023 ELA SBAC, while 18% of our English learners met or exceeded on the 2023 Math SBAC. Although we did not reach our SBAC goals, 51% of our students had above or accelerated growth in ELA and 49% of our students had above or accelerated growth in mathematics on SBAC. This demonstrates that our 50% assistant principal position, collaborative planning, and staff professional development positively impacted our English learners.	To support increasing academic achievement in ELA and math for our English learners, teachers will use ELLevation and iReady to analyze data and plan scaffolds to support English learners. A college aide will support newcomer students. Our College and Career Readiness (CCR) electives for our English learners will focus on reading, writing, speaking, and listening. Additionally, our Family Community Facilitator will connect with families of English learners to provide support and resources.

Culture/Climate	<p>1) By implementing a restorative school-wide discipline plan that focuses on building positive relationships and community, Lindbergh will work to meet the following goals:</p> <p>Students' sense of belonging will be at least 75% on the Pulse Survey.</p> <p>Students' identity will be at least 80% on the Pulse Survey.</p> <p>Chronic absenteeism rate will be below 25%.</p> <p>Chronic absenteeism rate of Black/African American will be below 30%.</p> <p>Chronic absenteeism rate of SPED will be below 30%.</p> <p>Suspension rate will be below 15%.</p> <p>Suspension rate of Black/African American will be below 25%.</p> <p>The leadership team, consisting of administrators and teacher leaders, will engage in a Collaborative Data Study twice during the year to monitor progress towards our goals.</p>	Goal Partially or Not Met	<p>We did not reach our culture/climate goals for the 2022-23 school year; however, we did make improvements in attendance, student sense of belonging, and suspensions. Although our 50% assistant principal, bilingual Intermediate Office Assistant, recreation aides, staff professional development, and High School, College, and Career Center had a strong positive impact on our culture and climate, we are still working through the impact that the COVID-19 pandemic had on our school community.</p>	<p>To support our culture/climate goals this year, we are continuing to focus on restorative practices and will learn about trauma-informed practices as a staff. We will have a full-time Wellness Center to support students' overall wellness and social and emotional needs. Our Where Everyone Belong (WEB) program provides peer mentoring to students and welcomes 6th graders into our school community. Our bilingual Intermediate Office Assistant works with families to increase attendance and frequently meets with chronically absent students to set goals and monitor progress towards those goals. Additionally, our teacher committees will use data to monitor progress and work towards improving our culture and climate at Lindbergh. The committees include Attendance; Student Engagement and Belonging; Family Engagement; Community Builders; and Academic Interventions.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Restorative Justice professional development for staff on respectful communication. Funding is for additional hourly for staff to learn about restorative dialogue and other restorative topics. (PD 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Funding for Sports and PE Equipment - Purchase equipment/uniforms for our sports program and PE classes (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Collaborative planning time for Collaborative Co-Teaching (CCT) teachers to design lessons to support students. CCT supports 8th grade RSP students, SDC students, and general education students increase achievement in ELA and math. This also increases mainstreaming opportunities. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Nearpod/Flocabulary Site License for All Teachers Nearpod Plus and Flocabulary are digital tools that increase student engagement and formative assessment. These tools support our academic goals in ELA and math. They also support English learners. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Teacher-Parent Conferences: Teachers will be paid additional hourly to meet with parents/guardians outside of duty day regarding academic grades and conduct. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Recreation aides will assist with supervision during breakfast, lunch, and passing periods to reduce our suspension rate and improve our CORE Survey safety data. This will help us make progress towards our culture/climate goals. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
MobyMax License for Students in Special Education and 6th Grade Math MobyMax is a digital program that allows our SPED teachers to monitor IEP goals and accommodate to meet students' individual needs in RSP and SDC. Students in 6th grade math who are below grade level will use MobyMax as an intervention. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

