



2023-2024

# **Lindsey Middle School**

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/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](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/](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

There was a 4% decrease of proficiency in the 2022-23 SBAC ELA test overall. All grade levels experienced a drop in proficiency. Our Cambodian and Filipino population of students showed major gains. However, our African American and Latino students showed major decreases.

SBAC 2015: 23% SBAC 2016: 32% SBAC 2017: 32% SBAC 2018: 31% SBAC 2019: 32% IAB 2020 YTD: 23% SBAC 2021: 24% SBAC 2022: 35% SBAC 2023: 31%

In previous years, our ELA achievement results have been stagnant. This year, our ELA scores decreased by 4%. All grade levels experienced a drop in proficiency. Our Cambodian and Filipino population of students showed major gains. However, our African American and Latino students showed major decreases. This year our focus is on literacy strategies for all students in all content areas. Our Equity Question is, "How do we ensure that all students, especially our AA and EL student populations, are accessing, analyzing and proving their knowledge with engaging and rigorous text?" Our Theory of Action is, "If we coach our teachers towards critical classroom management and literacy strategies, then teachers will implement strategies that will help students become more critical readers and feel a sense of belonging within their classrooms."

## Comprehensive Needs Assessment

### English-Language Arts



<b>Written Analysis - ELA Goals</b>
<b>Written Analysis</b>
Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so that they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in SBAC math and ELA scores by 7%. In addition, African American and English Learner students will show a 10% growth for both math and ELA. By June: 39% of students will be proficient in language arts according to the SBAC ELA results
To increase literacy for all students so that they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in proficiency. By June, SBAC ELA scores will increase by 7%. In addition, African American and English Learner students will show a 10% growth for both math and ELA.
Our instructional focus is called “Read, Reflect, Respond”. With literacy as the focus, we will continue to support teachers with questioning strategies. The Lindsey administrative team will conduct data chata with teachers at each quarter. Class observations will occur daily with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April in an effort to increase communication with families regarding academics.

## **Comprehensive Needs Assessment**

### **Mathematics**

<b>Written Analysis - Math Findings</b>
<b>Written Analysis</b>
There was a 1% increase of proficiency in the 2022-23 SBAC Math test overall. Specific gains were made in 6th and 7th grade. However, there was a dramatic decrease in proficiency for our 8th grade students.

SBAC 2015: 14% SBAC 2016: 19% SBAC 2017: 22% SBAC 2018: 24% SBAC 2019: 23% IAB 2020 YTD: 32% SBAC 2021: 15% SBAC 2022: 14% SBAC 2023 15%

There was a 1% increase of proficiency in the 2022-23 SBAC Math test overall. Specific gains were made in 6th and 7th grade. However, there was a dramatic decrease in proficiency for our 8th grade students. Our Equity Question is, "How do we ensure that all students, especially our AA and EL student populations, are accessing, analyzing and proving their knowledge with engaging and rigorous text?" Our Theory of Action is, "If we coach our teachers towards critical classroom management and literacy strategies, then teachers will implement strategies that will help students become more critical readers and feel a sense of belonging within their classrooms."

## Comprehensive Needs Assessment

### Mathematics

Written Analysis - Math Goals
Written Analysis
<p>Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so that they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in SBAC math and ELA scores by 7%. In addition, African American and English Learner students will show a 10% growth for both math and ELA. By June: 22% of students will be proficient in math according to the SBAC math results</p> <p>To increase literacy for all students so that they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in</p> <p>By June, SBAC math scores will increase by 7%. In addition, African American and English Learner students will show a 10% growth for both math and ELA. Our instructional focus is called "Read, Reflect, Respond". With literacy as the focus, we will continue to support teachers with questioning strategies. The Lindsey administrative team will conduct data chata with teachers at each quarter. Class observations will occur daily with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April in an effort to increase communication with families regarding academics.</p>

**Comprehensive Needs Assessment**

**English Learners**

**Written Analysis - English Learner Findings**

**Written Analysis**

There was a 3% increase of proficiency in the 2022-23 SBAC ELA for our EL learners.

There was a 1% increase of proficiency in the 2022-23 SBAC Math for our EL learners.

I believe that the system of providing a CCR elective for our EL learners proved to be an effective intervention.

**Comprehensive Needs Assessment**

**English Learners**

**Written Analysis - English Learner Goals**

**Written Analysis**

By June 2024, 20% of our students will Meet or Exceed on the SBAC ELA Assessment, an increase of 10% compared to 2022.

By June 2024, 13% of our students will Meet or Exceed on the SBAC Math Assessment, an increase of 10% compared to 2022.

We will continue providing CCR electives for our EL learners. In addition, we will be strategic in providing after school tutoring and push-in support to assist our EL learners.

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Findings

##### Written Analysis

CORE and Pulse Surveys indicate a consistent decrease in favorable scores for Sense of Belonging, Agency, and respect. Some of our efforts to increase Sense of Belonging and Agency were directed towards school clubs and mentorship.

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Goals

##### Written Analysis

Perry Lindsey Academy will increase by 5% in the areas of improving the culture of respect, sense of belonging and support for learning as measured by the CORE survey.

This school year, Lindsey will continue with school clubs and mentorship. In addition, school-wide expectations will be given to students using a different system of teaching students in history classes as opposed to large PE classes. Respect lessons will occur school wide at the beginning of the school year and mid year. Weekly respect challenges and recognition will occur as well. A morning routine will be established for students to watch videos that support the school's focus on respect. Teachers will also implement restorative strategies such as 2 X10 check-ins, and a school conduct rubric will be established to have common language and expectations for behavior in classes.

We will take action on improving the culture of respect and the support for learning at Lindsey to increase sense of belonging and support for Learning as measured by the CORE and Pulse surveys.

There will be an overall increase of 5% for all students and a 7% increase among our African American and English learner subpopulations

## **SPSA Effectiveness**

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
ELA	1) This school year, our focus is towards Tier 1 instruction by building clarity through conceptual understanding and rigor. Teacher receive consistent professional development regarding conceptual understanding and rigor. Teachers have department release days in which they analyze data and strategically plan instruction. By June 2023, our school-wide ELA SBAC goal is to show at least 47% of students will be Met/Exceeded, which is a 12% increase compared to results from Spring 2021. Our Low SES students show a 15% increase in ELA, which will be a proficiency rate of 41%.	Goal Partially or Not Met	Our ELA scores took a slight 3% decrease. We also noted that over 80% of our students are not proficient readers. In order to truly improve the reading and writing scores, students will need to practice independent reading and analysis of text. As a result, this new school year has a Read, Reflect, Respond focus.	) This school year, our focus is still continued with Tier 1 instruction but with a literacy focus and intentional questioning. Teachers still have department release days in which they analyze data and strategically plan instruction. By June 2024, our school-wide ELA SBAC goal is to show at least 37% of students will be Met/Exceeded, which is a 5% increase compared to results from Spring 2023. Our English Learners (EL) students will show a 7% increase in ELA, which will be a proficiency rate of 17%. Our African American (AA) students will also show a 7% increase in ELA, which will raise the proficiency rate to 24%.

Math	<p>1) In previous years, our math achievement scores have been low. This past year, our students regressed one percent on the SBAC exam. This school year, our focus is towards Tier 1 instruction by building clarity through conceptual understanding and rigor. Teachers receive consistent professional development regarding conceptual understanding and rigor. Our math department has also adopted the book, Building Thinking Classrooms, to incorporate effective math strategies in determination to raise achievement scores. Teachers have department release days in which they analyze data and strategically plan instruction. By June 2023, our school-wide math SBAC goal is to show at least 26% of students will be Met/Exceeded, which is a 12% increase compared to results from Spring 2021. Our Low SES students show a 15% increase in math, which will be a proficiency rate of 28%.</p>	Goal Partially or Not Met	<p>Our math scores increased slightly by 1%. However, we need to address the math proficiency of all students by increasing their confidence in launching a math task.</p>	<p>1) In previous years, our math achievement scores have been low. This past year, our students improved one percent on the SBAC exam. This school year, we will continue our focus towards Tier 1 instruction by supporting students in launching a math task. Teachers receive consistent professional development regarding launching a math task with the support of LBNSI. By June 2024, our school-wide math SBAC goal is to show at least 20% of students will be Met/Exceeded, which is a 5% increase compared to results from Spring 2023. Our EL students will show a 7% increase in math, which will be a proficiency rate of 10%. Our African American students will show a 7% increase in math, which will raise their proficiency rate to 15%.</p>
------	--	---------------------------	--	---

English Learner	<p>1) This past year, our EL students showed a slight increase of 2% in ELA and have regressed 1% in math. To support our EL students at Lindsey, we have provided 5 sections of CCR classes that work as an intervention for reading and writing support for English learners. In addition, we provide math tutoring support and professional development for our staff on ways to implement daily EL strategies to increase the achievement of our students. Our goal is to have at least 20% of our EL learners proficient in English and 17% proficiency in Math according to the 2023 SBAC exam. By June 2023, Our EL subgroups will increase by 15% in ELA &amp; Math: ELA - 20% Met/Exceeded by June 2023; Math - 17% Met/Exceeded by June 2023</p>	Goal Partially or Not Met	<p>Our EL students had an increase of 3% for ELA proficiency on SBAC. Some of the improvement is attributed to the CCR support that students receive.</p>	<p>This year, we continued with providing 5 sections of CCR classes that work as an intervention for reading and writing support for English learners. In addition, we provide math tutoring support and professional development for our staff on ways to implement daily EL strategies to increase the achievement of our students. Our goal is for our English Learners (EL) students to show a 7% increase in ELA, which will be a proficiency rate of 17%</p>
-----------------	--	---------------------------	---	--



<p>Culture/Climate</p>	<p>1) Our Culture/Climate goals are geared towards reducing chronic absenteeism and suspension rates while increasing students' sense of belonging. To address our attendance concerns, we have an attendance team that consist of our attendance clerk, our intervention TOSA, another Lindsey staff member and an All-In Attendance representative. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high need students. We also implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If harm occurs, we teach students and our collective community how to restore from the harm. With these strategies, our attendance goal set at an overall 95% rate by June 2023.</p>	<p>Goal Partially or Not Met</p>	<p>We decreased our chronic absenteeism rate by 10.09% last school year with the support of our attendance team which included our TOSA, our attendance clerk, and our roving substitute support. This team met weekly to discuss support and incentives for students.</p> <p>Our suspension rate increased 4%. We understood the need to address social media abuse and ways to communicate help from staff as opposed to getting into physical altercations at school.</p>	<p>Our Culture/Climate goals are solely focused on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team that consist of our attendance clerk, our intervention TOSA, another Lindsey staff member and an All-In Attendance representative. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high need students.</p> <p>We are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If harm occurs, we teach students and our collective community how to restore from the harm.</p> <p>With these strategies, our attendance goal set at an overall 95% rate by June 2024.</p>
------------------------	--	----------------------------------	--	---

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities.</p> <p>Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will calibrate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops.</p> <p>Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation. (PD 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Extra Hourly for technology support to enhance professional development and daily student instruction. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports. (IN 10)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

<p>Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities.</p> <p>Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will calibrate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops.</p> <p>Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation. (PD 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay</p> <ul style="list-style-type: none"> <li>-District-sponsored Workshop/Training (All Depts, year-round)</li> <li>-California Science Education Conference, Pasadena (October)</li> <li>-Safe and Civil Conference, (various dates year-round)</li> <li>-California League of Middle Schools, Sacramento (March)</li> <li>-CUE Conference, Palm Springs (March)</li> <li>-GATE Conference (various dates &amp; locations, year-round)</li> <li>-Kagan Conference (various dates &amp; locations, year-round)</li> <li>-Physical Education Workshop (various dates &amp; locations year-round)</li> <li>-Fred Jones Conference/Workshop (various dates &amp; locations, year-round)</li> <li>-Other site/district approved PD opportunities (various dates &amp; loations, year-round) (PD 2)</li> </ul>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well. (IN 11)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact

Buses for academic field trips and college visits/events. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students. (IN 5)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students. (IN 2)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Extra Hourly for technology support to enhance professional development and daily student instruction. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide (IN 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music. (SM 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Limited or no impact
Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

<p>A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>2 Intermediate Office Assistants &amp; 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school. (PI 1)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>Professional Development Opportunities, online or on-ground deliveries.  Note: on-ground PD may include overnight stay</p> <ul style="list-style-type: none"> <li>-District-sponsored Workshop/Training (All Depts, year-round)</li> <li>-California Science Education Conference, Pasadena (October)</li> <li>-Safe and Civil Conference, (various dates year-round)</li> <li>-California League of Middle Schools, Sacramento (March)</li> <li>-CUE Conference, Palm Springs (March)</li> <li>-GATE Conference (various dates &amp; locations, year-round)</li> <li>-Kagan Conference (various dates &amp; locations, year-round)</li> <li>-Physical Education Workshop (various dates &amp; locations year-round)</li> <li>-Fred Jones Conference/Workshop (various dates &amp; locations, year-round)</li> <li>-Other site/district approved PD opportunities (various dates &amp; loations, year-round) (PD 2)</li> </ul>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>WEB Program (Where Everybody Belongs)  Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students. (IN 5)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
<p>Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate. (IN 4)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Materials and Supplies for student incentives and rewards for attendance, academics, and assessment achievements. -Quarterly Student Achievement Awards -Monthly Attendance Awards (20 for 20) -SBAC attendance/participation Incentives -Additional program incentives throughout the year (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school. (PI 1)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide (IN 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year. (PI 3)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	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 gradelevel 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"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.</li> <li>• Reading and writing analysis grounded in evidence from text.</li> <li>• Regular practice with reading and producing complex text and its academic vocabulary with intensity.</li> </ul> <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>Formative and Interim assessments within the grade level unit in both Reading and Writing, including:</p> <p>A cold-read unit assessment, which evaluates whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS. 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>Edulastic unit tests which determines if students met the standards required in a specific unit. (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson 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> <p>CommonLit.org</p>

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of disciplinespecific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 multiparagraph 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 &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson Write from the Beginning &amp; 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)**



<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of gradelevel California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <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. As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>Edulastic Summative Assessments</p> <p>iReady</p> <p>Big Idea Tests &amp; Quizzes</p> <p>SBAC Summative Assessment</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Building Thinking Classrooms in Mathematics Formative Assessment Strategies</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**

<b>Interventions</b>
----------------------

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
SBAC Scores Number of students not meeting the High School Readiness Criteria High School Readiness 100	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the	African-American, All Staff, English Learners	Title 1 \$153,602 Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100%	08/30/2022 - 06/16/2023 Daily	Principal	Quarterly Grades Semester Grades High School Readiness Data High School Readiness 100

<p>criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.</p>					
--	--	--	--	--	--

**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

**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
Staff need additional time to collaborate to plan for units of study, analyze assessment data, and determine next steps to better align instructional practices to improve student outcomes. Low substitute job pick-up rate;	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops,	LCFF \$24,324 Substitute teacher full day ( 32 ) for 3 days - LCFF 100%	07/01/2023 - 06/30/2024 Quarterly	Department Head Principal	SBAC data Quarter/Semester Grades Student Samples Agenda and Minutes

<p>Substitutes/Roving site-substitutes are needed to cover classes. D/F Rate 50, Core Curriculum 50</p>	<p>or other professional development opportunities. Collaboration/PD Release Time: Staff within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Staff will calibrate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Staff presenting on release day will receive 1 hour prep time, for planning/preparation.</p>				
---	---	--	--	--	--

<p>To provide opportunities for staff to learn about best practices in various content areas and classroom management; best practices with use of educational technology; clear, effective differentiation strategies for all students, including GATE/Excel Identified students, and English Learners. Core Curriculum 100</p>	<p>Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) - California Science Education Conference, Pasadena (October) -Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates &amp; locations, year-round) -Kagan Conference (various dates &amp; locations, year-round) -Physical Education Workshop (various dates &amp; locations year-round) -Fred Jones Conference/Workshop (various dates &amp; locations, year-round) -Other site/district approved PD opportunities (various dates &amp; loations, year-round)</p>	<p>Title 1 \$6,534 Substitute teacher full day ( 10 ) for 1 days - Title 1 100% Services - Title 1 100%</p>	<p>07/01/2023 - 06/30/2024 Semester</p>	<p>Department Heads Principal</p>	<p>Presentation of Conference Summary to Faculty Analyze grades quarterly. Administration oversight of lesson planning and classroom practices through formal and informal observations.</p>
---	---	---	---	---------------------------------------	--

**Accountability Measure 3: Professional Development**

## Teacher Involvement

<b>Describe Teacher Involvement</b>
Written Analysis

### 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
To build connect with students and families Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 40, Core Curriculum 40	Each teacher from each department will coordinate and facilitate a Falcon Family Fun Night in which parents and students will receive Title 1 information and other pertinent information for school success along with fun games and activities to build sense of belonging.	Par Inv \$3,459 Teacher Hourly Extra Comp ( 40 ) for 1 hours annually - Par Inv 100%	08/01/2023 - 07/01/2024 Monthly	teachers, department chairs and administrators	CORE survey data

<p>Lindsey has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach our families in preparation for the new school year. Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Parent) 40</p>	<p>1 Intermediate Office Assistants &amp; 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, &amp; preparing for the opening of the school new year.</p>	<p>Par Inv \$1,413 Title 1 \$1,575 Hourly - Senior Office Assistant ( 1 ) for 40 hours annually - Title 1 100% Hourly - Intermediate Office Assistant ( 1 ) for 40 hours annually - Par Inv 100%</p>	<p>07/15/2023 - 06/25/2024 Daily</p>	<p>Principal Office Supervisor</p>	<p>Number of parents/families serviced</p>
<p>Improve Parent involvement by building community resource to address language barrier from home-to-school. EL Reclassification 40, Culture-Climate Survey (Parent) 30, SEL Survey 30</p>	<p>Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session. Parent Orgnaization Network will also work with our Spanish speaking parents to provide useful information regarding ELAC and other subjects such as SBAC and attendance. Our Program Facilitator will work closely with the Parent Organization Network to get parent participation and interest.</p>	<p>Title 1 \$14,097 Teacher Hourly P Schedule ( 1 ) for 180 hours annually - Title 1 100%</p>	<p>06/30/2023 - 07/01/2024 Weekly</p>	<p>Principal Program Facilitator Teacher</p>	<p>Course Evaluation Pre- &amp; Post- Course results</p>



<p>Lindsey has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach our families in preparation for the new school year. Basic Services 100</p>	<p>2 Intermediate Office Assistants &amp; 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.</p>	<p>Par Inv \$706 Hourly - Intermediate Office Assistant ( 1 ) for 20 hours annually - Par Inv 100%</p>	<p>06/30/2023 - 07/01/2024 Daily</p>	<p>Principal Office Supervisor</p>	<p>Number of parents/families serviced</p>
--	--	--	--------------------------------------	------------------------------------	--

### 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)	315587
Title I Parent and Family Involvement (3008)	5559

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	85120

\* 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	Danyett Armstrong-Lee	
Staff	Classroom Teacher	Alfredo Serrato	06-14-2024
Staff	Classroom Teacher	Maira Yopez	06-13-2025
Staff	Classroom Teacher	Cindy Pitts	06-13-2025
Staff	Classroom Teacher	Carl Hatch	06-13-2025
Staff	Non Classroom Teacher	Karla Granados	06-14-2024
Community	Parent	Susana [REDACTED]	06-14-2024
Community	Parent	Hilda [REDACTED]	06-14-2024
Community	Parent	Miasha [REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-14-2024
Community	Student	[REDACTED]	06-13-2025

## 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)	Belen [REDACTED]
DELAC Representative	Parent of EL Student (required)	Susana [REDACTED]
Principal or Designee	Staff Member (required)	Karla Granados
Secretary	Parent of EL Student (required)	Maria [REDACTED]

Name	Representing
------	--------------



## 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?	09/18/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Supervision for SPED students because incidents are taking place when they are unsupervised and students are sometimes unable to express what is happening Cameras to increase safety and help with investigations Additional staff/hours for before and after school supervision Tutoring support specifically for EL students who may struggle with the english language and completing their assignments
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades Other: CORE Survey data and Lindsey EL parent survey data
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	09/25/2023

6. What was SSC's response to ELAC recommendations?	Supervision for SPED students before and after school- Staff has been assigned and will begin covering their areas before and after school. Cameras on campus to increase safety and help with investigations- We are supposed to have them but they have not been installed yet. Principal will follow up with an email. Additional staff for supervision before and after school to increase safety- Additional rec aide hours were approved in CIE. Tutoring support specifically for EL students who may struggle with the English language and completing their assignments- Tutoring for ELL students will begin next month (October 2023).
---	---

## 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): 09/25/2023
2. The SSC approved the **Home-School Compact** on 09/25/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/25/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 09/28/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/30/2023
6. The SPSA was approved at the following SSC Meeting: 10/30/2023

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

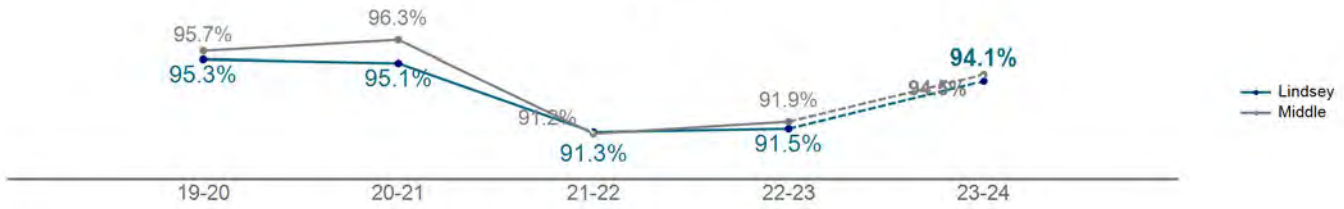
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

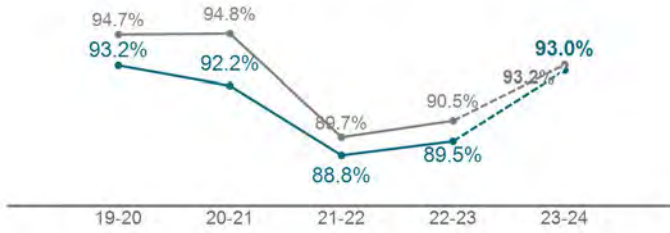
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

**Lindsey**  
All Students  
N = 728



**African American**  
N = 128



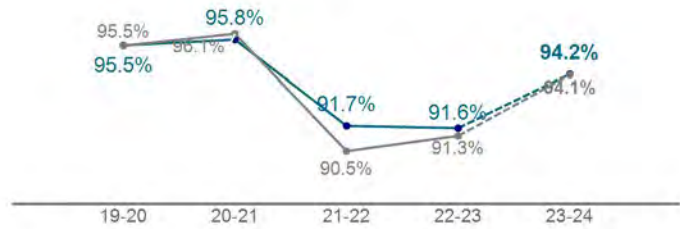
**Asian**  
N = 23

97.8%  
96.7%

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 520



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

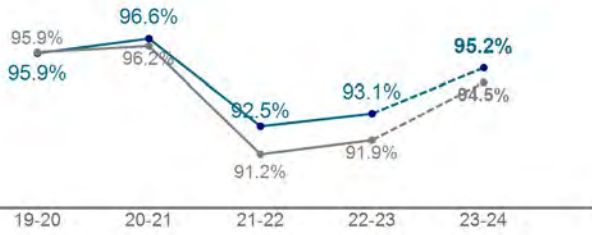
**Other**

Subgroup with fewer than 20 students.