Additional hourly to prepare for Olweus Bullying Prevention Program (IN 8)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
.50 Assistant Principal - Our school goals include increasing student achievement, increasing sense of belonging, reducing our suspension rate, and reducing our chronic absenteeism. Lindbergh is designated a Comprehensive Support and Improvement school by the State of California. A full-time AP is critical to the success of our school and for us to improve in the areas listed by the state. This position will focus on the following: - Supplemental staff PD focusing on SEL, equity, and restorative practices - Extended attendance outreach for chronically absent students, including "porch visits" - Extended family outreach to increase sense of belonging and support students' social and emotional well being - Extended outreach to students with multiple Ds/Fs - Establish a pipeline between feeder elementary schools and Jordan High School (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher Professional Development Teachers will collaborate and deepen their understanding of standards, curricular documents, and common assessments in order to support student learning. Teachers will also collaborate on supporting individual student needs. Funding will pay for sub release time and additional hourly. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Create a High School, College, and Career Room - In order to create this space on campus, we will purchase furniture, technology, and high school/college/career promotional items. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional Recreation Aide: This position will provide additional supervision during breakfast, lunch, and passing periods to reduce our suspension rate and improve our CORE Survey safety data. This will help us make progress towards our culture/climate goals. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Student Planners: Each student will receive a student planner to support them with organization in middle school and to foster school-home communication. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

<p>Bilingual IOA - This bilingual IOA position will focus on supplemental attendance outreach and family outreach. According to the CORE Dashboard, Lindbergh needs to improve in chronic absenteeism. Additionally, the State of California has designated Lindbergh a Comprehensive Support and Improvement school based on several metrics, including chronic absenteeism. In order to improve our attendance, this bilingual IOA position will analyze weekly attendance data to look for trends in chronic absenteeism. The person in this position will call families of students who are chronically absent to offer support and build positive relationships. This position will also call families of students who are improving in attendance to encourage them to continue making improvements. This position will mentor students who are chronically absent through goal setting, checking in with students regularly, and creating incentives. This position will also send weekly School Messengers to families about attendance. Furthermore, this position will work directly with families, including Spanish speaking families, through various outreach efforts in order to increase families' sense of belonging to Lindbergh. One of our school goals is to increase enrollment of resident students, and this position contributes to positive interactions with families. (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
<p>Student Planners - Each student will receive a student planner to support them with organization in middle school and to foster school-home communication for 23-24 school year. (SM 4)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Additional hourly to prepare for student WEB orientations, set up Wellness Room, and organize/update technology throughout the year (IN 7)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Intervention for SPED and Math 6 Other 100	MobyMax License for Students in Special Education MobyMax is a digital program that allows our SPED teachers to monitor IEP goals and accommodate to meet students'™ individual needs in SDC in reading and math.	Special Education	Title 1 \$250 Materials - Title 1 100%	10/01/2023 - 06/30/2024 Daily	Principal SPED Department Head	IEP meetings with goals and data iReady growth data Other 100
Support student sense of belonging and SEL Culture-Climate Survey (Student-Staff) 100	Additional Hourly for Staff to Prepare for Student Orientations, School Opening, and /or Technology	All Students	LCFF \$3,057 Manager Additional Assignment (1) for 10 hours annually - LCFF 100% Hourly - Campus Staff Assistant (1) for 35 hours annually - LCFF 100% Hourly - Intermediate Office Assistant (2) for 8 hours annually - LCFF 100%	07/01/2023 - 06/20/2024 Monthly	Counselor CSA	Student orientations to increase sense of belonging Culture-Climate Survey (Student-Staff) 100

Increase students'™ real-world experiences and engagement in learning by attending field trips Culture-Climate Survey (Student-Staff) 100	Teacher Release-Time for Field Trips: This will fund substitute teachers to cover classes while teachers attend field trips with students.	All Students	LCFF \$1,014 Substitute teacher full day (2) for 2 days - LCFF 100%	09/01/2023 - 06/15/2024 Quarterly	Principal	Number of field trips per year Culture-Climate Survey (Student-Staff) 100
Increase CORE Survey data (safety = 58%) Culture-Climate Survey (Student-Staff) 100	Recreation aides will assist with supervision during breakfast, lunch, and passing periods to reduce our suspension rate and improve our CORE Survey safety data. This will help us make progress towards our culture/climate goals.	All Students	LCFF Rec \$41,485 Recreation Leader .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (3) for 495 hours annually - LCFF Rec 100%	08/15/2023 - 06/30/2024 Daily	Principal Assistant Principal Office Supervisor	Weekly check-in with recreation aides Monthly meetings with supervisor Culture-Climate Survey (Student-Staff) 100
SBAC and iReady scores and Pulse Survey show a continued need to focus on targeted academic and SEL support SBAC ELA 30, SBAC Math 30, SEL Survey 40	College Aide will work with students in ELA and math to increase achievement and will support students'™ social and emotional wellbeing through mentoring	Other Targeted Students	LCFF \$3,400 College Student Aide (1) for 180 hours annually - LCFF 100%	09/01/2023 - 06/30/2024 Weekly	Counselor IIC	Academic growth SBAC ELA 30, SBAC Math 30, SEL Survey 40
2021-22: 19.3% suspension rate (district average was 8.9%) 2022-23 as of 1/30/23: 8.1%	.50 Assistant Principal - Our school goals include increasing student	All Parents, All Staff, All Students, Identified At-Risk Students, Other	Title 1 \$94,832 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Assistant Principal	Chronic absenteeism data Suspension data High School Ready data

<p>suspension rate (district average was 4.5%) Attendance/Chronic Absenteeism Rate 20, Suspension/Exclusion Rate 50, Culture-Climate Survey (Student-Staff) 30</p>	<p>achievement, increasing sense of belonging, reducing our suspension rate, and reducing our chronic absenteeism. Lindbergh is designated a Comprehensive Support and Improvement school by the State of California. A full-time AP is critical to the success of our school and for us to improve in the areas listed by the state. The additional 50% position will focus on the following: - Student discipline and grade-level support focusing on SEL, equity, and restorative practices - Attendance outreach for chronically absent students, including â€œporch visitsâ€ - Family outreach to increase sense of belonging and</p>	<p>Targeted Students</p>			<p>Attendance/Chronic Absenteeism Rate 20, Suspension/Exclusion Rate 50, Culture-Climate Survey (Student-Staff) 30</p>
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support students' social and emotional well being - Use restorative practices to support school culture/climate goals and action plans - Outreach to students with multiple Ds/Fs - Establish a pipeline between feeder elementary schools and Jordan High School - Additional supervision to address concerns revealed in the CORE and Pulse Surveys - Targeted support to chronically misbehaved students with the highest rate of suspensions by meeting with the parents, observing the student in the classroom, behavior contracts, etc.; provide targeted classroom support to students with highest rates of office referrals - Partner with IIC TOSA and

	Counselor to plan, implement, and progress monitor school-wide interventions					
Nearpod Plus and Flocabulary are digital tools that increase student engagement and formative assessment. These tools support our academic goals in ELA and math. They also support English learners. Core Curriculum 100	Nearpod/Flocabulary Site License for All Teachers Nearpod Plus and Flocabulary are digital tools that increase student engagement and formative assessment. These tools support our academic goals in ELA and math. They also support English learners.	All Students, All Staff	Title 1 \$8,000 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Daily	Principal Department Heads	Informal observations Core Curriculum 100
2018-19: 22.3% chronic absenteeism rate 2019-20: 18.7% chronic absenteeism rate 2020-21: 12.4% chronic absenteeism rate 2021-22: 34.5% chronic absenteeism rate 2022-23 as of 1/30/23: 38.2% chronic absenteeism rate Attendance/Chronic Absenteeism Rate 100	100% Bilingual IOA - This bilingual IOA position will focus on attendance and family outreach. The State of California has designated Lindbergh a Comprehensive Support and Improvement school based on several metrics, including chronic absenteeism. In order to improve	Identified At-Risk Students, Other Targeted Students, All Parents	LCFF \$40,667 Title 1 \$49,704 Intermediate Office Assistant 1 FTE - LCFF 45%; Title 1 55%	07/01/2023 - 06/30/2024 Daily	Bilingual IOA Office Supervisor	Chronic absenteeism data Family outreach measures (i.e. High School Choice applications, income verification forms) Attendance/Chronic Absenteeism Rate 100