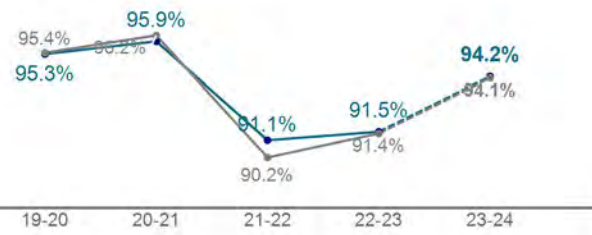
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Attendance Rate

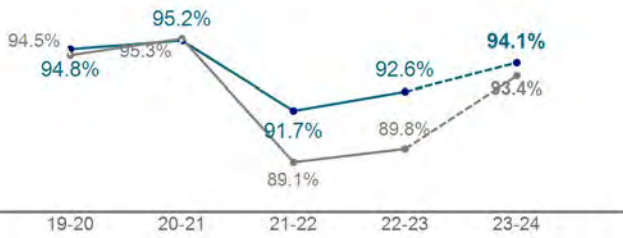
**EL + RFEP**  
N = 344



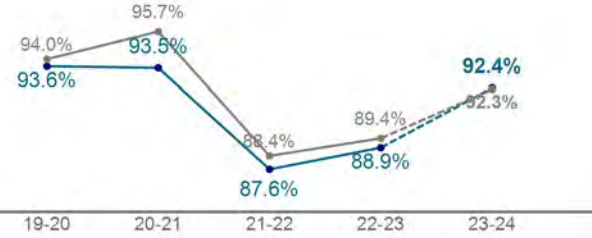
**Low SES**  
N = 719



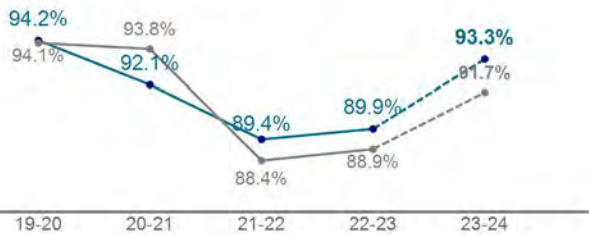
**English Learner**  
N = 154



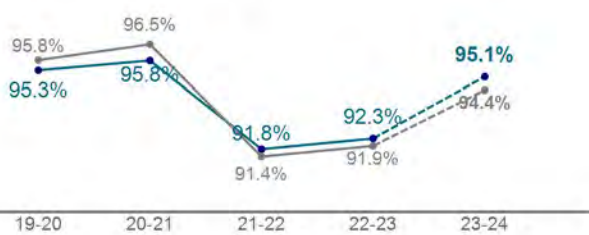
**Special Education**  
N = 95



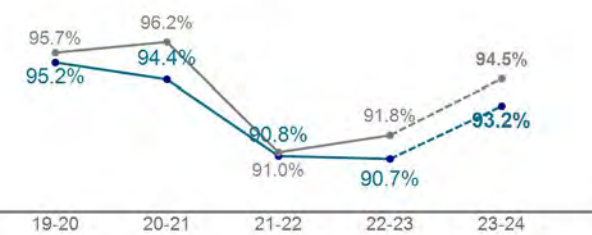
**Homeless or Foster Youth**  
N = 98



**Female**  
N = 354



**Male**  
N = 374



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Chronic Absence by Attendance Bands School Data by Subgroup Lindsey 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate		
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance						
All Students	761	761	11	18	14	19	38	28.5%	18.7%	42.3%	26.3%	
Grade	Gr. 06	258	8	12	14	22	44	20.2%	17.5%	34.1%	23.5%	
	Gr. 07	249	11	20	15	17	36	31.3%	19.0%	46.6%	27.5%	
	Gr. 08	254	13	22	12	19	35	34.3%	19.5%	46.5%	28.0%	
Ethnicity	African American	120	16	23	14	18	28	39.2%	27.8%	53.3%	34.0%	
	American Indian	1					100	0.0%		0.0%	28.6%	
	Asian	18			17	17	67	0.0%	6.3%	16.7%	12.1%	
	Cambodian	17			6	6	18	71	5.9%	6.7%	11.8%	13.9%
	Filipino	14				14	86	0.0%	0.0%	0.0%	7.1%	
	Hispanic	569	10	18	14	19	39	27.4%	16.3%	41.7%	28.7%	
	Pacific Islander	14	29	29	7	36		57.1%	50.0%	64.3%	39.5%	
	White	11		27	9	27	36	27.3%	18.2%	36.4%	20.2%	
	Other	14		7	14	14	21	43	21.4%	36.4%	35.7%	17.4%
	Gender	Female	384	9	17	13	18	43	26.6%	17.7%	39.3%	26.7%
	Male	376	12	19	15	21	34	30.3%	19.5%	45.2%	26.0%	
	Nonbinary	1	100					100.0%		100.0%	34.6%	

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Lindsey 2022-2023

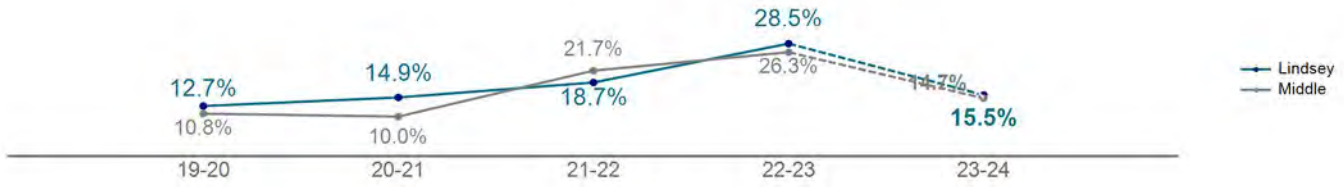
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands				Attendance Rates					
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	<80%	>=80% & <=90%	>90% & <93%	>=93% & <96%	>=96%
	Low SES	740	11	18	13	20	39	28.2%	19.7%	41.6%	28.4%	
	ELL	155	6	17	17	16	43	23.9%	13.8%	41.3%	34.4%	
	RFEP	232	5	14	12	24	45	19.0%	12.5%	31.0%	21.1%	
	EL + RFEP	387	6	15	14	21	44	20.9%	13.0%	35.1%	26.3%	
	Special Ed.	86	16	24	20	10	29	40.7%	27.5%	60.5%	37.0%	
	Spec Ed. Speech/RSP	48	13	29	21	4	33	41.7%	17.5%	62.5%	31.8%	
	Homeless/Foster	139	14	20	12	17	37	34.5%	23.9%	46.8%	39.5%	
	Foster	11	18	18	18	18	45	36.4%	41.7%	36.4%	44.6%	
Homeless	128	14	20	13	16	36	34.4%	22.3%	47.7%	39.0%		
GATE/Excel	149	6	11	10	25	48	17.4%	13.9%	27.5%	14.3%		

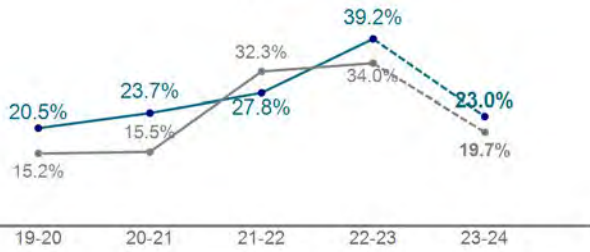
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

**Lindsey**  
All Students  
N = 710



**African American**  
N = 122



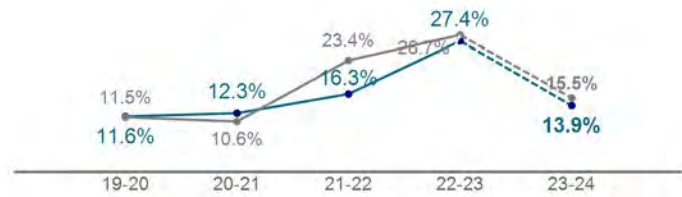
**Asian**  
N = 23



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 510



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



# Percent of Students in the Moderately or Severely Chronic Categories

## Native American

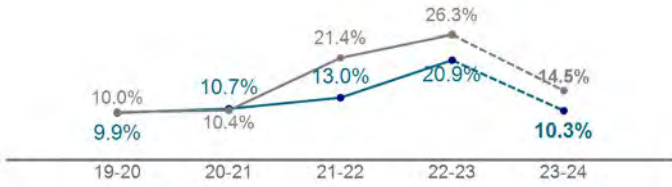
Subgroup with fewer than 20 students.

## Other

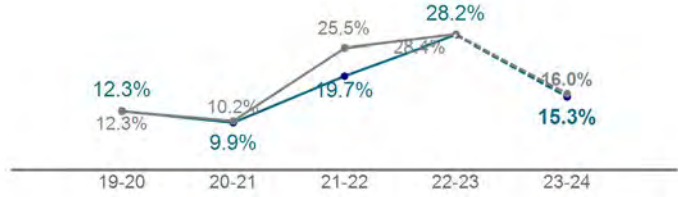
Subgroup with fewer than 20 students.

# Percent of Students in the Moderately or Severely Chronic Categories

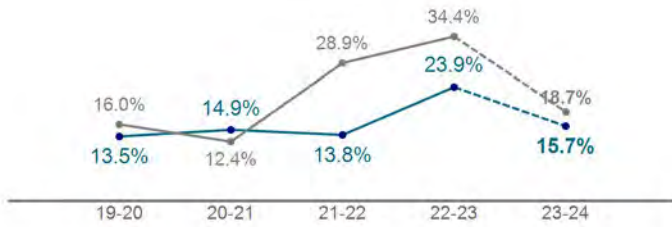
**EL + RFEP**  
N = 340



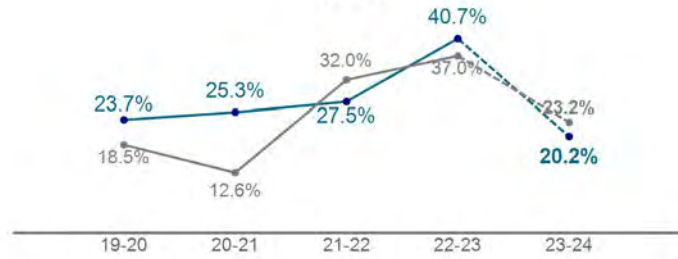
**Low SES**  
N = 705



**English Learner**  
N = 153



**Special Education**  
N = 94



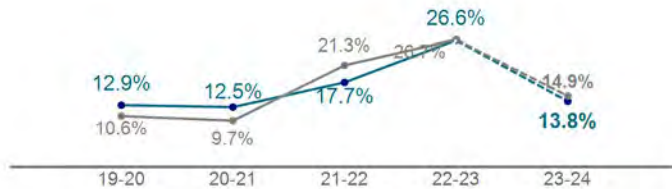
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

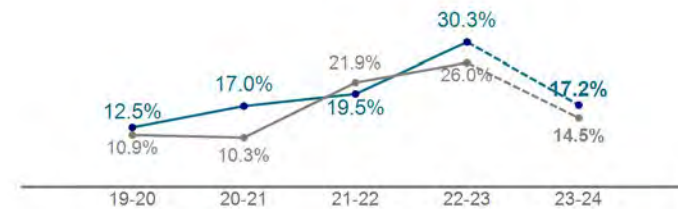
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 349



**Male**  
N = 361



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# SBAC ELA 2023 :: School Data by Subgroup

## Lindsey

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	720	68%	37	31	26	6	32%	↓4		↓5	
	All Middle	54%	29	25	29	16	46%	↓1		↓3	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 06	250	69%	42	28	22	9	31%	↓3		↓6
	All Middle	57%	30	27	27	16	43%	↓2		↓8	
	District	56%	29	27	27	17	44%	↓2		↓8	
	Gr. 07	230	67%	35	33	27	5	33%	↓6		↓-
	All Middle	51%	28	24	32	17	49%	↓1		↑4	
	District	50%	27	23	32	18	50%	↓2		↑5	
Gr. 08	240	68%	35	33	28	5	32%	↓2		↓7	
	All Middle	55%	29	25	30	16	45%	↓-		↓4	
	District	53%	28	25	30	17	47%	↓1		↓4	
Ethnicity	Hispanic	543	67%	36	31	27	6	33%	↓4		↓5
	All Middle	60%	32	28	28	11	40%	↓1		↓3	
	District	58%	33	25	26	16	42%	↓-		↓1	
	African American	106	83%	54	29	13	4	17%	↓7		↓5
	All Middle	70%	43	27	22	8	30%	↓3		↓4	
	District	67%	42	25	21	12	33%	↓-		↓1	
	Asian	18*	56%	33	22	39	6	44%	↓6		-
	All Middle	36%	17	19	35	29	64%	↓2		↓-	
	District	34%	17	18	30	36	66%	↑-		↑1	
Cambodian	17*	47%	24	24	41	12	53%	↑14		-	
All Middle	39%	18	21	35	26	61%	↑-		↑-		
District	39%	19	20	32	29	61%	↑1		↑2		

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Lindsey

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	14*	43%	43	29	29	57%	↑10		-	
		All Middle	32%	10	21	34	35	68%	↑2		↑3
		District	28%	11	17	31	41	72%	↑2		↑2
	Other	14*	50%	21	29	36	14	50%	-		-
		All Middle	36%	16	20	34	30	64%	↑-		↓2
		District	33%	16	17	29	38	67%	↑1		↓1
	Pacific Islander	13*	62%	38	23	31	8	38%	↓12		-
		All Middle	60%	31	29	36	5	40%	↓-		↓3
		District	63%	31	32	28	9	38%	↓2		↓3
	White	11*	64%	27	36	27	9	36%	↓4		-
		All Middle	27%	12	15	37	36	73%	↑-		↓2
		District	26%	11	15	30	44	74%	↑1		↓1
American Indian	1*	100%	100				0%	-		-	
	All Middle*	47%	32	16	47	5	53%	↑26		↑20	
	District	41%	25	16	41	18	59%	↑18		↑12	
Gender	Female	359	62%	30	32	30	8	38%	↓6		↓4
		All Middle	49%	25	24	32	19	51%	↓2		↓2
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	360	74%	45	29	21	4	26%	↓2		↓5
		All Middle	59%	33	26	27	14	41%	↑-		↓3
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	1*	0%			100		100%	↑67		-
All Middle		43%	17	26	48	9	57%	↓4		↓6	
District		40%	13	27	38	22	60%	↑6		↓6	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2023 :: School Data by Subgroup

## Lindsey

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	372	67%	35	33	26	7	33%	↓4		↓6
		All Middle	64%	35	29	26	10	36%	↓2		↓3
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	145	90%	57	33	10		10%	↑3		↑1
		All Middle	92%	65	26	8		8%	↑3		↑1
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	227	52%	20	32	36	12	48%	↓8		↓9
		All Middle	48%	18	30	36	16	52%	↓1		↓4
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	6*	83%	67	17	17		17%	↓3		-
		All Middle	76%	49	27	20	4	24%	↓3		↓9
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	145	30%	7	23	48	22	70%	↓11		↓13
		All Middle	16%	4	12	40	44	84%	↓3		↓3
		District	14%	3	11	32	54	86%	↓-		↓3
Homeless	121	66%	39	27	31	2	34%	↑4		↑4	
	All Middle	68%	40	28	25	7	32%	↓3		↓3	
	District	64%	40	24	24	12	36%	↓1		↓1	
Homeless/Foster	127	67%	40	27	30	3	33%	↑4		↑4	
	All Middle	69%	41	28	25	7	31%	↓3		↓4	
	District	65%	41	24	23	12	35%	↓1		↓1	
Low SES	703	68%	37	31	25	6	32%	↓3		↓4	
	All Middle	59%	32	27	28	13	41%	↑1		↓2	
	District	59%	34	25	25	16	41%	↑1		↓1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2023 :: School Data by Subgroup

## Lindsey

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	78	95%	83	12	5	5%	↑1		↑1	
		All Middle	87%	66	21	10	3	13%	↑1		↑1
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	45	93%	80	13	7	7%	↑1		↑2	
		All Middle	82%	57	25	14	4	18%	↑1		↑-
		District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

\*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## Lindsey

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	718	85%	63	22	10	5	15%	↑1		↓2	
	All Middle	70%	44	25	16	14	30%	↓-		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 06	250	81%	58	23	13	6	19%	↑6		↓5
	All Middle	68%	41	27	17	14	32%	↑-		↓2	
	District	67%	39	27	18	15	33%	↑1		↓1	
	Gr. 07	228	82%	57	25	11	7	18%	↑5		↑6
	All Middle	68%	42	26	18	14	32%	↑1		↑-	
	District	68%	42	26	18	15	32%	↑1		↑-	
Gr. 08	240	92%	73	19	5	3	8%	↓8		↓6	
	All Middle	73%	50	23	13	13	27%	↓2		↓4	
	District	72%	49	23	14	14	28%	↓2		↓3	
Ethnicity	Hispanic	541	85%	63	22	10	6	15%	↑1		↓2
	All Middle	77%	50	27	14	9	23%	↓-		↓2	
	District	72%	45	27	17	11	28%	↑2		↓5	
	African American	106	92%	75	17	8	8%	↑1		-	
	All Middle	84%	62	22	10	6	16%	↓-		↓-	
	District	82%	57	25	12	6	18%	↑1		↓4	
	Asian	18*	78%	56	22	11	11	22%	↑3		-
	All Middle	52%	28	24	21	27	48%	↓4		↓3	
	District	49%	25	24	22	29	51%	↓1		↓6	
Cambodian	17*	76%	47	29	12	12	24%	↑8		-	
All Middle	57%	30	27	22	22	43%	↓3		↓4		
District	55%	28	27	23	23	45%	↓2		↓5		