our attendance, this bilingual IOA position will analyze weekly attendance data to look for trends in chronic absenteeism. The person in this position will call families of students who are chronically absent to offer support and build positive relationships. This position will also call families of students who are improving in attendance to encourage them to continue making improvements. This position will mentor students who are chronically absent through goal setting, checking in with students regularly, and creating incentives. This position will also send daily School Messengers to families about attendance.

	Furthermore, this position will work directly with families, including Spanish speaking families, through various outreach efforts in order to increase families' sense of belonging to Lindbergh. One of our school goals is to increase enrollment of resident students, and this position contributes to positive interactions with families.					
Increases STEM opportunities for students Culture-Climate Survey (Student-Staff) 100	DroneBlocks License - Annual software license for our Drone Club	All Students	Title 1 \$500 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Weekly	Drone Club Teacher	Number of students in club Culture-Climate Survey (Student-Staff) 100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	<p>Lindbergh participates in the Middle School Choice Fair and actively recruits students. Lindbergh has created a video and brochure to highlight the programs and activities that are available at Lindbergh STEM Academy. The brochure is mailed out to all resident 5th graders and sent to feeder elementary schools with links to various videos and websites that provide information about Lindbergh.</p> <p>Lindbergh hosts a STEAM Showcase in February and invites resident 5th graders to come to see our STEAM program in action. This is an opportunity to connect with our incoming families.</p> <p>6th Grade WEB Orientation- Lindbergh invites our incoming 5th graders and parents to our Where Everyone Belongs (WEB) orientation. 8th grade WEB Leaders welcome students to Lindbergh and mentor students throughout the school year. A campus tour is provided and PE clothes and school spirit wear are on display and for sale. Families are informed of the school uniform and those in need are provided with Uniform Assistance applications. Students are also provided their class schedule for the coming year.</p>	<p>Students and their parents are provided assistance in making the transition from middle to high school. The district has provided a comprehensive High School Choice Website to inform the parents and students of the available pathways and programs at the various high schools in the district. Additionally, students have access to a Canvas course which provides them with a wealth of information to assist them in completing the High School Choice Application.</p> <p>The Lindbergh administrative team works collaboratively with the High School Choice Office to provide information to all 8th graders. The Lindbergh counselor leads a lesson on High School Choice with all students and holds multiple meetings with parents and students to assist them with the online process.</p> <p>In the early Spring, arrangements are made with each of the high schools to send counselors to Lindbergh. These counselors meet individually with each student that has been assigned to their site for the following year and provide assistance to students in completing their first High School schedule of classes.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Professional development needed to make progress towards our culture/climate and academic goals. This will support learning for all students and support specific subgroups (ELs, students with disabilities). Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 50	Staff Professional Development - Teachers and staff will collaborate to make progress towards our culture/climate and academic goals. Funding will pay for sub release time and additional hourly.	Title 1 \$14,687 Teacher Hourly P Schedule (22) for 8 hours annually - Title 1 100% Hourly - Campus Staff Assistant (1) for 10 hours annually - Title 1 100% Hourly - Recreation Aide (1) for 10 hours annually - Title 1 100% Hourly - Recreation Leader (1) for 10 hours annually - Title 1 100%	07/01/2023 - 06/30/2024 Quarterly	Principal Department Heads IIC and Coaches	Quarterly meetings with department Heads Informal observations Student D-F rates SBAC data Culture/climate data