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Lindsey

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	14*	71%	14	57	14	14	29%	↓5		-
		All Middle	51%	22	29	20	29	49%	↓2		↓3
		District	44%	19	25	24	33	56%	↓-		↓5
	Other	14*	79%	43	36	21		21%	↑11		-
		All Middle	50%	25	25	23	27	50%	↑-		↓3
		District	45%	23	22	24	31	55%	↑-		↓5
	Pacific Islander	13*	92%	46	46	8		8%	↓9		-
		All Middle	79%	45	33	15	7	21%	↓1		↓4
		District	76%	46	30	17	8	24%	↓-		↓6
	White	11*	91%	73	18	9		9%	↓1		-
		All Middle	39%	20	20	28	33	61%	↑2		↑1
		District	38%	17	21	27	35	62%	↑3		↓6
American Indian	1*	100%	100				0%	-		-	
	All Middle*	84%	63	21	5	11	16%	↑2		↑6	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	358	84%	61	23	10	5	16%	↑-		↓2
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	359	86%	65	22	9	5	14%	↑1		↓2
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	1*	100%	100				0%	-		-	
	All Middle	61%	43	17	22	17	39%	↓1		↑5	
	District	62%	42	20	22	16	38%	↑4		↓3	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



Lindsey

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	EL + RFEP	372	84%	61	22	11	6	16%	↑2		↓2
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	145	97%	83	13	3		3%	↑1		-
		All Middle	97%	82	15	3		3%	↑1		↓1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	227	75%	47	28	15	9	25%	↑2		↓3
		All Middle	69%	36	33	19	12	31%	↑-		↓3
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	6*	100%	100				0%	-		-
		All Middle	87%	67	20	10	3	13%	↑1		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	145	57%	23	33	26	18	43%	↓4		↓11
		All Middle	29%	9	20	29	42	71%	↓3		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
Homeless	120	87%	60	27	11	3	13%	↑4		↑2	
	All Middle	83%	57	26	11	6	17%	↓1		↓3	
	District	78%	52	26	14	8	22%	↑-		↓5	
Homeless/Foster	126	87%	62	25	10	2	13%	↑4		↑1	
	All Middle	84%	58	26	11	6	16%	↓1		↓3	
	District	79%	53	25	14	7	21%	↑1		↓4	
Low SES	701	86%	63	22	10	5	14%	↑2		↓2	
	All Middle	75%	49	26	14	10	25%	↑2		↓2	
	District	73%	46	27	17	11	27%	↑2		↓5	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Lindsey

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Special Ed.	78	99%	96	3	1	1%	↑1		-	
		All Middle	92%	79	13	5	3	8%	↑1		↑-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	45	98%	96	2	2	2%	↑2		-	
		All Middle	89%	72	17	7	4	11%	↑1		↑1
		District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Lindsey

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
All Students	239	89%	22	67	10		11%	↑1		-		
	District	74%	17	57	18	8	26%	↑1		-		
	All Middle	78%	22	57	16	6	22%	↓1		-		
Grade	Gr. 08	239	89%	22	67	10		11%	↑1		-	
	All Middle	78%	22	57	16	6	22%	↓1		-		
	District	77%	21	56	16	7	23%	↓1		-		
Ethnicity	Hispanic	190	88%	22	66	11	1	12%	↑2		-	
		District	81%	19	62	15	4	19%	↑1		-	
		All Middle	85%	24	61	12	3	15%	↓-		-	
	African American	31	100%	29	71			0%	↓14		-	
		District	86%	29	57	12	2	14%	↑1		-	
		All Middle	88%	38	50	10	2	12%	↓1		-	
	Asian	7*	57%		57		43		43%	↓7		-
		District	57%	6	50	28	15	43%	↑2		-	
		All Middle	61%	10	51	28	11	39%	↓-		-	
	Cambodian	6*	67%		67		33		33%	-		-
		District	65%	9	56	25	10	35%	↑-		-	
		All Middle	71%	14	58	21	8	29%	↓2		-	
	White	4*	75%		75		25		25%	↓8		-
		District	51%	6	45	29	20	49%	↑1		-	
		All Middle	53%	8	45	28	19	47%	↓1		-	
Pacific Islander	3*	100%	33	67			0%	-		-		
	All Middle	91%	23	68	9		9%	↓1		-		
	District	88%	20	69	10	2	12%	↓4		-		

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Lindsey

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Filipino	3*	67%	67	33		33%	↑33		-	
		District	54%	5	49	29	18	46%	↑2		-
		All Middle	64%	5	59	23	13	36%	↓3		-
	Other	1*	100%	100			0%	↓25		-	
		District	56%	11	46	25	18	44%	↓-		-
		All Middle	62%	14	48	23	15	38%	↓-		-
Gender	Female	112	86%	15	71	13		14%	↓-		-
		District	75%	15	60	18	7	25%	↑1		-
		All Middle	78%	19	59	16	6	22%	↑-		-
	Male	126	91%	28	63	8		9%	↑1		-
		District	74%	19	55	18	8	26%	↑1		-
		All Middle	79%	24	54	15	6	21%	↓2		-
	Nonbinary	1*	100%	100			0%	-		-	
		All Middle*	82%	18	64	18		18%	↓11		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	136	87%	23	65	11		13%	↑5		-
		District	84%	21	63	13	3	16%	↑1		-
		All Middle	87%	26	61	11	2	13%	↓1		-
	ELL	44	100%	50	50			0%	-		-
		District	98%	40	58	2		2%	↑-		-
		All Middle	100%	52	48			0%	↓-		-
	RFEP	92	82%	10	72	16	2	18%	↑5		-
		District	75%	10	66	20	5	25%	↑3		-
		All Middle	80%	12	68	17	4	20%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Lindsey

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Foster	3*	100%	33	67		0%	↓100		-	
		All Middle	96%	37	59	4	4%	↓6		-	
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	56	66%		66	30	4	34%	↓14		-
		District	43%	3	41	34	23	57%	↓2		-
		All Middle	47%	3	44	33	19	53%	↓11		-
	Homeless	32	94%	28	66	3	3	6%	↑4		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	35	94%	29	66	3	3	6%	↑-		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	236	89%	22	67	11		11%	↑2		-
		All Middle	83%	24	59	13	4	17%	↑1		-
		District	81%	20	61	15	4	19%	↑2		-
Special Ed.	22	100%	55	45			0%	↓3		-	
	All Middle	96%	50	46	4		4%	↓1		-	
	District	93%	47	46	5	2	7%	↑1		-	
Spec Ed. Speech/RSP	10*	100%	40	60			0%	↓8		-	
	All Middle	94%	41	53	5		6%	↓2		-	
	District	90%	37	53	7	3	10%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	All Students	687	15	41	14	12	33	
		All Middle	17	40	13	13	33	
		District	27	34	15	16	34	
	Grade	Gr. 06 (Minimum Growth Target: 27)	240	9	47	15	14	25
			All Middle	11	43	16	16	25
			District	11	43	16	16	25
		Gr. 07 (Minimum Growth Target: 25)	219	29	31	18	15	37
			All Middle	30	32	14	16	38
			District	30	32	14	16	38
	Gr. 08 (Minimum Growth Target: 14)	228	9	45	9	8	37	
		All Middle	7	46	8	8	38	
		District	8	45	8	8	38	
Ethnicity	Hispanic	525	14	42	14	12	32	
		All Middle	15	41	12	14	33	
		District	26	35	15	16	34	
	African American	96	21	41	9	16	34	
		All Middle	16	41	13	12	33	
		District	25	36	16	15	33	
	Asian	17^	-	29	12	6	53	
		All Middle	23	36	15	13	36	
		District	33	30	16	16	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A	Cambodian	16 <sup>^</sup>	-	19	13	13	56
		All Middle	24	35	13	14	38
		District	34	30	16	17	37
	Other	13 <sup>^</sup>	-	31	15	15	38
		All Middle	17	40	14	12	34
		District	30	32	16	17	35
	Pacific Islander	13 <sup>^</sup>	-	38	23	8	31
		All Middle	20	35	16	15	34
		District	26	32	17	18	33
	White	11 <sup>^</sup>	-	36	27	18	18
		All Middle	15	40	16	13	31
		District	29	33	16	16	35
	Filipino	11 <sup>^</sup>	-	64	9	9	18
		All Middle	22	37	14	12	36
		District	31	32	14	16	37
American Indian	1 <sup>^</sup>	-				100	
	All Middle <sup>^</sup>	27	44	11	11	33	
	District	41	26	18	11	45	
Gender	Female	344	14	42	17	13	28
		All Middle	15	41	13	13	33
		District	28	34	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	342	17	40	11	12	37	
		All Middle	17	40	13	13	34	
		District	26	35	15	16	34	
	Nonbinary	1^	-				100	0
		All Middle	22	29	19	5	48	
		District	28	33	15	8	44	
Special Populations	EL + RFEP	363	17	42	12	12	35	
		All Middle	17	40	11	14	35	
		District	25	36	13	15	36	
	ELL	137	27	31	12	14	42	
		All Middle	23	36	11	14	39	
		District	34	31	16	18	35	
	RFEP	226	10	48	11	11	30	
		All Middle	14	42	11	14	33	
		District	18	39	12	14	36	
	Foster	6^	-	67		17	17	0
		All Middle	10	44	13	14	29	
		District	23	40	12	20	29	
	GATE/Excel	144	2	49	14	13	25	
		All Middle	14	41	13	15	31	
		District	27	34	15	18	33	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.



# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

11/13/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A  Special Populations	Homeless	109	26	32	17	15	36
		All Middle	15	40	14	14	32
		District	28	33	16	17	34
	Homeless/Foster	115	24	34	17	15	34
		All Middle	15	40	14	14	32
		District	28	34	16	17	33
	Low SES	675	16	41	14	12	33
		All Middle	17	40	13	13	34
		District	26	35	15	16	34
	Special Ed.	73	18	33	14	14	40
		All Middle	18	39	12	12	36
		District	27	35	15	15	35
	Spec Ed. Speech/RSP	43	-2	44	19	7	30
		All Middle	16	42	12	12	34
		District	28	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

11/13/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	686	1	50	10	12	27	
		All Middle	10	43	13	13	32	
		District	16	38	19	18	24	
	Grade	Gr. 06 (Minimum Growth Target: 24)	239	-6	52	14	13	20
			All Middle	16	39	16	15	30
			District	17	38	16	16	31
		Gr. 07 (Minimum Growth Target: 17)	218	17	44	9	9	39
			All Middle	10	43	11	11	36
			District	11	43	11	10	36
	Gr. 08 (Minimum Growth Target: 19)	229	-5	55	8	13	24	
		All Middle	5	46	11	12	31	
		District	5	46	11	12	31	
Ethnicity	Hispanic	524	2	49	11	12	27	
		All Middle	7	44	12	12	31	
		District	14	39	19	18	24	
	African American	96	2	51	10	11	27	
		All Middle	9	44	13	12	32	
		District	14	40	19	17	24	
	Asian	17^	-	65	6	12	18	
		All Middle	13	40	12	14	34	
		District	19	36	19	20	26	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
M	a	t	h	N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	16 <sup>^</sup>	-	63	13	25		
		All Middle	11	41	13	13	33	
		District	19	36	19	20	25	
	Other	13 <sup>^</sup>	-	38	8	54		
		All Middle	16	38	15	13	34	
		District	22	34	22	19	26	
	Pacific Islander	13 <sup>^</sup>	-	69	8	23		
		All Middle	11	48	6	15	31	
		District	14	42	17	18	24	
	White	11 <sup>^</sup>	-	45	18	36		
		All Middle	17	36	15	13	36	
		District	19	34	22	19	24	
	Filipino	11 <sup>^</sup>	-	73	18	9		
		All Middle	22	38	11	14	37	
		District	22	36	17	22	26	
American Indian	1 <sup>^</sup>	-	100	0				
	All Middle <sup>^</sup>	14	44	6	6	44		
	District	17	39	16	13	32		
Gender	Female	342	2	48	11	11	29	
		All Middle	9	43	12	13	31	
		District	15	38	19	19	24	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

11/13/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	343	1	53	10	12	26	
		All Middle	11	42	13	12	33	
		District	16	38	20	18	25	
	Nonbinary	1 <sup>^</sup>	-				100	0
		All Middle	12	41	5	14	41	
		District	5	38	20	18	25	
Math Special Populations	EL + RFEP	365	3	48	11	14	27	
		All Middle	8	44	12	13	31	
		District	12	41	18	17	24	
	ELL	138	2	48	12	13	28	
		All Middle	10	45	11	10	34	
		District	23	35	19	19	26	
	RFEP	227	3	48	11	14	26	
		All Middle	7	44	13	14	30	
		District	4	46	17	15	23	
	Foster	6 <sup>^</sup>	-	50	17		33	
		All Middle	12	49	9	6	35	
		District	21	39	16	19	25	
	GATE/Excel	144	-1	53	12	13	23	
		All Middle	16	37	15	15	33	
		District	19	35	21	20	25	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Lindsey

11/13/23

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
M at h	Special Populations	Homeless	111	11	46	11	11	32
			All Middle	7	46	13	12	29
			District	13	40	19	17	24
	Homeless/Foster	117	10	46	11	10	32	
		All Middle	7	46	13	12	29	
		District	14	40	19	17	24	
	Low SES	674	1	50	11	12	28	
		All Middle	9	44	12	12	32	
		District	14	39	19	18	24	
	Special Ed.	72	7	46	10	7	38	
		All Middle	13	41	12	9	38	
		District	20	36	19	16	29	
	Spec Ed. Speech/RSP	43	-6	53	9	5	33	
		All Middle	12	42	13	10	35	
		District	19	36	19	17	28	

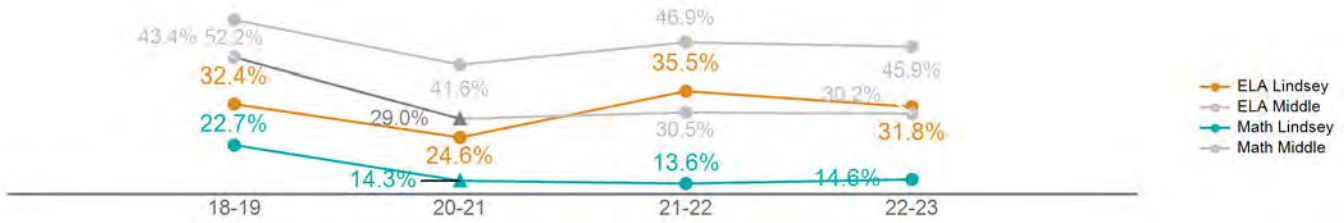
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

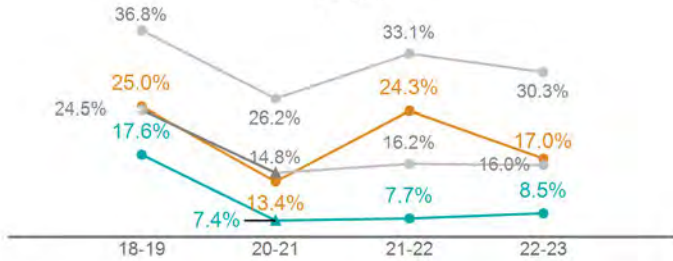
\*Accelerated Growth = At least double the minimum growth target for the grade level.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**Lindsey  
All Students  
N = 720**



**African American  
N = 106**



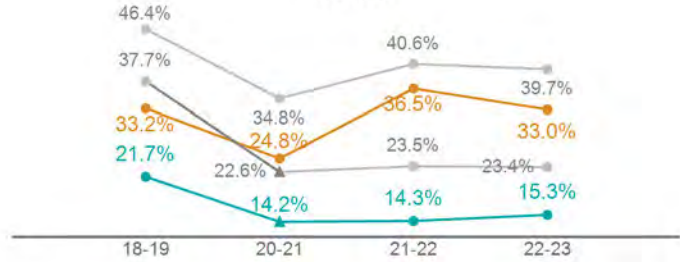
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic  
N = 543**



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

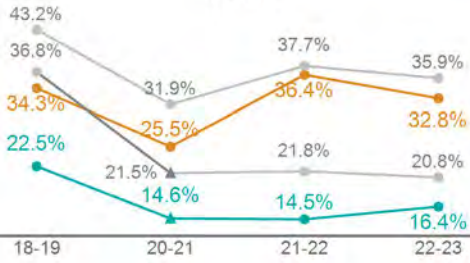
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

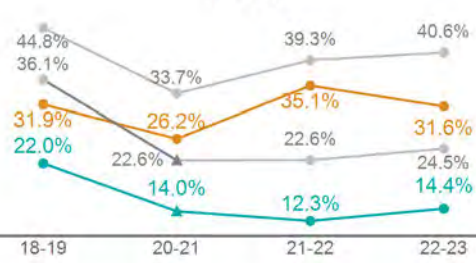


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

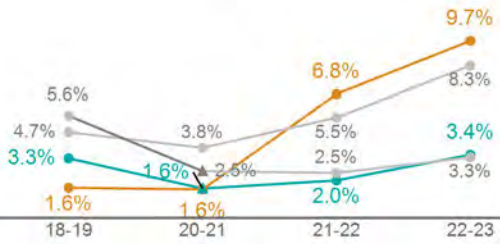
**EL + RFEP**  
N = 372



**Low SES**  
N = 703



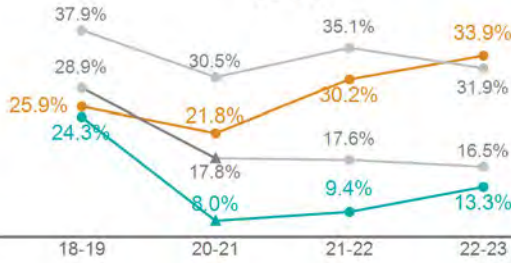
**English Learner**  
N = 145



**Special Education**  
N = 78



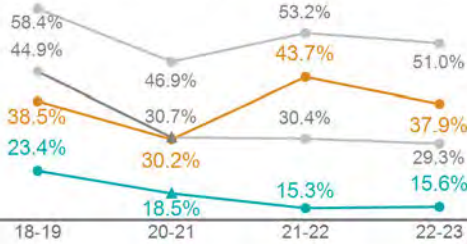
**Homeless**  
N = 121



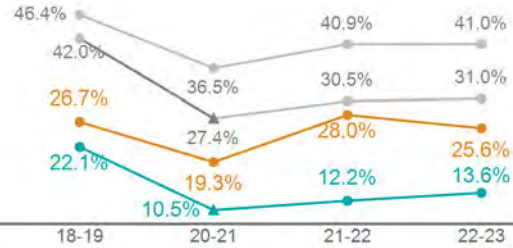
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 359



**Male**  
N = 360



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.



# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Science 2022-2023 :: School Comparison by Subgroup

11/13/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,987	78%	22	57	16	8	22%	↓1		-
Bancroft	299	75%	17	58	16	9	25%	↓4		-
Franklin	331	85%	29	56	12	3	15%	↓-		-
Hamilton	239	88%	26	62	11		12%	↓7		-
Hoover	167	92%	30	62	8		8%	↓9		-
Hughes	416	69%	14	55	20	11	31%	↑2		-
IVA	1	0%				100	100%	↑41		-
Jefferson	299	81%	17	64	15	4	19%	↑2		-
Keller	135	65%	7	59	24	11	35%	↓2		-
Lindbergh	137	88%	23	64	10	3	12%	↑3		-
Lindsey	239	89%	22	67	10		11%	↑1		-
Marshall	294	74%	20	54	21	4	26%	↓9		-
Nelson	276	93%	37	56	5		7%	↑1		-
Rogers	246	46%	9	38	33	21	54%	↑9		-
Stanford	365	62%	13	48	25	13	38%	↑3		-
Stephens	250	86%	29	57	11	3	14%	↓2		-
Washington	294	91%	32	59	6	3	9%	↑4		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

11/13/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	1,211	70%	16	53	19	11	30%	↑1	-
Avalon	109	85%	30	55	10	5	15%	↑2	-
Cubberley	198	55%	13	42	23	22	45%	↑6	-
Muir	201	81%	22	59	16	3	19%	↑1	-
Newcomb	163	29%	1	28	43	28	71%	↑7	-
Powell	202	88%	24	64	10	2	12%	↓5	-
Robinson	175	87%	17	70	12	1	13%	↓5	-
Tincher	162	64%	10	53	21	15	36%	↓1	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

11/13/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163			21%	20	47	33	79%	↓-	
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93			20%	20	45	34	80%	↑19	
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

11/13/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# Lindsey

## 2022-2023

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	6	173	134	
		Grade	Gr. 06		54	44	
			Gr. 07	2	57	51	
			Gr. 08	4	62	39	
		Ethnicity	African American	3	56	55	
			American Indian		1		
			Asian		2		
			Hispanic	2	104	69	
			Other		1	1	
			Pacific Islander	1	7	6	
			White		2	3	
		Gender	Female	1	69	27	
			Male	5	104	107	
		Fluency	EL + RFEP	2	54	16	
			ELL	1	34	7	
			RFEP	1	20	9	
		Foster	Foster		7	1	
		GATE/Excel	GATE/Excel	1	9	6	
		Homeless	Homeless	2	32	23	
		LowSES	Low SES	6	169	133	
		SPED	Special Ed.	1	55	60	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	20	24	

# Lindsey

## 2021-2022

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	2	135	204	5
		Grade	Gr. 06		51	73	1
			Gr. 07		38	64	3
			Gr. 08	2	46	67	1
		Ethnicity	African American		66	103	4
			Asian		1	1	
			Filipino		2	3	
			Hispanic	2	61	85	1
			Other		2	2	
			Pacific Islander		1	6	
			White		2	4	
		Gender	Female	1	47	70	1
			Male	1	88	134	4
		Fluency	EL + RFEP		43	57	
			ELL		25	32	
			RFEP		18	25	
		Foster	Foster		5	11	
		GATE/Excel	GATE/Excel		2	4	
		Homeless	Homeless		30	42	
		LowSES	Low SES	2	113	173	5
		SPED	Special Ed.		45	68	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		16	24	

# Lindsey

## 2020-2021

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All			13	
		Grade	Gr. 06			5	
			Gr. 07			3	
			Gr. 08			5	
		Ethnicity	African American			5	
			Hispanic			8	
		Gender	Female			4	
			Male			9	
		Fluency	EL + RFEP			6	
			ELL			3	
			RFEP			3	
		GATE/Excel	GATE/Excel			1	
		LowSES	Low SES			6	
		SPED	Special Ed.			2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP			2	



# Lindsey

## 2019-2020

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		82	191	
		Grade	Gr. 06		26	92	
			Gr. 07		27	64	
			Gr. 08		29	35	
		Ethnicity	African American		27	72	
			Asian		1	1	
			Filipino		1	1	
			Hispanic		47	109	
			Other		2	3	
			Pacific Islander		3	4	
			White		1	1	
		Gender	Female		21	40	
			Male		61	151	
		Fluency	EL + RFEP		36	78	
			ELL		23	42	
			RFEP		13	36	
		Foster	Foster		3	6	
		GATE/Excel	GATE/Excel			6	
		Homeless	Homeless		10	26	
		LowSES	Low SES		69	158	
		SPED	Special Ed.		23	38	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		8	22	

# Lindsey

## 2018-2019

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		164	226	
		Grade	Gr. 06		51	106	
			Gr. 07		58	56	
			Gr. 08		55	64	
		Ethnicity	African American		58	65	
			American Indian		1		
			Asian		1		
			Filipino			2	
			Hispanic		98	141	
			Other		5	15	
			Pacific Islander		1	3	
			Gender	Female		66	73
		Male			98	153	
		Fluency	EL + RFEP		62	84	
			ELL		36	33	
			RFEP		26	51	
		Foster	Foster		10	14	
		GATE/Excel	GATE/Excel		20	22	
		Homeless	Homeless		35	39	
		LowSES	Low SES		149	208	
		SPED	Special Ed.		43	43	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		21	17	

# Lindsey

## 2017-2018

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All		132	391	
		Grade	Gr. 06		67	233	
	Gr. 07			34	54		
	Gr. 08			31	104		
		Ethnicity	African American		77	183	
			American Indian			2	
			Asian		1	6	
			Filipino		1	8	
			Hispanic		43	165	
			Other		3	20	
			Pacific Islander		7	4	
			White			3	
		Gender	Female		38	102	
			Male		94	289	
		Fluency	EL + RFEP		27	112	
			ELL		18	55	
			RFEP		9	57	
		Foster	Foster		7	14	
		GATE/Excel	GATE/Excel		23	40	
		Homeless	Homeless		32	90	
		LowSES	Low SES		119	363	
		SPED	Special Ed.		57	146	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		17	40	

# Lindsey

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

subgroup		YR		
Category		# Records	Percent by Category	
All Students	All	313	55 43 2	
	Grade	Gr. 06	98	55 45
		Gr. 07	110	52 46 2
Gr. 08		105	59 37 4	
Ethnicity	African American	114	49 48 3	
	American Indian	1	100	
	Asian	2	100	
	Hispanic	175	59 39 1	
	Other	2	50 50	
	Pacific Islander	14	50 43 7	
	White	5	40 60	
Gender	Female	97	71 28 1	
	Male	216	48 50 2	

# Lindsey

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

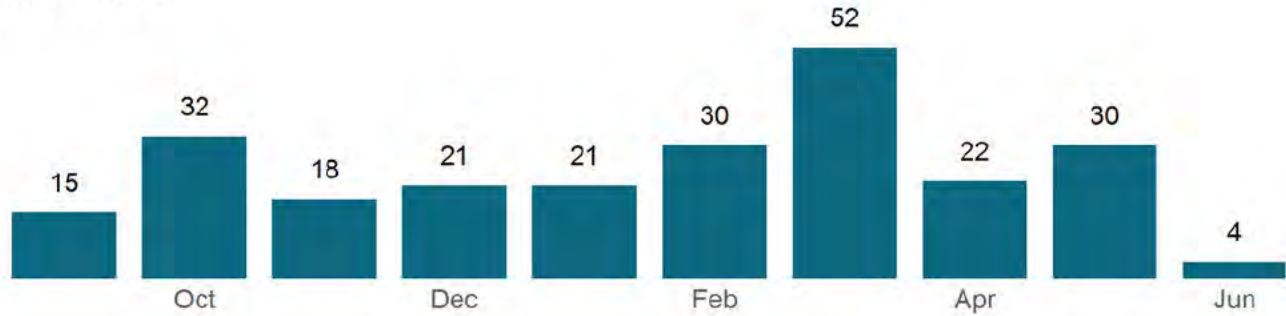
Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
Special Populations	EL + RFEP	72	75 22 3
	ELL	42	81 17 2
	Foster	8	88 13
	GATE/Excel	16	56 38 6
	Homeless	57	56 40 4
	Low SES	308	55 43 2
	RFEP	30	67 30 3
	Spec Ed. Speech/RSP	45	44 53 2
	Special Ed.	116	47 52

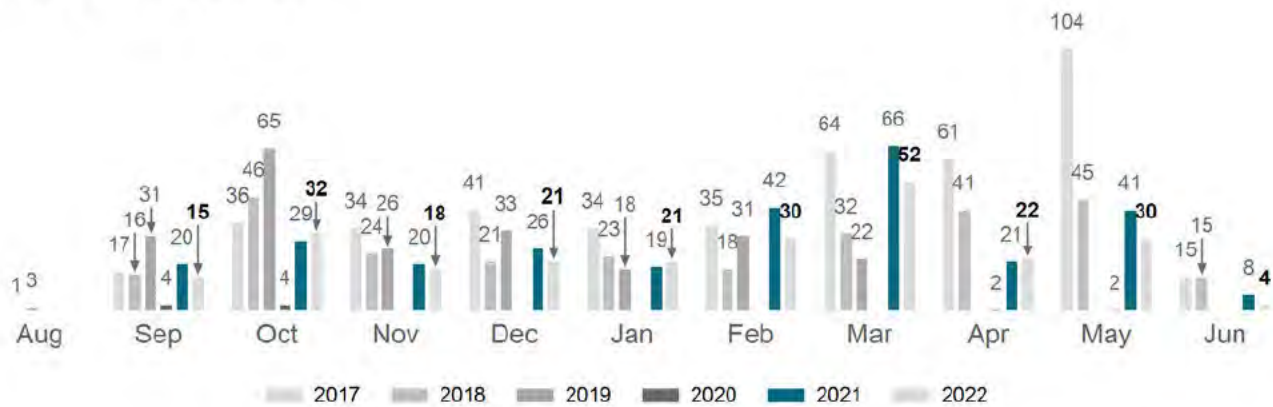
# Lindsey

## 22-23

By Month for 22-23



By Month- 5-year comparison



	17-18	18-19	19-20	20-21	21-22	22-23
Aug			1	3		
Sep		17	16	31	4	20
Oct		36	46	65	4	29
Nov		34	24	26		20
Dec		41	21	33		26
Jan		34	23	18		19
Feb		35	18	31		42
Mar		64	32	22		66
Apr		61	41		2	21
May		104	45		2	41
Jun		15	15			8

[Submit Feedback](#)

**Lindsey**

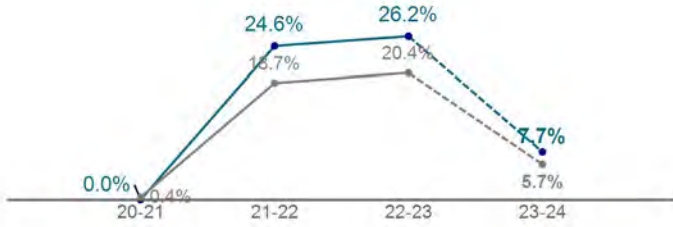
**22-23**

# Suspension Rate

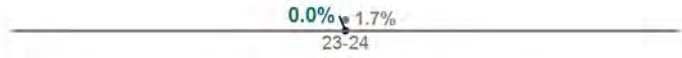
Lindsey  
All Students  
N = 732



African American  
N = 130



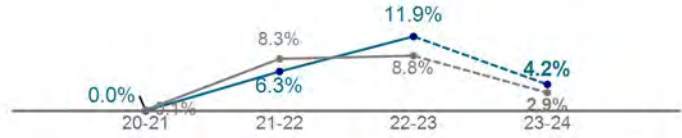
Asian  
N = 24



Filipino

Subgroup with fewer than 20 students.

Hispanic  
N = 521



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

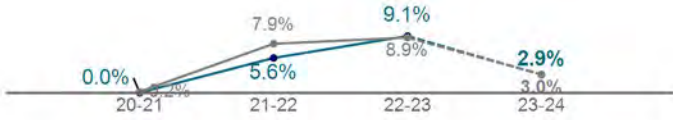
Subgroup with fewer than 20 students.

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

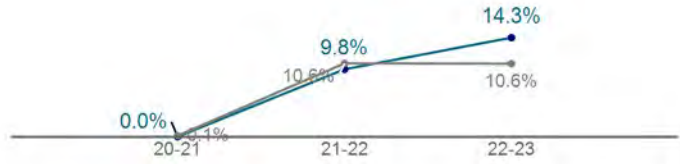


# Suspension Rate

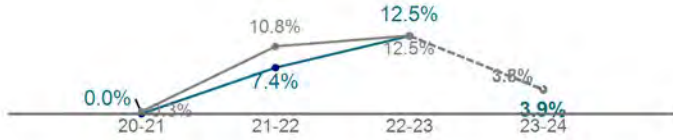
**EL + RFEP**  
N = 344



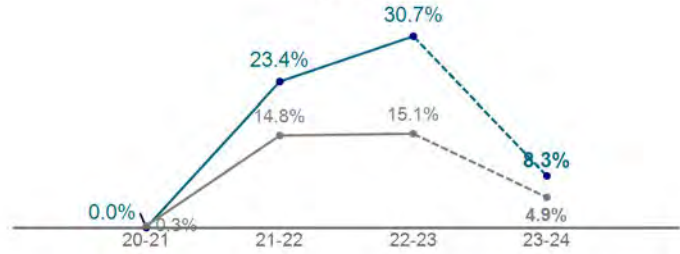
**Low SES**



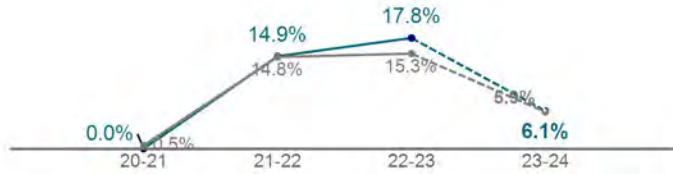
**English Learner**  
N = 154



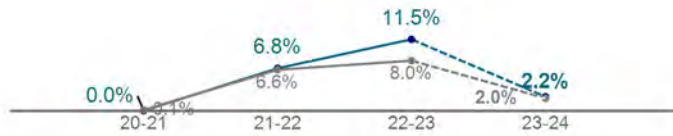
**Special Education**  
N = 96



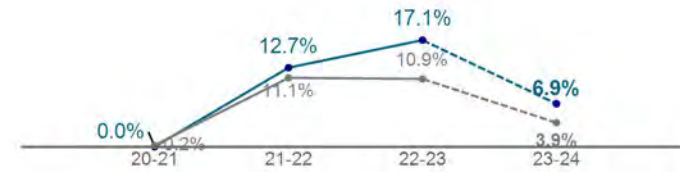
**Homeless or Foster Youth**  
N = 99



**Female**  
N = 356



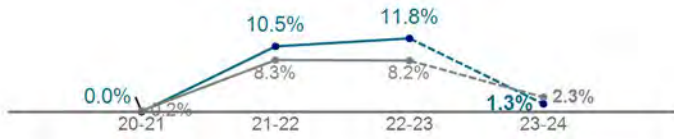
**Male**  
N = 376



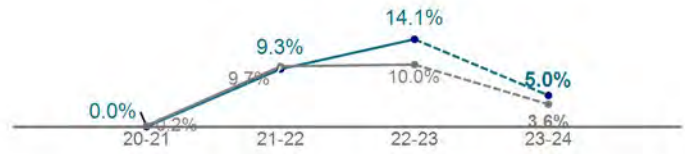
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

**Gr. 06**  
N = 239



**Gr. 07**  
N = 258



**Gr. 08**  
N = 235



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

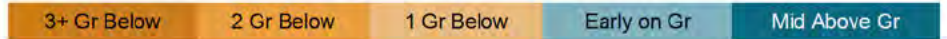


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 6

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
6	All Students	All	1	236	38	19	31	10	2		
			2	238	34	13	31	16	6		
			3	236	31	16	28	17	8		
	Teacher	Alvarez, J	1	10	80					20	
			2	10	80					20	
			3	10	50		40			10	
		Mendez, V	1	71	38	25	23	11	3		
			2	71	39	14	21	18	7		
			3	71	23	18	30	18	11		
		Oslie, H	1	94	44	18	34			4	
			2	99	36	13	37	11	2		
			3	101	44	13	28	12	4		
		Yepez, M	1	62	21	13	40	21	5		
			2	66	17	14	33	24	12		
			3	66	20	14	30	26	11		
		Ethnicity	African American	1	39	54		23	21	3	
				2	35	57		11	17	14	
				3	37	57		11	14	19	
	American Indian		1	1	100						
			2	1	100						
			3	1	100						
	Asian		1	6	50			33		17	
			2	7	29	14	29	14	14		
			3	7	14	14	43	14	14		
	Filipino		1	5			40		40	20	
			2	6		17	33	17		33	
			3	6		50		17		33	
	Hispanic		1	172	36	19	33	12			
			2	176	32	13	31	18	6		
			3	172	27	19	29	16	9		
Pacific Islander	1	5	20	20	60						
	2	5	20	20	60						
	3	6			83			17			

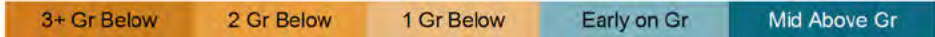


# i-Ready Math Overall Relative Placement

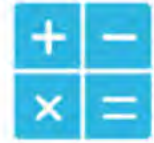
## School Data by Subgroup

### Lindsey 2022-2023 Grade 6

**Legend**

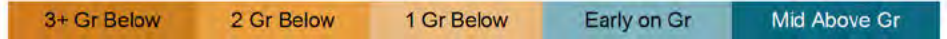


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
6	Ethnicity	White	1	3		33	33	33		
			2	4		50	25	25		
			3	3		33	33	33		
		Other	1	5	20	20	60			
			2	4	25	75				
			3	4		25	25	50		
	Gender	Female	1	123	37	19	33	7	3	
			2	125	34	14	31	14	8	
			3	124	34	13	27	19	8	
		Male	1	113	39	19	28	12		
			2	113	35	12	30	19	4	
			3	112	27	19	30	16	8	
	Special Populations	Low SES	1	234	38	19	31	9	2	
			2	231	35	13	31	16	6	
			3	228	30	16	29	17	8	
		ELL	1	56	64	18	18			
			2	56	54	18	21	5	2	
			3	56	43	23	27	5	2	
		RFEP	1	66	12	21	42	20	5	
			2	68	19	6	41	24	10	
			3	68	15	12	31	28	15	
		EL + RFEP	1	122	36	20	31	11	2	
			2	124	35	11	32	15	6	
			3	124	27	17	29	18	9	
		Special Ed.	1	31	90	10				
			2	32	88	9	3			
			3	28	64	29	7			
Spec Ed. Speech/RSP	1	18	100							
	2	19	84	11	5					
	3	16	75	19	6					
Foster	1	2	50	50						
	2	2	100							
	3	2	50	50						



**i-Ready Math Overall Relative Placement**  
**School Data by Subgroup**  
**Lindsey 2022-2023 Grade 6**

**Legend**

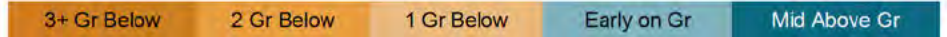


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Homeless	1	37	38	22	27	14	
			2	38	37	8	26	24	5
			3	40	40	10	25	20	5
		GATE/Excel	1	50	8	50	32	10	
			2	50		2	26	48	24
			3	50		2	18	50	30

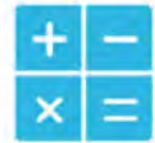


**i-Ready Math Overall Relative Placement**  
**School Data by Subgroup**  
**Lindsey 2022-2023 Grade 7**

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	223	44	23	29	4	
			2	198	44	17	32	5	2
			3	205	40	12	37	5	5
	Teacher	Alvarez, J	1	4	100				
			2	4	100				
			3	4	100				
		Ostgaard, K	1	118	42	21	31	6	
			2	117	38	16	35	7	3
			3	116	34	11	37	9	8
		Serrato, A	1	91	46	25	26	2	
			2	85	55	18	25	2	
			3	96	47	14	36	1	
		Manriquez, A	2	1	100				
			3	1	100				

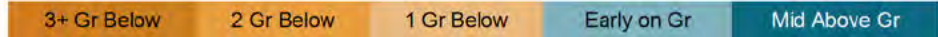


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Ethnicity	African American	1	32	59	22	16	3	
			2	31	61	10	26	3	
			3	33	64	12	18	33	
		Asian	1	4	25	50	25		
			2	3	33	67			
			3	4	25	50	25		
		Filipino	1	3	33	67			
			2	5	20	40	20	20	
			3	5	20	60	20		
		Hispanic	1	171	44	23	28	5	
			2	146	42	18	31	5	3
			3	152	37	13	39	6	5
		Pacific Islander	1	4	25	25	50		
			2	4	25	75			
			3	4	50	50			
		White	1	3	33	67			
			2	3	33	33	33		
			3	1	100				
		Other	1	6	33	67			
			2	6	33	67			
			3	6	50	33	17		
Gender	Female	1	118	39	22	35	4		
		2	102	34	22	37	4	3	
		3	110	33	13	45	4	5	
	Male	1	105	50	24	22	4		
		2	96	54	11	27	6	1	
		3	95	49	12	26	7	5	
Special Populations	Low SES	1	218	44	23	28	4		
		2	194	44	17	32	5	2	
		3	199	40	13	37	5	6	
	ELL	1	44	66	23	11			
		2	37	62	22	16			
		3	38	42	18	34	5		

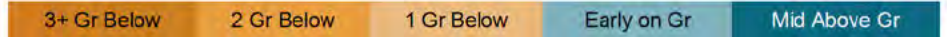


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

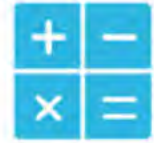
### Lindsey 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Special Populations	RFEP	1	64	31	19	41	9	
			2	58	21	21	45	10	3
			3	59	22	8	54	8	7
		EL + RFEP	1	108	45	20	29	6	
			2	95	37	21	34	6	2
			3	97	30	12	46	7	4
		Special Ed.	1	19	89	5	5		
			2	20	90	5	5		
			3	18	94	6			
		Spec Ed. Speech/RSP	1	14	86	7	7		
			2	13	85	8	8		
			3	12	92	8			
		Foster	1	4	25	25	50		
			2	2	50	50			
			3	1	100				
		Homeless	1	43	60	19	19	2	
			2	37	57	16	27		
			3	41	46	12	32	5	5
GATE/Excel	1	38	3	21	55	21			
	2	35	3	17	46	26	9		
	3	34	9	15	41	12	24		



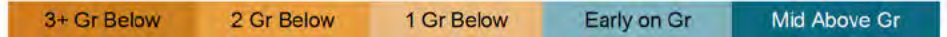


# i-Ready Math Overall Relative Placement

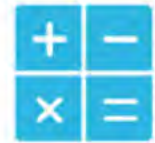
## School Data by Subgroup

### Lindsey 2022-2023 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	228	54	15	27	4	
			2	206	51	13	27	6	3
			3	207	50	14	22	7	7
	Teacher	Alvarez, J	1	11	100				
			2	11	100				
			3	11	100				
		Manriquez, A	1	2	100				
			2	2	100				
			3	1	100				
		Porter, M	1	147	30	22	41	6	
			2	132	30	16	40	11	3
			3	142	33	20	31	9	7
	Yepez, M	1	67	96				4	
		2	71	83	8	6	3		
		3	74	80	5	5	1	8	