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
Teachers are involved in decision-making at Lindbergh through various processes. There are staff representatives on School Site Council (SSC). All teachers participate in IEPs for students. Additionally, all teachers are involved in the data analysis and goal setting process for school-wide goals and action plans. Teachers meet weekly in their departments to collaboratively plan upcoming instruction. Administrators work with our department chairs monthly analyzing assessment data and goal setting to increase the achievement of all students. In addition, teachers participate in committees designed to improve the culture/climate at Lindbergh STEM Academy. The committees are Attendance; Student Engagement and Belonging; Family Engagement; Community Builders; and Academic Interventions.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	218580
Title I Parent and Family Involvement (3008)	3401

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	50540

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Stacey Benuzzi	
Staff	Classroom Teacher	Janette Campion	06-15-2025
Staff	Classroom Teacher	Donell Wright Jr.	06-15-2025
Staff	Classroom Teacher	Takima Eley	06-15-2024
Staff	Classroom Teacher	Marten Martens	06-15-2024
Staff	Non Classroom Teacher	Catalina Yang	06-15-2024
Community	Parent	Veronica [REDACTED]	06-15-2025
Community	Parent	Aracely [REDACTED]	06-15-2024
Community	Parent	Mayra [REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2024
Community	Student	[REDACTED]	06-15-2025
Community	Student	[REDACTED]	06-15-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Guadalupe [REDACTED]
DELAC Representative	Parent of EL Student (required)	Jocelyn [REDACTED]
Principal or Designee	Staff Member (required)	Sandra Velasco
Secretary	Staff Member (required)	Sandra Velasco

Name	Representing
Keylin [REDACTED]	Parent of EL Student
Luis [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Monica [REDACTED]	Parent of EL Student
Rosa [REDACTED]	Parent of EL Student
Sulma [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/08/2023

<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>Task #1 Development of a district master plan for education programs and services for English learners. Recommendation 1: More training for the teachers on ELD so they are better prepared to help students who are learning English. Recommendation 2: Implement more engagement opportunities so students want to learn more about History or other content areas. Recommendation 3: Have more personnel to keep more eyes on students.</p> <p>Task #2 - Needs Assessment Recommendation 1: Send text messages explaining what meetings are about. Recommendation 2: Ask parents when they are available to come to school. Recommendation 3: Provide more engagement opportunities for parents and students to participate so they are both informed. Recommendation 4: When meetings are scheduled, make posters, send flyers home and send messages with details.</p> <p>Task #3 - Annual Language Census Recommendation 1: Preparation for the ELPAC tutoring sessions after school for at least two days a week. Recommendation 2: Prepa</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations</p>	<p>11/14/2023</p>

6. What was SSC's response to ELAC recommendations?	SSC Chairperson thanked the ELAC representative for sharing their recommendations. The recommendations will be utilized by SSC for SPSA and future expenditures.
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Assurances & Approval

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, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/03/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/03/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 10/10/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

LINDBERGH STEM ACADEMY
Student - Parent - Teacher
1022 Market St. Long Beach, CA 90805
(562) 422-2845

We are partners in education. Individually and together we have the responsibility of ensuring the best education for the child. By entering into this compact we agree that we will carry out the listed responsibilities as decided by parents, students and teachers, developers of this compact. The School Site Council has given their approval.

We agree that parents/caregivers, teachers and students will work as a team to ensure a successful school experience for all participants.

As a student I will carry out the following responsibilities to the best of my abilities:

1. I will attend school regularly, arrive on time and be prepared to actively participate in the business of school.
2. I will always complete and return homework assignments on time.
3. I will wear my uniform and I.D. to school every day.
4. I will always reflect the seriousness with which I attend to my education.
5. I will tell my teacher if my parent needs an interpreter for conferences or phone calls.
6. I will consistently check assignments and grades on my Canvas account and follow my overall achievement on StudentVue.
7. I will promote a respectful and scholarly climate.
8. I will adhere to the district guidelines for acceptable use of all electronic devices.