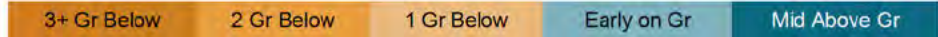


# i-Ready Math Overall Relative Placement

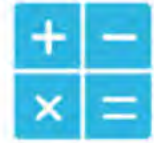
## School Data by Subgroup

### Lindsey 2022-2023 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	Ethnicity	African American	1	30	70	10	20			
			2	27	59	22	7	11		
			3	28	50	11	14	14	11	
		Asian	1	7	14	14	57	14		
			2	6	17	67	17			
			3	6	33	33	17	17		
		Filipino	1	3	100					
			2	3	67	33				
			3	3	33	67				
		Hispanic	1	180	53	16	27	4		
			2	163	52	12	27	6	3	
			3	164	54	13	21	5	7	
		Pacific Islander	1	3	33	33	33			
			2	2	50	50				
			3	3	33	67				
		White	1	4	75	25				
			2	4	50	50				
			3	2	50	50				
		Other	1	1	100					
			2	1	100					
			3	1	100					
		Gender	Female	1	111	52	14	30	3	
				2	98	49	11	30	7	3
				3	102	45	16	21	10	9
			Male	1	117	55	15	25	5	
				2	108	53	15	24	6	3
				3	105	55	12	23	4	6
Special Populations	Low SES	1	226	54	15	27	4			
		2	204	51	13	26	6	3		
		3	204	50	14	22	7	7		
	ELL	1	43	84	7	9				
		2	41	78	7	10	2			
		3	41	78	5	12	5			

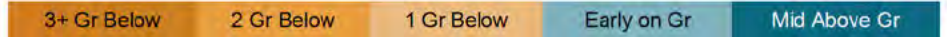


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	Special Populations	RFEP	1	89	38	21	34	6	1	
			2	82	38	13	37	7	5	
			3	80	41	18	24	10	8	
		EL + RFEP	1	132	53	17	26	4		
			2	123	51	11	28	6	4	
			3	121	54	13	20	7	7	
		Special Ed.	1	22	100					
			2	21	95				5	
			3	19	89				5	5
		Spec Ed. Speech/RSP	1	10	100					
			2	8	88				13	
			3	8	75				13	13
		Foster	1	4	75			25		
			2	4	50		25	25		
			3	2	50		50			
		Homeless	1	32	50	9	38		3	
			2	27	52	15	22		7	4
			3	27	33	22	33		7	4
GATE/Excel	1	52	8	12	65		13	2		
	2	48	13	8	54		19	6		
	3	47	4	21	49		17	9		

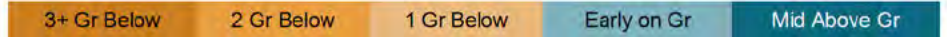
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
6	All Students	All	1	217	43	15	23	11	9	
			2	224	36	17	23	10	13	
			3	206	31	21	23	11	15	
	Teacher	DORTCH, K	1	70	50	16	20	9	6	
			2	69	51	14	19	7	9	
			3	70	39	20	20	10	11	
		Fogarty, D	1	9	100					
			2	10	80		10	10		
			3	10	70		30			
		Huynh, T	1	63	21	11	32	16	21	
			2	66	17	11	32	12	29	
			3	64	23	13	25	14	25	
		Oslie, H	1	63	49	17	17	11	5	
			2	61	41	21	21	8	8	
			3	67	40	19	22	9	9	
		Pitts, C	1	31	77		16	6		
			2	35	49	29	14	9		
			3	35	49	29	17	6		
		Warren, S	1	30	67	20	13			
			2	35	34	34	20	11		
			3	35	46	26	20	9		
	Ethnicity	African American	1	30	50	17	20	3	10	
			2	30	53	17	13	7	10	
			3	27	44	15	22	4	15	
		American Indian	1	1	100					
			3	1	100					
		Asian	1	6	83		17			
2			7	57	14	14	14			
3			7	43	14	29	14			
Filipino		1	5		20	20	60			
		2	6		50	50				
		3	6		33	67				

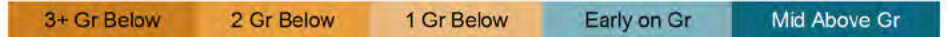
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 6



**Legend**

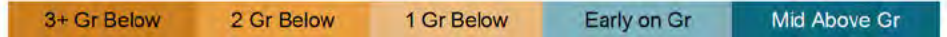


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	Hispanic	1	160	44	14	24	11	7
			2	167	35	19	25	10	11
			3	155	30	23	23	12	12
		Pacific Islander	1	6	17	33	17	33	
			2	5	20	40	20	20	
			3	2		50		50	
		White	1	4	25	50		25	
			2	4		25	25	25	25
			3	4	25	50		25	
		Other	1	5	20	20	20	40	
			2	5		20	20	20	40
			3	4		25	25	25	25
	Gender	Female	1	113	38	16	27	8	11
			2	118	34	19	26	8	14
			3	109	28	18	26	10	17
		Male	1	104	49	13	17	13	7
			2	106	39	15	20	13	13
			3	97	34	24	20	11	11
	Special Populations	Low SES	1	215	44	15	22	11	9
			2	218	37	17	24	9	13
			3	201	32	21	22	10	14
		ELL	1	53	83			11	6
			2	57	60	21	16	4	
			3	52	60	27	10	4	
RFEP		1	64	19	16	33	17	16	
		2	68	22	6	41	15	16	
		3	60	20	8	25	17	30	
EL + RFEP		1	117	48	14	21	9	9	
		2	125	39	13	30	10	9	
		3	112	38	17	18	11	16	
Special Ed.		1	24	100					
		2	27	78		15	4	4	
		3	22	73		23	5		

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Lindsey 2022-2023 Grade 6**



**Legend**

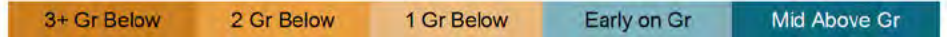


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
6	Special Populations	Spec Ed. Speech/RSP	1	14	100					
			2	15	80		13	7		
			3	11	73		18	9		
		Homeless	1	35	54		20	9	17	
			2	33	42		12	21	12	12
			3	33	36		18	24	12	9
		GATE/Excel	1	50	6		8	30	26	30
			2	52	13		2	23	15	46
			3	47	6		32		15	47
		Foster	2	1	100					
3	1		100							

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Lindsey 2022-2023 Grade 7**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	198	53	16	17	10	4	
			2	183	42	16	22	14	6	
			3	191	39	13	23	14	11	
	Teacher	Fogarty, D	1	4	100					
			2	4	100					
			3	4	100					
		Hutchinson, S	1	118	53	19	16	8	3	
			2	112	45	15	21	14	4	
			3	120	36	14	26	13	11	
		Pitts, C	1	33	79		18	3		
			2	34	76		12	6	6	
			3	34	62		21	12	6	
		Romero Lule, J	1	89	54	15	17	10	4	
			2	95	55	12	18	9	6	
			3	94	47	18	16	11	9	
		Manriquez, A	2	2	100					
			3	2	100					
		Ethnicity	African American	1	29	55	7	28	7	3
				2	30	53	13	17	13	3
				3	28	39	18	29	4	11
			Asian	1	4	75		25		
	2			4	50		25	25		
	3			4	50		25	25		
	Filipino		1	3	33		67			
			2	5	40		40	20		
			3	5	20		40	20	20	
	Hispanic		1	150	51	20	13	11	5	
2			136	40	17	22	15	7		
3			143	40	11	22	16	11		
Pacific Islander	1		4	50		25	25			
	2		3	33		33	33			
	3	4	50		25	25				

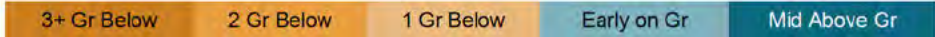
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 7



**Legend**



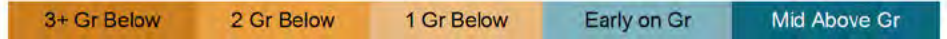
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Ethnicity	White	1	2	50	50			
			2	1	100				
			3	1	100				
		Other	1	6	67	17	17		
			2	4	25	25	25	25	
			3	6	33	17	33	17	
	Gender	Female	1	112	46	20	21	12	3
			2	103	35	18	26	15	6
			3	108	31	11	32	17	9
		Male	1	86	62	12	13	8	6
			2	80	51	13	16	14	6
			3	83	51	16	11	10	13
	Special Populations	Low SES	1	193	52	17	17	10	4
			2	178	42	16	22	14	6
			3	185	39	13	23	14	11
		ELL	1	40	80	18	3		
			2	36	75	14	6	6	
			3	38	68	18	8	5	
		RFEP	1	58	38	16	22	21	3
			2	56	20	20	32	18	11
			3	58	22	10	31	19	17
		EL + RFEP	1	98	55	16	14	12	2
			2	92	41	17	22	13	7
			3	96	41	14	22	14	10
		Special Ed.	1	15	80	13	7		
			2	17	88	6	6		
			3	15	87	7	7		
Spec Ed. Speech/RSP		1	11	73	18	9			
		2	9	89		11			
		3	11	82	9	9			
Foster	1	3	67	33					
	2	2	50	50					
	3	1	100						



**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Lindsey 2022-2023 Grade 7**



**Legend**

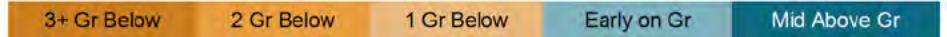


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	Homeless	1	38	55	16	18	11	
			2	35	51	11	23	11	3
			3	38	37	13	26	13	11
		GATE/Excel	1	35	11	11	34	29	14
			2	34	12	9	24	29	26
			3	34	9	12	15	24	41

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Lindsey 2022-2023 Grade 8**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	All Students	All	1	221	55	6	23	12	4
			2	213	50	9	18	14	8
			3	181	46	8	23	10	13
	Teacher	Fogarty, D	1	11	91	9			
			2	11	91	9			
			3	10	70	20	10		
		Hegamin, T	1	155	58	6	22	10	4
			2	154	50	9	19	14	8
			3	148	49	7	22	10	11
		Pitts, C	1	29	93	7			
			2	30	83	7	7	3	
			3	28	82	4	7	7	
		Romero Lule, J	1	58	47	5	24	19	5
			2	61	49	11	20	13	7
			3	60	55	7	17	10	12
Manriquez, A	2	1	100						

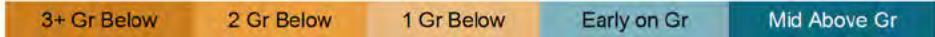
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Lindsey 2022-2023 Grade 8



**Legend**

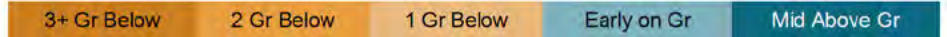


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Ethnicity	African American	1	29	66	10	7	14	3
			2	25	72	4	16	8	
			3	27	52	11	26	7	4
		Asian	1	7	29	43	29		
			2	7	43	43	14		
			3	6	33	33	33		
		Filipino	1	3	33	67			
			2	3	33	33	33		
			3	3	33	67			
		Hispanic	1	174	56	6	23	11	3
			2	171	49	11	18	14	8
			3	139	47	8	19	12	14
		Pacific Islander	1	3	33	33	33		
			2	2	50	50			
			3	2	50	50			
		White	1	4	25	50	25		
			2	4	25	50	25		
			3	3	67	33			
		Other	1	1	100				
			2	1	100				
			3	1	100				
Gender	Female	1	108	47	6	24	16	6	
		2	104	45	11	18	15	11	
		3	90	43	4	26	10	17	
	Male	1	113	62	6	21	9	2	
		2	109	55	8	18	12	6	
		3	91	48	11	20	11	10	
Special Populations	Low SES	1	219	55	6	23	12	4	
		2	211	51	9	18	14	9	
		3	178	47	8	22	10	13	
	ELL	1	40	93	3	5			
		2	40	88	5	8			
		3	33	85	3	9	3		

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**Lindsey 2022-2023 Grade 8**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	RFEP	1	87	46	5	29	14	7
			2	86	37	10	19	22	12
			3	72	35	6	24	14	22
		EL + RFEP	1	127	61	4	21	9	5
			2	126	53	9	15	15	8
			3	105	50	5	19	10	15
		Special Ed.	1	20	85	10	5		
			2	21	86	14			
			3	19	74	16	11		
		Spec Ed. Speech/RSP	1	9	78	11	11		
			2	10	80	20			
			3	9	78	11	11		
		Foster	1	3	33	33	33		
			2	4	50	25	25		
			3	2	50	50			
		Homeless	1	29	62	3	24	7	3
			2	27	56	11	19	11	4
			3	23	39	13	17	17	13
GATE/Excel	1	52	19	4	35	29	13		
	2	48	8	8	27	35	21		
	3	44	14	5	30	18	34		

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218

# i-Ready Math Overall Relative Placement School Data by Subgroup Lindsey 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	693	3	693	41	14	28	10	7
<b>Grade</b>	Gr. 06	3	248	31	16	28	17	8
	Gr. 07	3	217	41	12	36	6	5
	Gr. 08	3	228	52	14	21	6	7
<b>Ethnicity</b>	African American	3	104	59	11	15	12	4
	Hispanic	3	519	40	15	29	9	7
<b>Gender</b>	Female	3	351	37	14	31	11	7
	Male	3	342	46	14	26	8	6
<b>Special Populations</b>	Low SES	3	676	41	14	29	10	7
	ELL	3	142	54	16	24	4	2
	RFEP	3	219	27	13	35	15	10
	EL + RFEP	3	361	38	14	30	11	7
	Special Ed.	3	69	83	13	3	1	
	Spec Ed. Soeech/RSP	3	39	85	10	3	3	
	Homeless	3	99	44	13	27	11	4
	GATE/Excel	3	139	5	13	35	27	20

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Lindsey 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	684	3	684	44	14	21	11	11
<b>Grade</b>	Gr. 06	3	246	37	19	21	10	12
	Gr. 07	3	220	42	15	21	12	10
	Gr. 08	3	218	52	8	20	10	11
<b>Ethnicity</b>	African American	3	102	52	13	23	5	8
	Hispanic	3	514	43	15	19	12	11
<b>Gender</b>	Female	3	345	38	12	26	12	13
	Male	3	339	49	17	15	9	9
<b>Special Populations</b>	Low SES	3	668	44	14	20	10	11
	ELL	3	142	72	17	8	4	
	RFEP	3	217	31	8	25	16	20
	EL + RFEP	3	359	47	12	18	11	12
	Special Ed.	3	70	79	13	7	1	
	Spec Ed. Soeech/RSP	3	41	80	10	7	2	
	Homeless	3	98	46	16	18	11	8
	GATE/Excel	3	136		10	8	26	18

The percentages may not equal 100% due to rounding.



# ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Lindsey

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>06</b>	11%	40%	35%	13%	18%	73%	8%	11%	21%	66%	42%	44%	13%	19%	66%	13%
<b>07</b>	11%	25%	59%	5%	16%	75%	9%	7%	18%	75%	52%	43%	5%	9%	86%	5%
<b>08</b>	14%	36%	38%	12%	38%	54%	8%	4%	26%	68%	56%	38%	6%	20%	76%	4%

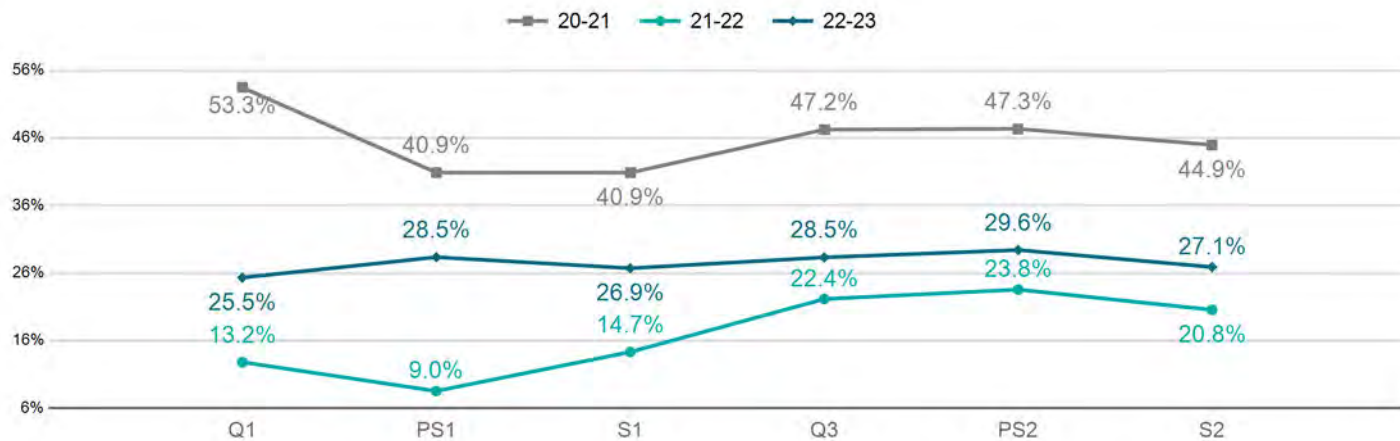


# Lindsey D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



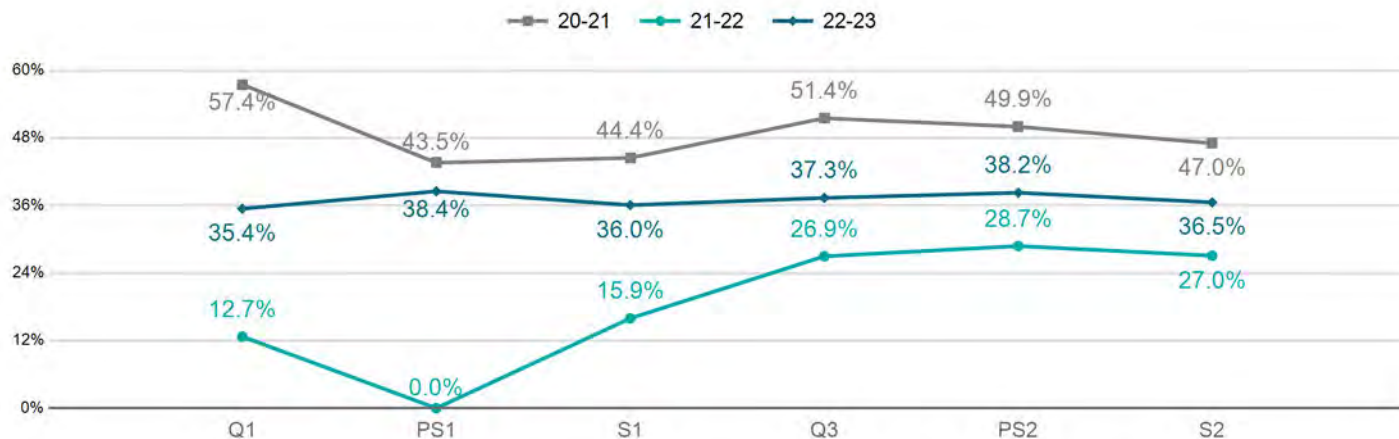
Graphs for subgroups on following pages.