As a parent/caregiver I will carry out the following responsibilities:

1. I will see that my student receives adequate food and rest so that she/he can attend school regularly, arrive on time and be prepared to actively participate in the activities of school.
2. I will provide time and space to do homework assignments and will check them daily for completeness, so that the homework can be turned in on time.
3. I will see that my student regularly wears a uniform and student I.D. to school.
4. I will attend parent conferences when needed and keep in contact with teachers, as needed.
5. I will ask for an interpreter for parent conferences or phone calls.
6. I will register for and consistently use Canvas and ParentVue to check my student's academic progress.
7. I will promote a respectful and scholarly climate.
8. I will monitor my child's usage of all electronic devices for proper usage.

As teachers we will carry out the following responsibilities:

1. We will provide a safe, positive, pleasant atmosphere so that students will be encouraged to actively participate in the business of school.
2. We will provide appropriate instruction in class utilizing Common Core Standards, communicate homework expectations and give assignments based on class lessons.
3. We will encourage students to be appropriately dressed for school and adhere to the uniform and I.D. policy.
4. We will inform parents of student progress through voicemail, newsletters, Canvas and/or parent conferences and meetings.
5. We will provide an interpreter for parents who request it.
6. We will promote and maintain a respectful and scholarly climate.
7. We will promote and monitor district approved use of electronic devices on campus.

Convenio entre la Escuela-Hogar 2023-2024

LINDBERGH STEM ACADEMY
Estudiante - Padres - Maestros
1022 Market St. Long Beach, CA 90805
(562) 422-2845

Somos socios en la educación. Individualmente y en conjunto, tenemos la responsabilidad de asegurar la mejor educación para el niño. Al entrar en este pacto estamos de acuerdo en que vamos a llevar a cabo las funciones enumeradas a lo decidido por los padres, estudiantes y profesores, los desarrolladores de este acuerdo. El Concilio Escolar ha dado su aprobación. Estamos de acuerdo en que los padres/guardián, maestros y estudiantes van a trabajar en equipo para asegurar una experiencia exitosa para todos los participantes.

Como estudiante, voy a llevar a cabo las siguientes responsabilidades lo mejor de mis habilidades:

1. Voy a asistir a la escuela regularmente, llegar a tiempo y estar preparado para participar activamente en el negocio de la escuela.
2. Siempre voy a completar y entregar tareas a tiempo.
3. Usaré el uniforme escolar.
4. Siempre reflejare la seriedad con la que asisto a mi educación.
5. Le haré a saber a mi maestro si mis padres necesitan de un intérprete para conferencias o llamadas telefónicas.
6. Continuamente voy a estar pendiente de mis tareas y calificaciones en mi cuenta de School Loop.
7. Voy a promover un clima respetuoso y escolar.
8. Voy a seguir las reglas del distrito escolar sobre el uso de aparatos electrónicos.

Como Padre/Guardián voy a llevar a cabo las siguientes responsabilidades:

1. Voy a ver que mi hijo reciba una alimentación adecuada y que descansa bien para que él/ella pueda asistir a la escuela regularmente, llegue a tiempo y este preparado para participar activamente en las actividades de la escuela.
2. Voy a dar tiempo y espacio para hacer las tareas escolares y comprobar a diario por la totalidad, de modo que la tarea pueda ser entregada a tiempo.
3. Voy a ver que mi hijo regularmente use un uniforme de la escuela.
4. Voy a asistir a conferencias con los padres cuando sea necesario y mantener el contacto con los maestros, según sea necesario.
5. Voy a pedir un intérprete para las reuniones de padres o llamadas telefónicas.
6. Voy a registrarme y usar constantemente School Loop para comprobar el progreso académico de mi hijo.
7. Voy a promover un clima respetuoso y escolar.
8. Voy a monitorear a mi hijo(a) para asegurar el uso apropiado de aparatos electrónicos.