# Lindsey D/F Rate - 3 year Comparison

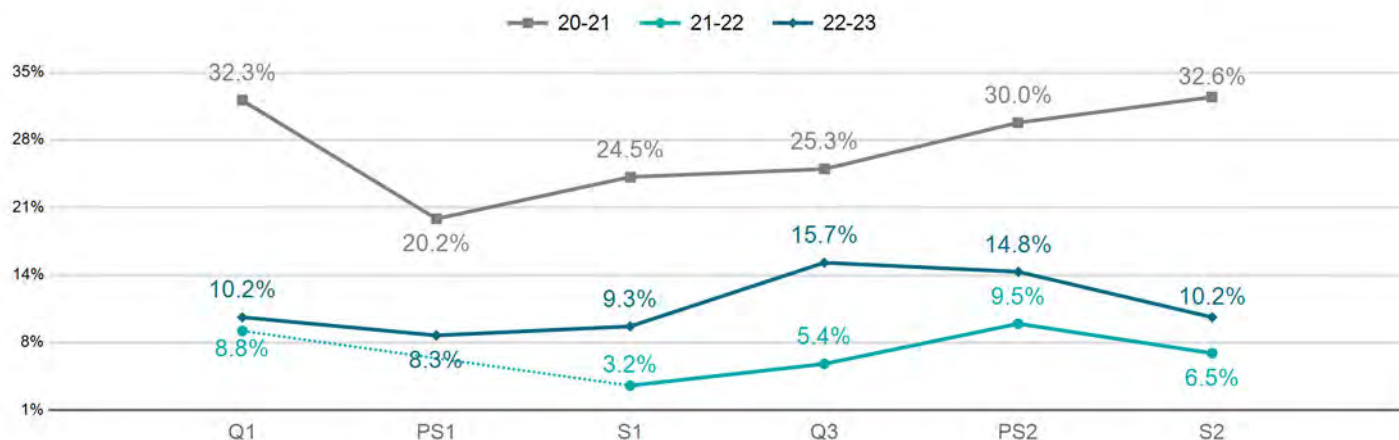
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

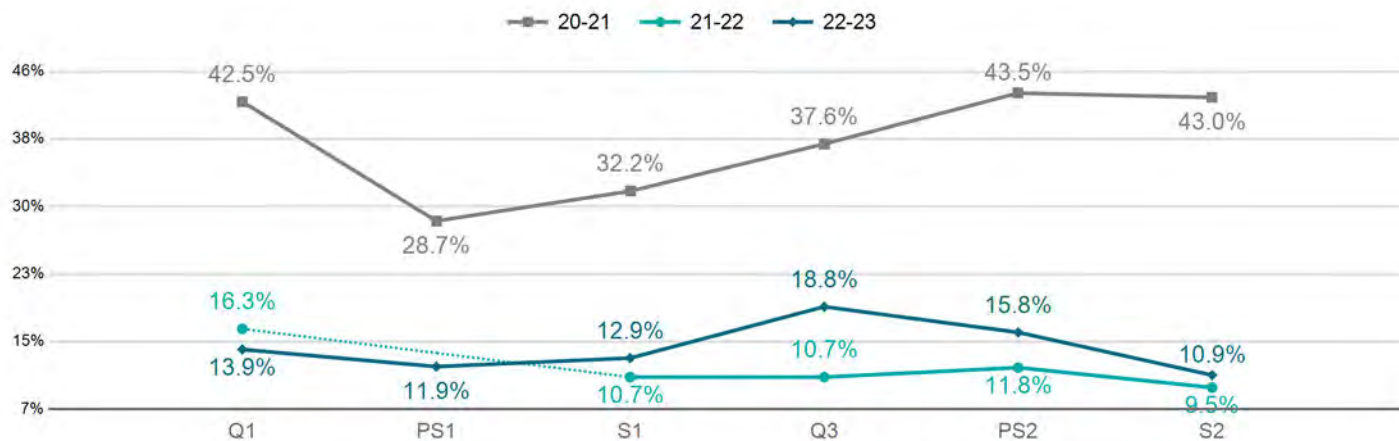
## Category: Ethnicity - Subgroup: African American



## Category: Ethnicity - Subgroup: Asian



## Category: Ethnicity - Subgroup: Cambodian

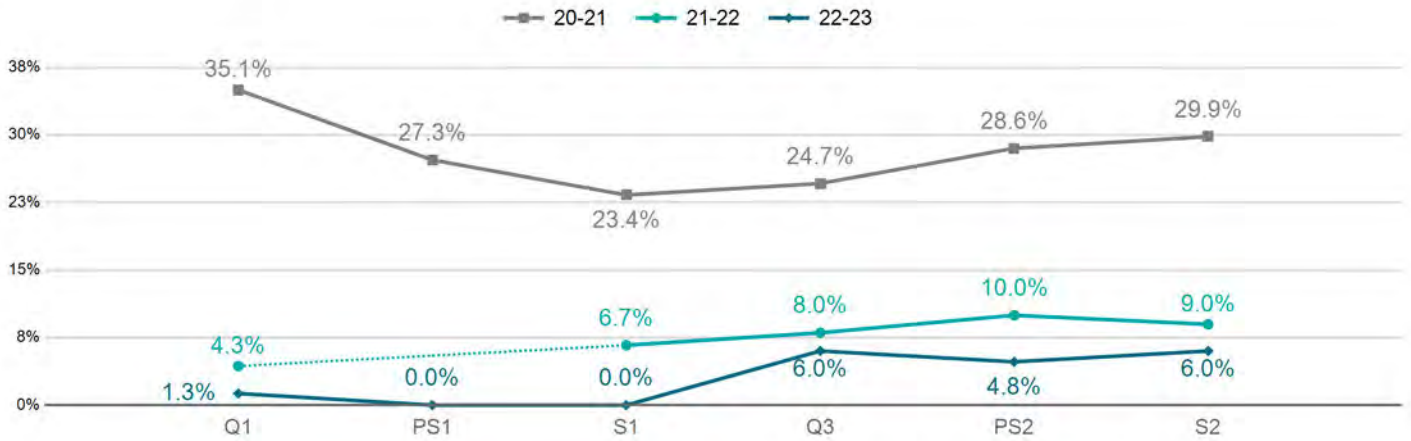


## Lindsey D/F Rate - 3 year Comparison

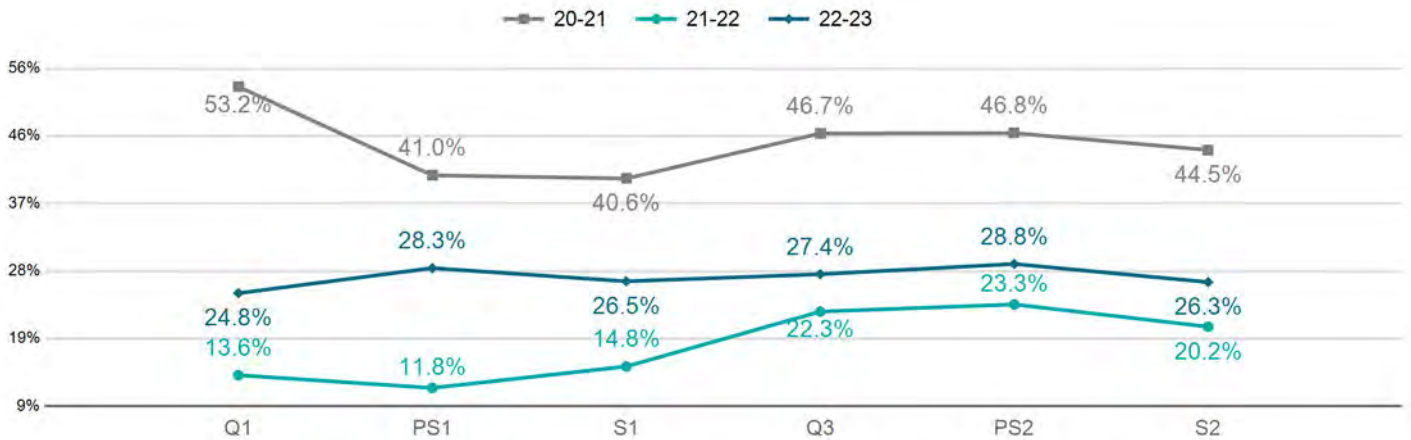
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial  
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

### Category: Ethnicity - Subgroup: Filipino



### Category: Ethnicity - Subgroup: Hispanic

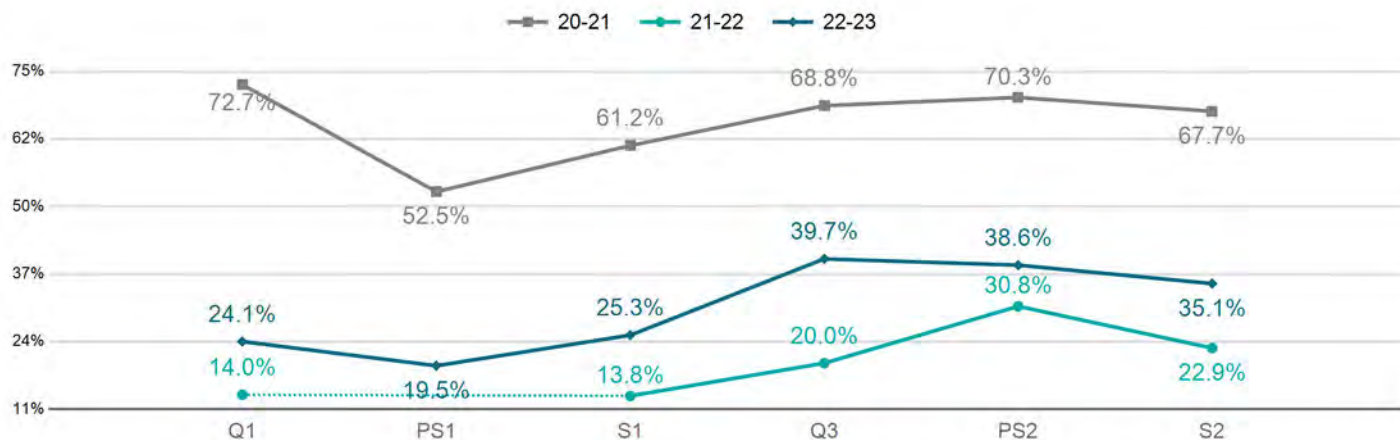


### Category: Ethnicity - Subgroup: Pacific Islander

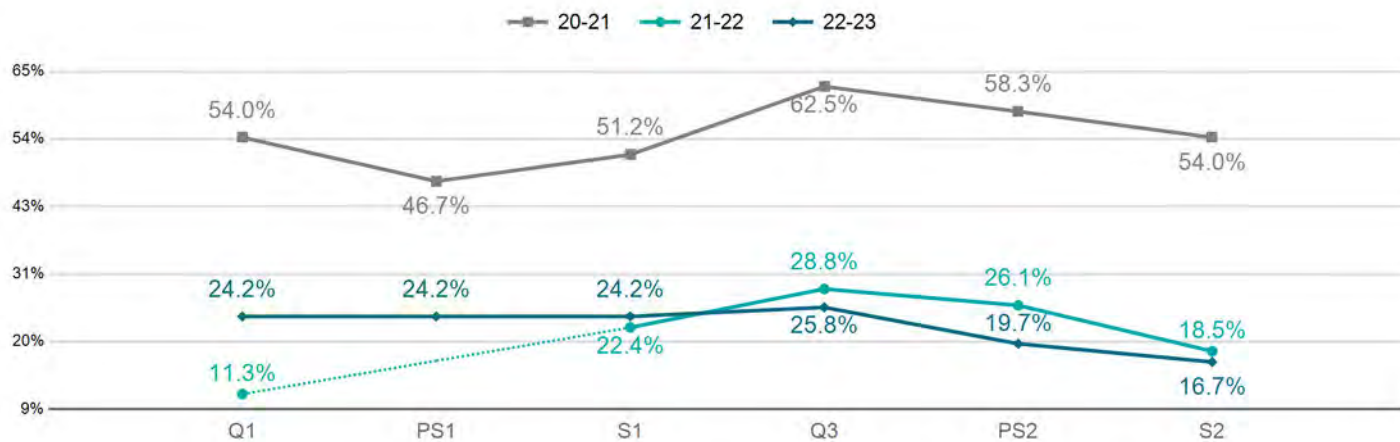
# Lindsey D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

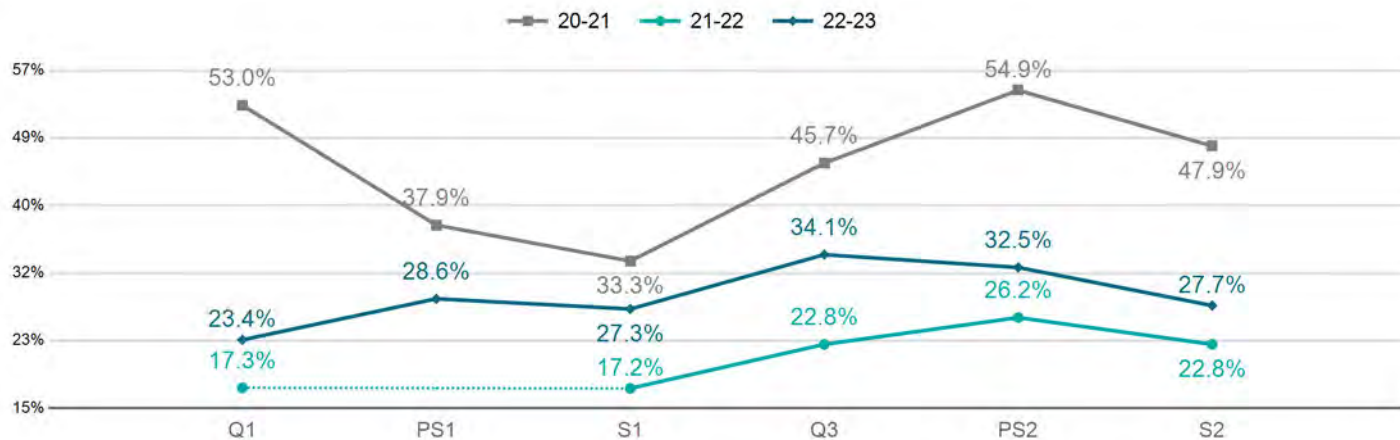
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Ethnicity - Subgroup: White



## Category: Ethnicity - Subgroup: Other

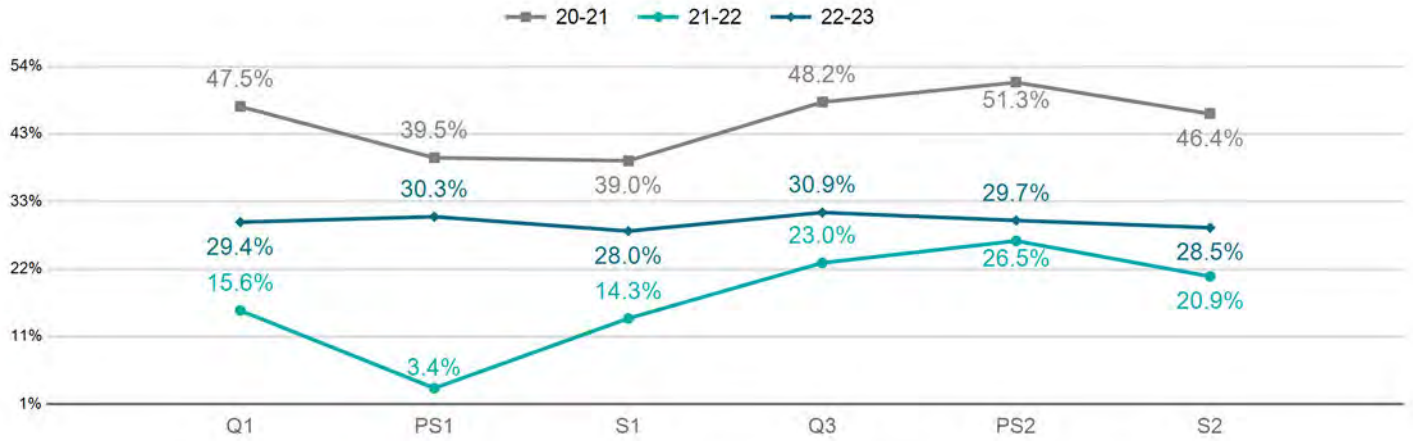


# Lindsey D/F Rate - 3 year Comparison

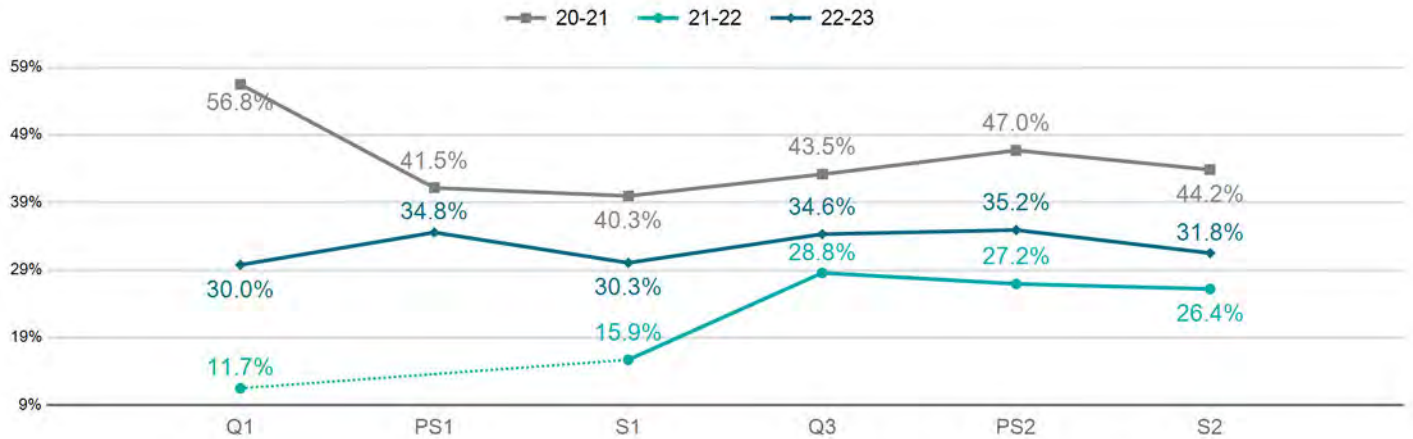
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

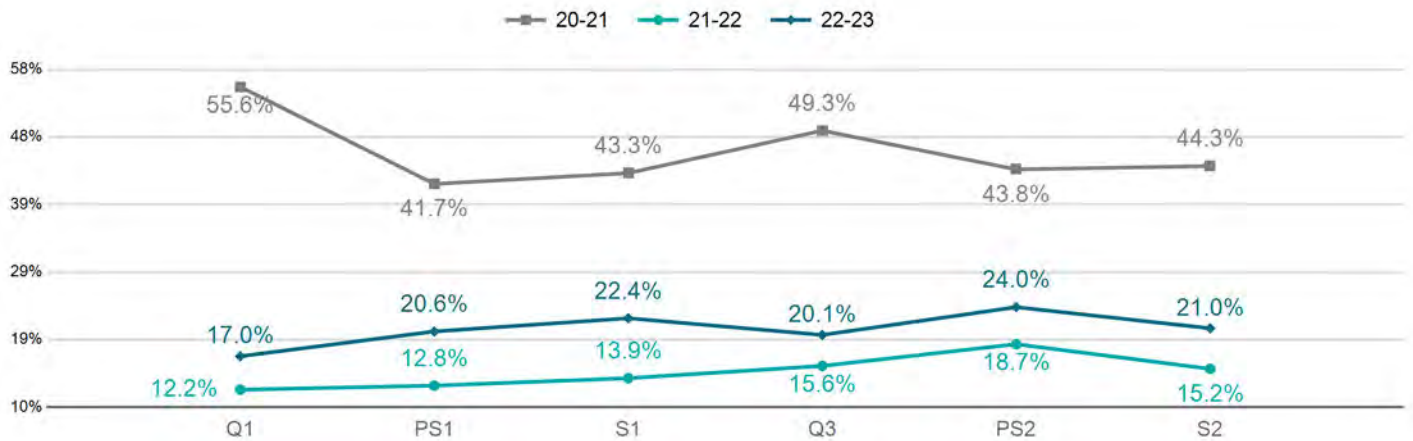
## Category: Grade - Subgroup: Gr. 06



## Category: Grade - Subgroup: Gr. 07



## Category: Grade - Subgroup: Gr. 08



[Submit Feedback](#)

## **Lindsey D/F Rate - 3 year Comparison**

**Percent of total grades that are Ds or Fs**

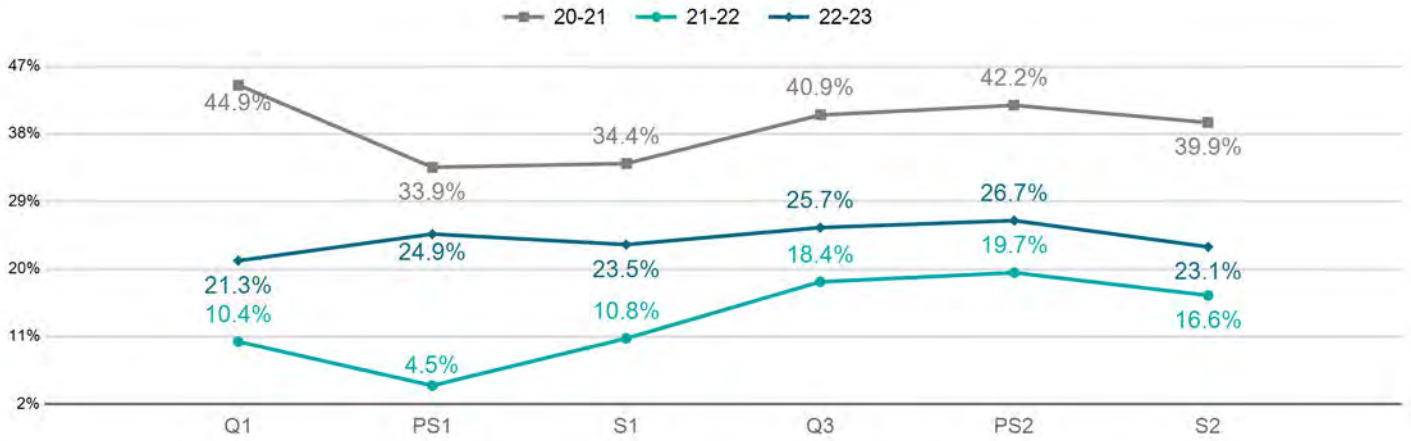
**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

# Lindsey D/F Rate - 3 year Comparison

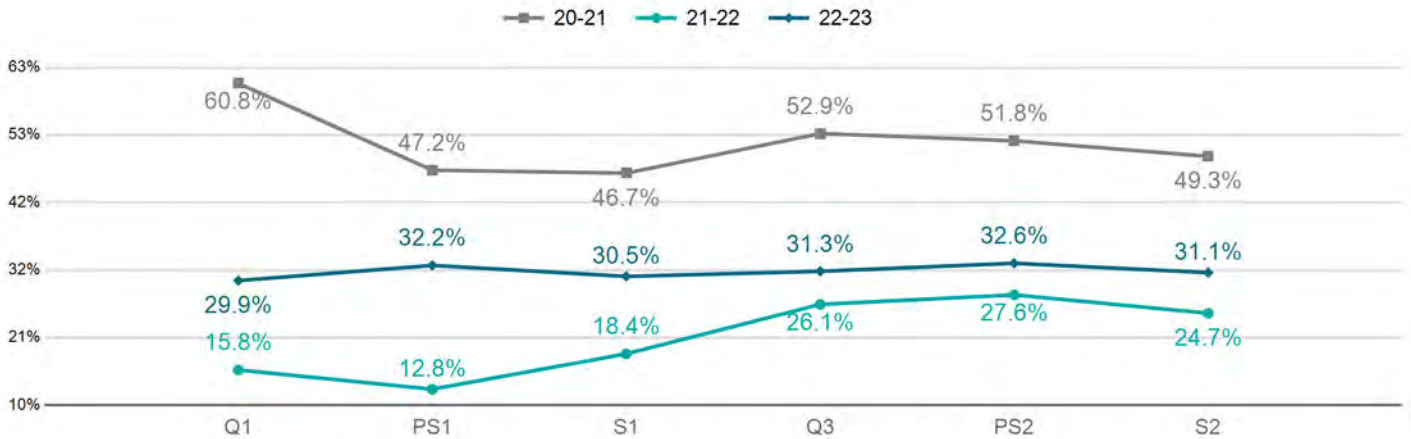
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: Gender - Subgroup: Female



## Category: Gender - Subgroup: Male

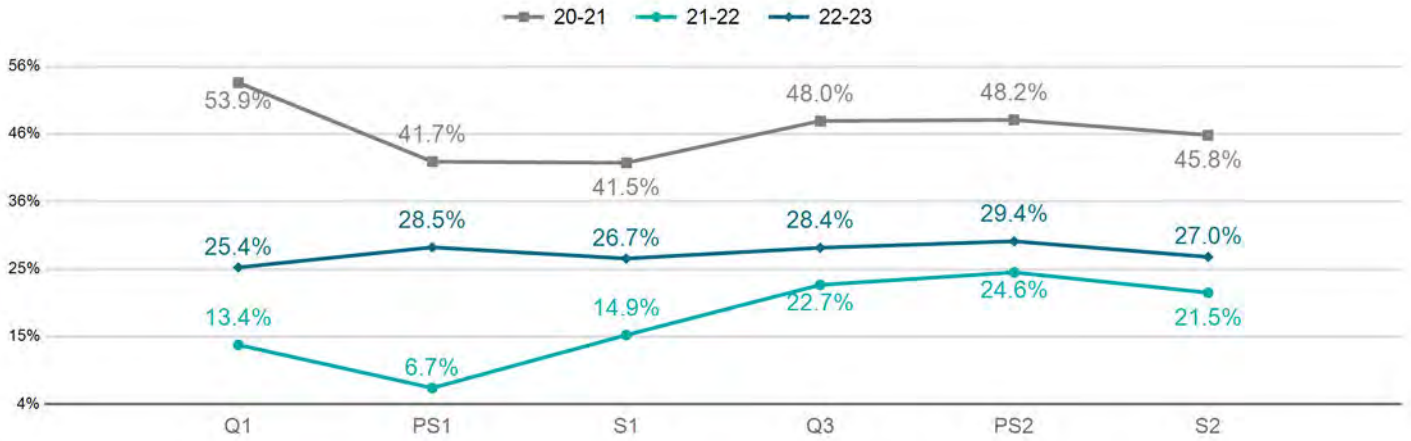


# Lindsey D/F Rate - 3 year Comparison

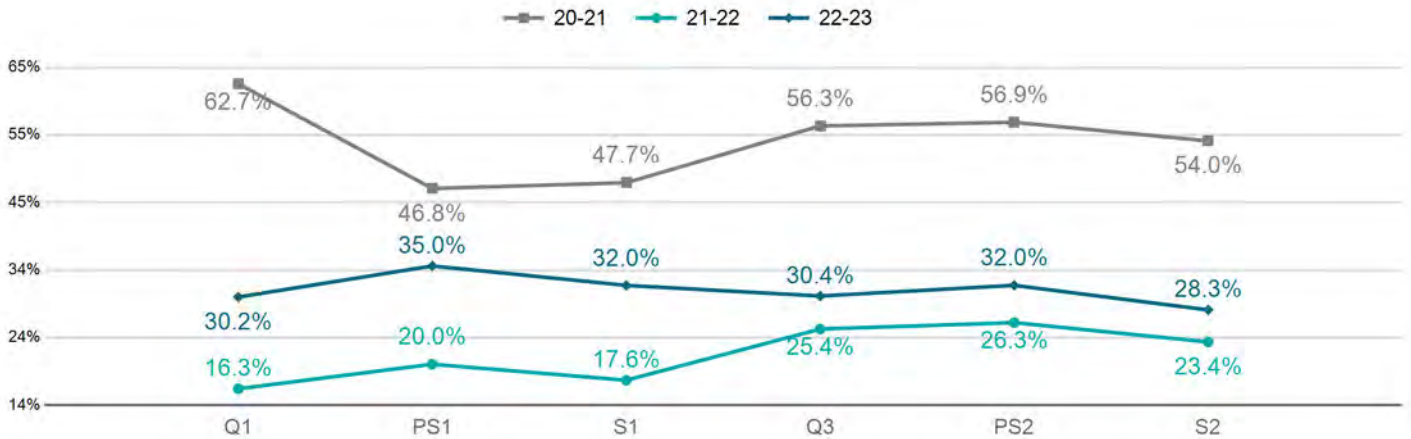
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

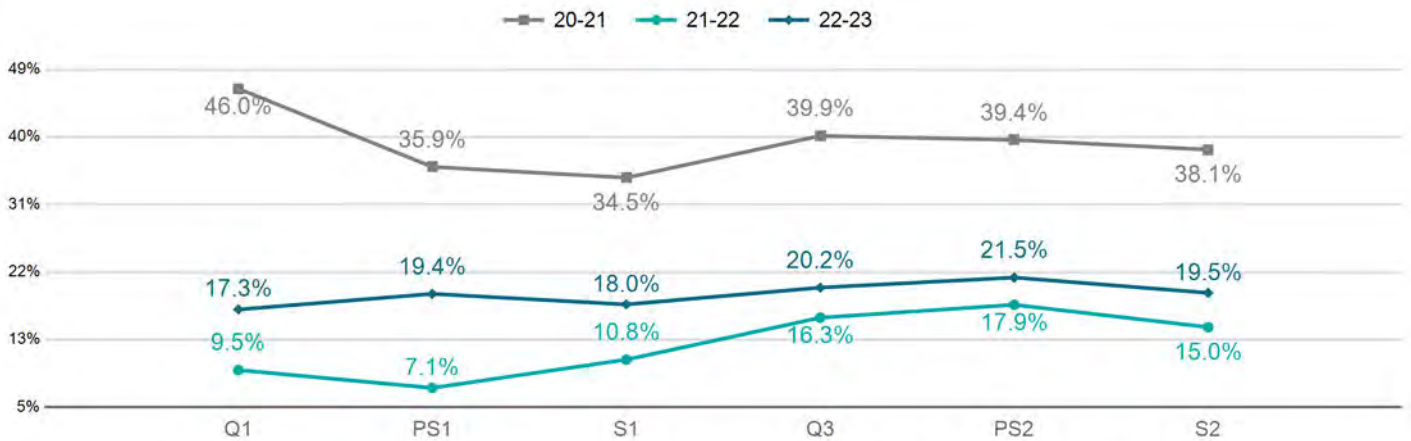
## Category: Special Populations - Subgroup: Low SES



## Category: Special Populations - Subgroup: ELL



## Category: Special Populations - Subgroup: RFEP



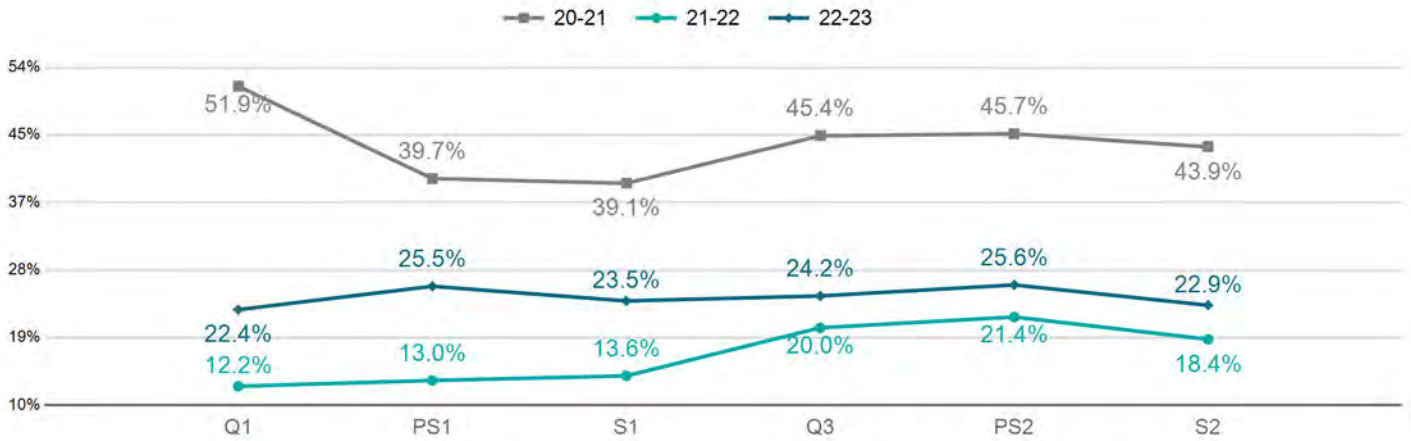


# Lindsey D/F Rate - 3 year Comparison

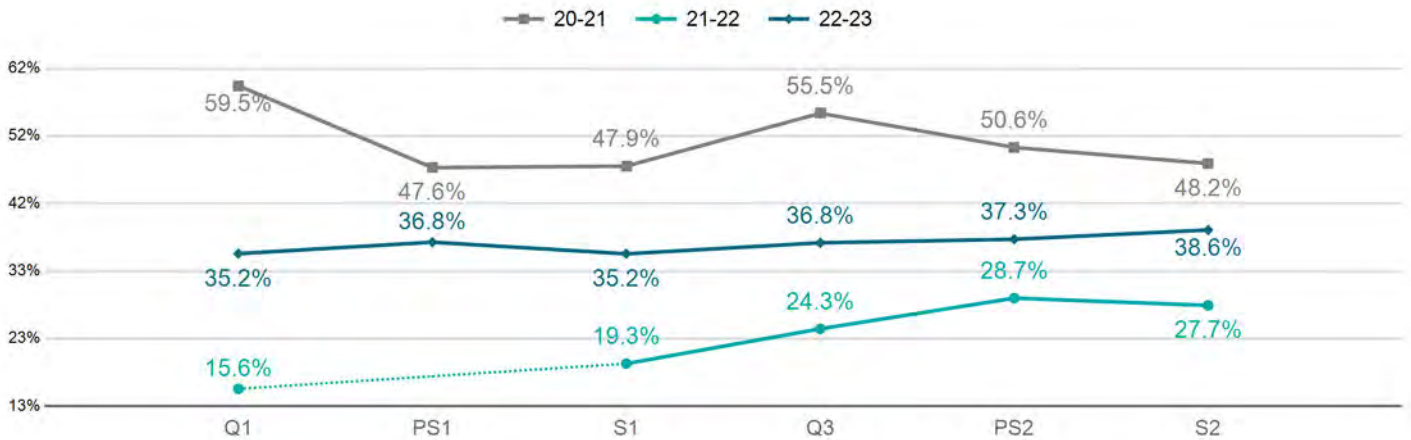
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

## Category: Special Populations - Subgroup: EL + RFEP



## Category: Special Populations - Subgroup: Special Ed.

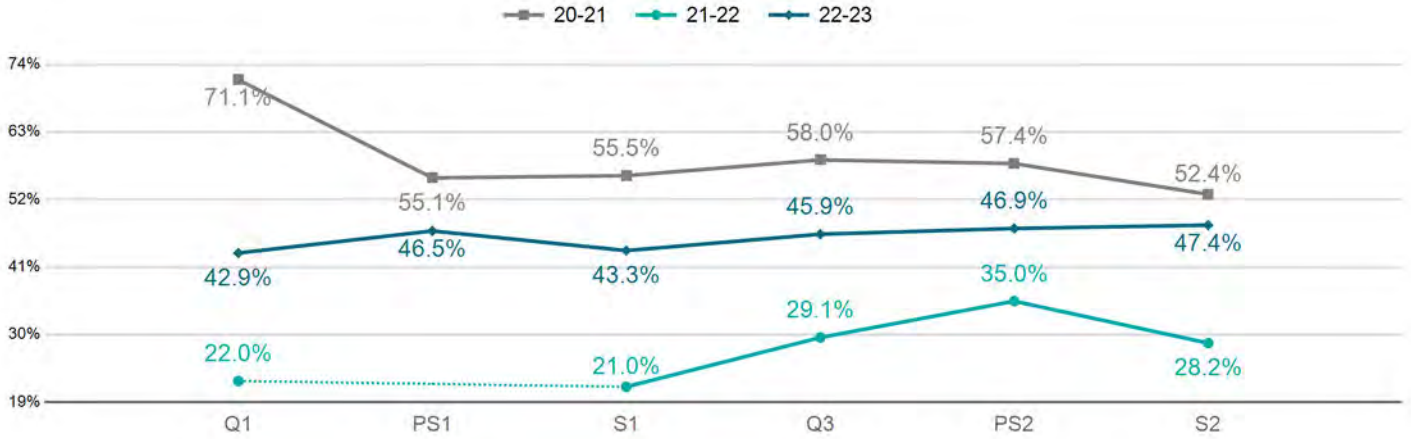


## Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

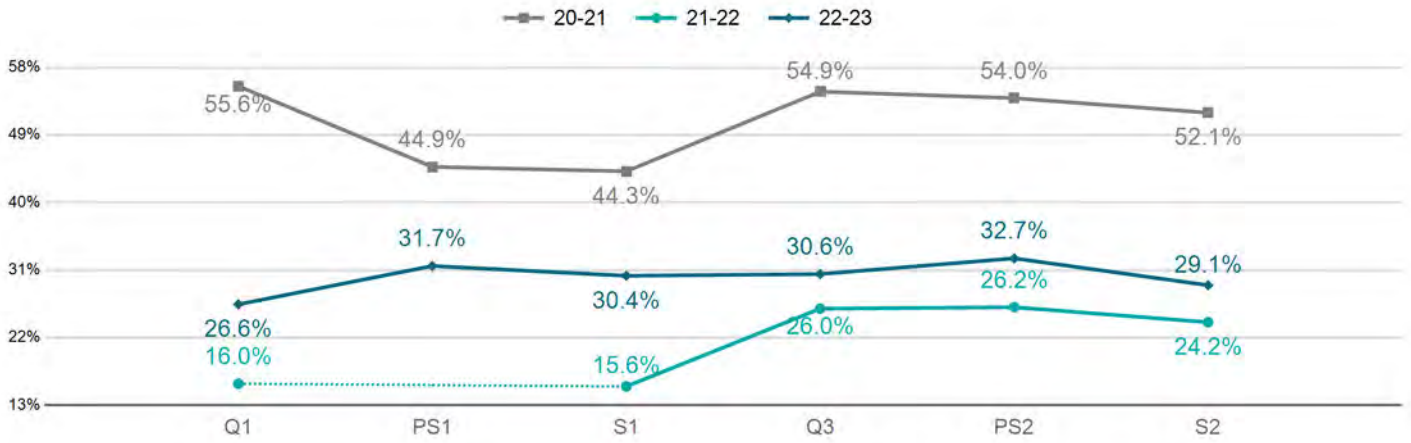
# Lindsey D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

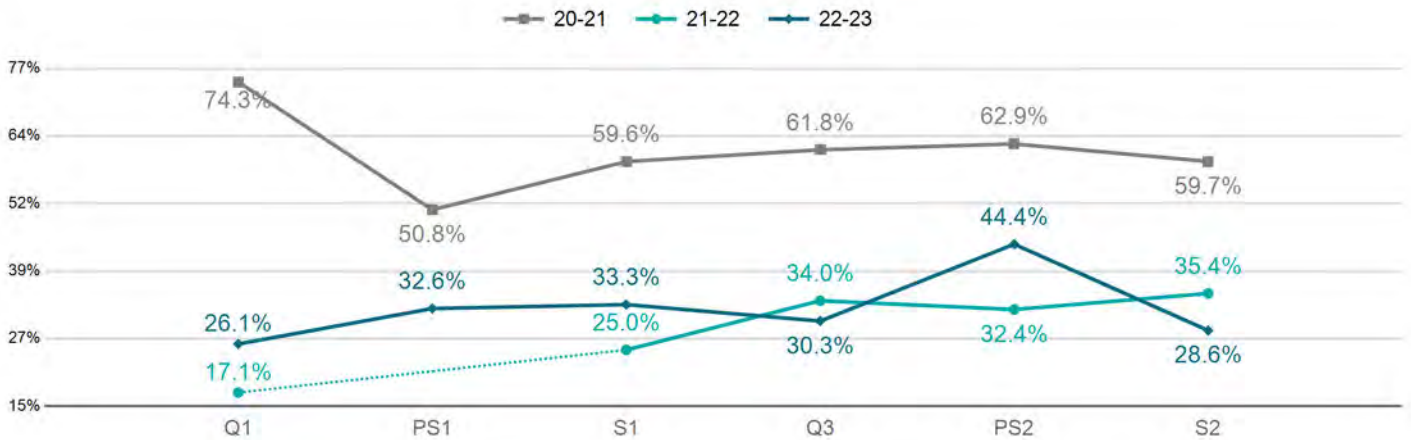
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Special Populations - Subgroup: Homeless/Foster