Como maestros vamos a llevar a cabo las siguientes responsabilidades:

1. Vamos a ofrecer seguridad, ambiente positivo y agradable para que a los alumnos se les anime participar activamente en el negocio de la escuela.
2. Vamos a proporcionar las instrucciones adecuadas en la clase, comunicar las expectativas de las tareas y asignar tareas basándose en las lecciones de clase.
3. Vamos a animar a los estudiantes para que se vistan apropiadamente para la escuela y se adhieran a la póliza del uniforme.
4. Vamos a informar a los padres del progreso del estudiante a través mensajes telefónicos, boletín escolar, School Loop, y / o conferencias con los padres y reuniones.
5. Vamos a proporcionar un intérprete para los padres que lo soliciten.
6. Vamos a promover y mantener un clima respetuoso y escolar.
7. Vamos a promover y monitorear el uso apropiado de aparatos electrónicos de acuerdo con las reglas del distrito escolar.

Lindbergh STEM Academy Family Involvement Guidelines 2023-2024

As a school that receives Title I, Part A (Title I) funds, Lindbergh has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Lindbergh's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Lindbergh agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Lindbergh will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts

- iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Lindbergh will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 - Website
3. Lindbergh will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At monthly SSC and four scheduled ELAC meetings
 - Bi-Monthly Family information meetings
 - School site council must vote to approve the guidelines
4. Lindbergh will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Schoolloop and teleparent
 - Child care provided
5. Lindbergh will provide updated information to families about Title I programs throughout the school year:
 - School Website
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Lindbergh will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Lindbergh will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Lindbergh will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
8. Lindbergh will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Lindbergh will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff facilitated by Family/Community Facilitator
 - Family education workshops on site facilitated by Family/Community Facilitator in collaboration with the Wellness Center
 - Family-Teacher Conferences led by instructional staff on campus
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings led by district office staff
 - District website resources: click "P" for Parent University
2. Lindbergh will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - The distribution process will be via messenger and on school's website
3. Lindbergh will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops topics to include:
 - *Mental Health*
 - *Preparation for transition to High School*
 - *College and Career Preparedness*
5. Lindbergh will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services on: Strategies to Engage Families and Strategies on Effectively Communicating with Families
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - The community/family facilitator will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS



The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V
ADOPTION

Lindbergh’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/03/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/06/23. Lindbergh, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/03/2023
Date

Lindbergh STEM Academy Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Lindbergh ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Lindbergh para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La escuela Lindbergh está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La escuela Lindbergh tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
 - Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión

- ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
- 2. La escuela Lindbergh tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
- 3. La escuela Lindbergh actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de mensuales de SSC y las cuatro reuniones requeridas de ELAC
 - Reuniones informativas para las familias cada dos meses
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
- 4. La escuela Lindbergh convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolLoop” y llamadas telefónicas automáticas
 - Se proporcionará cuidado de niños
- 5. La escuela Lindbergh proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sitio Web
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
- 6. La escuela Lindbergh les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Lindbergh también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños: (
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
- 7. La escuela Lindbergh coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y

conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La escuela Lindbergh entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La escuela Lindbergh construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar facilitados por la coordinadora de programas para padres y comunidad
 - Talleres educativos para la familia en el plantel escolar facilitados por la coordinadora de programas para padres y comunidad
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito dirigidas por el personal del distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La escuela Lindbergh incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - La distribución será por medio de messenger y vía el website de la escuela.
3. La escuela Lindbergh, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La escuela Lindbergh, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias de salud mental, preparación para la secundaria y profesiones y carreras
5. La escuela Lindbergh, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal en Estrategias de cómo involucrar a las familias y Estrategias como comunicarse con familias eficazmente.
6. La escuela Lindbergh, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:

- La coordinadora de programas para padres y comunidad hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

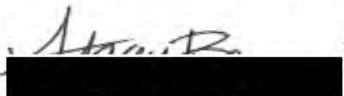
La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 03/10/23 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 06/10/23 o antes. La Escuela Lindbergh, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.


Firma del Director(a)

10/03/2023
Fecha