## Category: Special Populations - Subgroup: Foster

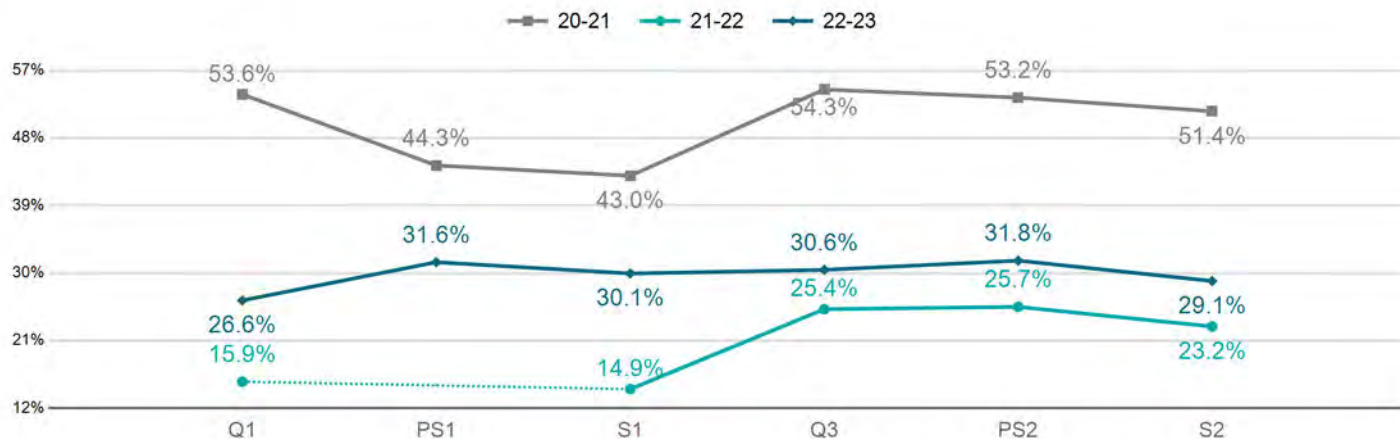


## Category: Special Populations - Subgroup: Homeless

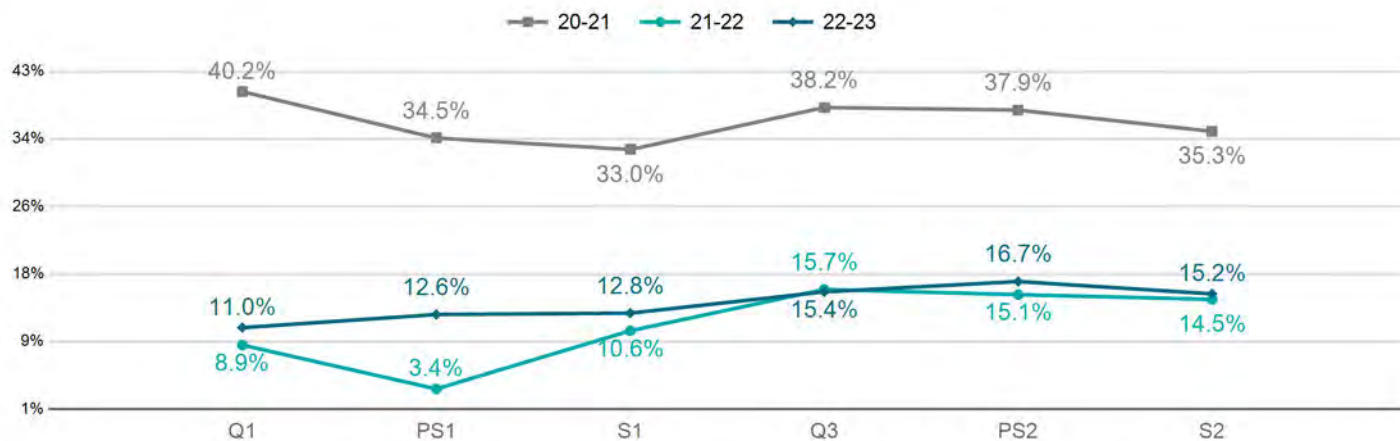
# Lindsey D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Special Populations - Subgroup: GATE/Excel



## Grade Distribution - Lindsey 2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
<b>All Students</b>	4,272	4,272	12	15	19	22	29	26.8%
<b>Grade</b>	Gr. 06	1,500	12	17	18	21	30	28.5%
	Gr. 07	1,363	17	15	19	21	25	31.3%
	Gr. 08	1,409	8	13	20	25	32	20.8%
<b>Ethnicity</b>	African American	622	16	20	22	20	20	36.5%
	American Indian	6	33	17	17	17	17	50.0%
	Asian	108	4	6	13	24	47	10.2%
	Cambodian	101	3	8	18	23	44	10.9%
	Filipino	83	6	8	18	18	64	6.0%
	Hispanic	3,227	12	14	19	22	30	26.0%
	Pacific Islander	77	9	26	17	30	18	35.1%
	White	66	9	8	29	15	38	16.7%
	Other	83	13	14	25	27	20	27.7%
<b>Gender</b>	Female	2,135	9	14	19	23	33	23.0%
	Male	2,131	15	16	20	21	25	30.8%
	Nonbinary	6			17	17	67	0.0%
<b>Special Populations</b>	Low SES	4,170	12	15	19	22	29	26.7%
	ELL	870	13	14	18	20	23	27.6%
	RFEP	1,344	7	12	18	24	39	19.5%
	EL + RFEP	2,214	10	13	18	22	32	22.7%
	Special Ed.	474	22	16	20	18	23	38.6%
	Spec Ed. Speech/RSP	270	25	22	22	15	15	47.4%
	Homeless/Foster	742	14	15	17	23	28	29.0%
	Foster	35	17	11	20	37	14	28.6%
	Homeless	707	14	15	17	23	28	29.0%
GATE/Excel	862	6	9	14	22	48	15.1%	

The percentages may not equal 100% due to rounding.

## Grade Distribution - Lindsey

### 2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
<b>All Students</b>	4,272	73.2%
<b>Grade</b>	Gr. 06	71.5%
	Gr. 07	68.7%
	Gr. 08	79.2%
<b>Ethnicity</b>	African American	63.5%
	American Indian	50.0%
	Asian	89.8%
	Cambodian	89.1%
	Filipino	94.0%
	Hispanic	74.0%
	Pacific Islander	64.9%
	White	83.3%
	Other	72.3%
<b>Gender</b>	Female	77.0%
	Male	69.2%
	Nonbinary	100.0%
<b>Special Populations</b>	Low SES	73.3%
	ELL	72.4%
	RFEP	80.5%
	EL + RFEP	77.3%
	Special Ed.	61.4%
	Spec Ed. Speech/RSP	52.6%
	Homeless/Foster	71.0%
	Foster	71.4%
	Homeless	71.0%
GATE/Excel	84.9%	

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 11/13/2023

## Grade Distribution - Lindsey 2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
<b>All Students</b>	4,392	4,392	14	15	18	21	28	28.9%
<b>Grade</b>	Gr. 06	1,527	15	15	17	21	29	29.5%
	Gr. 07	1,409	18	16	19	19	23	34.1%
	Gr. 08	1,456	9	14	19	24	31	23.4%
<b>Ethnicity</b>	African American	644	19	19	22	20	18	37.9%
	American Indian	6	50	17	17	17		66.7%
	Asian	108	6	8	12	31	36	14.8%
	Cambodian	101	6	10	16	30	34	15.8%
	Filipino	83	5	13	16	63		4.8%
	Hispanic	3,319	13	15	17	22	29	28.1%
	Pacific Islander	83	18	19	20	22	18	37.3%
	White	66	9	11	27	14	38	19.7%
	Other	83	13	19	22	20	25	32.5%
<b>Gender</b>	Female	2,222	12	15	17	22	32	26.3%
	Male	2,164	16	16	19	21	24	31.7%
	Nonbinary	6	17	17	17	50		16.7%
<b>Special Populations</b>	Low SES	4,275	14	15	18	21	28	28.7%
	ELL	893	15	15	15	21	22	30.2%
	RFEP	1,373	8	13	17	23	37	21.4%
	EL + RFEP	2,266	11	14	16	23	31	24.9%
	Special Ed.	475	23	14	19	19	25	37.1%
	Spec Ed. Speech/RSP	271	29	17	19	18	15	46.5%
	Homeless/Foster	780	17	15	15	23	27	32.2%
	Foster	54	26	19	15	19	13	44.4%
	Homeless	726	17	15	15	23	28	31.3%
GATE/Excel	879	6	11	15	23	45	16.6%	

## Grade Distribution - Lindsey

### 2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
<b>All Students</b>	4,392	71.1%
<b>Grade</b>	Gr. 06	70.5%
	Gr. 07	65.9%
	Gr. 08	76.6%
<b>Ethnicity</b>	African American	62.1%
	American Indian	33.3%
	Asian	85.2%
	Cambodian	84.2%
	Filipino	95.2%
	Hispanic	71.9%
	Pacific Islander	62.7%
	White	80.3%
	Other	67.5%
<b>Gender</b>	Female	73.7%
	Male	68.3%
	Nonbinary	83.3%
<b>Special Populations</b>	Low SES	71.3%
	ELL	69.8%
	RFEP	78.6%
	EL + RFEP	75.1%
	Special Ed.	62.9%
	Spec Ed. Speech/RSP	53.5%
	Homeless/Foster	67.8%
	Foster	55.6%
	Homeless	68.7%
GATE/Excel	83.4%	

## Grade Distribution - Lindsey 2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
<b>All Students</b>	4,292	4,292	14	14	16	21	32	28.1%
<b>Grade</b>	Gr. 06	1,517	16	15	16	19	31	30.9%
	Gr. 07	1,359	18	16	17	21	25	33.6%
	Gr. 08	1,416	8	12	16	23	39	19.9%
<b>Ethnicity</b>	African American	609	21	17	20	21	21	37.3%
	American Indian	6	33	33	17	17		66.7%
	Asian	108	7	8	15	20	44	15.7%
	Cambodian	101	6	13	16	18	43	18.8%
	Filipino	83	6	8	13	69		6.0%
	Hispanic	3,260	14	13	16	21	33	26.9%
	Pacific Islander	78	15	24	24	15	21	39.7%
	White	66	8	18	17	15	41	25.8%
	Other	82	13	21	20	20	27	34.1%
<b>Gender</b>	Female	2,156	12	13	16	20	36	25.4%
	Male	2,130	16	15	17	21	28	30.9%
	Nonbinary	6	17			83		16.7%
<b>Special Populations</b>	Low SES	4,187	14	14	16	21	32	28.0%
	ELL	875	15	14	15	20	24	29.5%
	RFEP	1,358	8	12	16	21	43	20.1%
	EL + RFEP	2,233	11	13	15	21	35	23.8%
	Special Ed.	468	21	15	16	21	26	36.5%
	Spec Ed. Speech/RSP	270	27	19	15	21	18	45.6%
	Homeless/Foster	742	16	14	16	20	30	30.2%
	Foster	33	9	21	24	24	18	30.3%
	Homeless	709	17	14	16	20	31	30.2%
GATE/Excel	874	5	10	14	20	50	15.3%	

The percentages may not equal 100% due to rounding.



## Grade Distribution - Lindsey

### 2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
<b>All Students</b>	4,292	71.9%
<b>Grade</b>	Gr. 06	69.1%
	Gr. 07	66.4%
	Gr. 08	80.1%
<b>Ethnicity</b>	African American	62.7%
	American Indian	33.3%
	Asian	84.3%
	Cambodian	81.2%
	Filipino	94.0%
	Hispanic	73.1%
	Pacific Islander	60.3%
	White	74.2%
	Other	65.9%
<b>Gender</b>	Female	74.6%
	Male	69.1%
	Nonbinary	83.3%
<b>Special Populations</b>	Low SES	72.0%
	ELL	70.5%
	RFEP	79.9%
	EL + RFEP	76.2%
	Special Ed.	63.5%
	Spec Ed. Speech/RSP	54.4%
	Homeless/Foster	69.8%
	Foster	69.7%
	Homeless	69.8%
GATE/Excel	84.7%	

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 11/13/2023

## Grade Distribution - Lindsey

### 2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
<b>All Students</b>	4,318	4,318	12	15	19	24	27	26.7%
<b>Grade</b>	Gr. 06	1,500	13	15	20	24	24	28.0%
	Gr. 07	1,388	13	17	20	21	25	30.0%
	Gr. 08	1,430	10	13	17	26	32	22.0%
<b>Ethnicity</b>	African American	625	19	17	22	21	19	35.8%
	American Indian	6	33	33	17	17		66.7%
	Asian	108	2	7	22	25	38	9.3%
	Cambodian	101	3	10	21	28	34	12.9%
	Filipino	83			11	24	55	0.0%
	Hispanic	3,270	11	15	19	24	27	26.1%
	Pacific Islander	83	10	16	23	33	19	25.3%
	White	66	9	15	14	24	36	24.2%
	Other	77	8	19	18	31	23	27.3%
<b>Gender</b>	Female	2,179	10	13	19	23	31	23.3%
	Male	2,133	14	16	19	24	23	30.1%
	Nonbinary	6				50	50	0.0%
<b>Special Populations</b>	Low SES	4,224	12	15	19	24	27	26.5%
	ELL	887	14	17	18	21	17	30.9%
	RFEP	1,362	7	11	18	25	38	18.0%
	EL + RFEP	2,249	10	14	18	23	29	23.1%
	Special Ed.	438	19	16	18	25	21	35.2%
	Spec Ed. Speech/RSP	252	24	19	20	20	16	43.3%
	Homeless/Foster	764	14	16	15	24	25	30.1%
	Foster	57	23	11	18	19	30	33.3%
	Homeless	707	13	16	15	24	25	29.8%
GATE/Excel	874	5	8	13	27	46	12.8%	

The percentages may not equal 100% due to rounding.

## Grade Distribution - Lindsey

### 2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
<b>All Students</b>	4,318	73.3%
<b>Grade</b>	Gr. 06	72.0%
	Gr. 07	70.0%
	Gr. 08	78.0%
<b>Ethnicity</b>	African American	64.2%
	American Indian	33.3%
	Asian	90.7%
	Cambodian	87.1%
	Filipino	100.0%
	Hispanic	73.9%
	Pacific Islander	74.7%
	White	75.8%
	Other	72.7%
<b>Gender</b>	Female	76.7%
	Male	69.9%
	Nonbinary	100.0%
<b>Special Populations</b>	Low SES	73.5%
	ELL	69.1%
	RFEP	82.0%
	EL + RFEP	76.9%
	Special Ed.	64.8%
	Spec Ed. Speech/RSP	56.7%
	Homeless/Foster	69.9%
	Foster	66.7%
	Homeless	70.2%
GATE/Excel	87.2%	

## Grade Distribution - Lindsey 2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
<b>All Students</b>	4,259	4,259	13	15	17	25	27	27.8%
<b>Grade</b>	Gr. 06	1,484	16	15	18	25	24	30.3%
	Gr. 07	1,369	15	18	17	22	24	33.3%
	Gr. 08	1,406	8	12	16	27	35	20.0%
<b>Ethnicity</b>	African American	606	19	19	20	21	20	38.1%
	American Indian	6	50	17	17	17		66.7%
	Asian	108	7	15	15	35	36	8.3%
	Cambodian	101	4	8	17	37	30	11.9%
	Filipino	77			16	29	53	0.0%
	Hispanic	3,237	12	15	17	24	28	27.4%
	Pacific Islander	82	7	12	26	34	21	19.5%
	White	66	12	12	15	23	36	24.2%
	Other	77	12	17	18	38	16	28.6%
<b>Gender</b>	Female	2,147	11	14	17	25	31	24.3%
	Male	2,106	15	17	18	24	23	31.4%
	Nonbinary	6	17	17		50		33.3%
<b>Special Populations</b>	Low SES	4,187	13	15	17	25	27	27.8%
	ELL	869	16	17	17	20	18	32.7%
	RFEP	1,358	7	12	16	27	37	19.3%
	EL + RFEP	2,227	11	14	16	24	30	24.5%
	Special Ed.	437	19	17	14	22	26	36.6%
	Spec Ed. Speech/RSP	254	23	23	13	20	20	46.1%
	Homeless/Foster	723	16	15	16	24	25	31.0%
	Foster	46	17	15	11	24	33	32.6%
	Homeless	677	16	15	17	25	24	30.9%
GATE/Excel	862	5	7	13	26	48	12.5%	

## Grade Distribution - Lindsey 2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
<b>All Students</b>	4,259	72.2%
<b>Grade</b>	Gr. 06	69.7%
	Gr. 07	66.7%
	Gr. 08	80.0%
<b>Ethnicity</b>	African American	61.9%
	American Indian	33.3%
	Asian	91.7%
	Cambodian	88.1%
	Filipino	100.0%
	Hispanic	72.6%
	Pacific Islander	80.5%
	White	75.8%
	Other	71.4%
<b>Gender</b>	Female	75.7%
	Male	68.6%
	Nonbinary	66.7%
<b>Special Populations</b>	Low SES	72.2%
	ELL	67.3%
	RFEP	80.7%
	EL + RFEP	75.5%
	Special Ed.	63.4%
	Spec Ed. Speech/RSP	53.9%
	Homeless/Foster	69.0%
	Foster	67.4%
	Homeless	69.1%
	GATE/Excel	87.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary - ARC Report GRD03-BAND

Run date: 11/13/2023

## Grade Distribution - Lindsey 2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
<b>All Students</b>	4,236	4,236	12	13	16	23	33	25.3%
<b>Grade</b>	Gr. 06	1,476	17	13	17	23	28	29.4%
	Gr. 07	1,372	14	16	18	21	28	29.6%
	Gr. 08	1,388	6	10	14	25	43	16.6%
<b>Ethnicity</b>	African American	608	19	16	19	22	24	35.2%
	American Indian	6	50	17	17	17		66.7%
	Asian	108	4	6	14	29	42	10.2%
	Cambodian	101	3	11	15	30	37	13.9%
	Filipino	77		1	16	22	58	1.3%
	Hispanic	3,211	12	13	15	23	34	24.5%
	Pacific Islander	83	8	16	19	23	34	24.1%
	White	66	12	12	17	9	48	24.2%
	Other	77	8	16	25	31	21	23.4%
<b>Gender</b>	Female	2,133	10	11	16	24	36	21.2%
	Male	2,103	15	14	16	22	29	29.4%
<b>Special Populations</b>	Low SES	4,176	12	13	16	23	33	25.1%
	ELL	863	15	14	16	21	21	29.4%
	RFEP	1,350	7	11	14	24	43	17.3%
	EL + RFEP	2,213	10	12	15	23	35	22.1%
	Special Ed.	432	21	15	13	22	30	35.2%
	Spec Ed. Speech/RSP	252	24	19	14	22	21	42.9%
	Homeless/Foster	723	14	12	19	23	29	26.3%
	Foster	46	15	11	13	28	33	26.1%
	Homeless	677	14	12	19	22	29	26.3%
	GATE/Excel	862	4	7	13	22	54	11.0%

## Grade Distribution - Lindsey 2022-2023 Q1

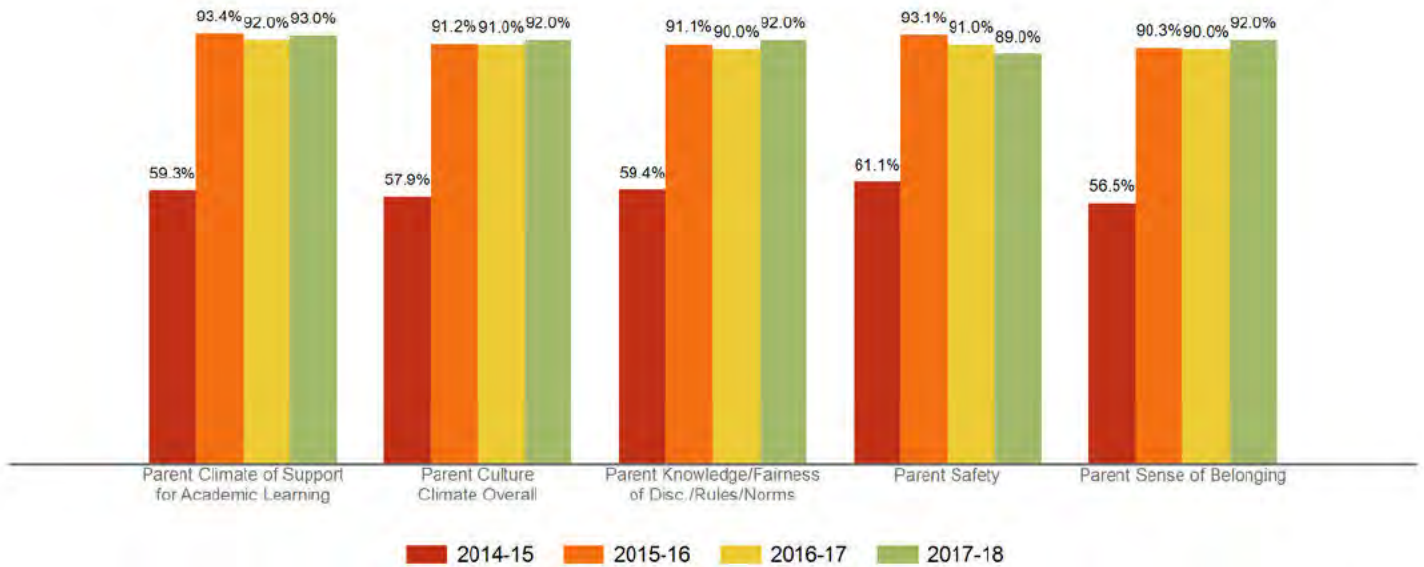
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
<b>All Students</b>	4,236	74.7%
<b>Grade</b>	Gr. 06	70.6%
	Gr. 07	70.4%
	Gr. 08	83.4%
<b>Ethnicity</b>	African American	64.8%
	American Indian	33.3%
	Asian	89.8%
	Cambodian	86.1%
	Filipino	98.7%
	Hispanic	75.5%
	Pacific Islander	75.9%
	White	75.8%
	Other	76.6%
<b>Gender</b>	Female	78.8%
	Male	70.6%
<b>Special Populations</b>	Low SES	74.9%
	ELL	70.6%
	RFEP	82.7%
	EL + RFEP	77.9%
	Special Ed.	64.8%
	Spec Ed. Speech/RSP	57.1%
	Homeless/Foster	73.7%
	Foster	73.9%
	Homeless	73.7%
	GATE/Excel	89.0%

# Culture-Climate Survey (Parent)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Our Culture/Climate goals are geared towards reducing chronic absenteeism and suspension rates while increasing students' sense of belonging. To address our attendance concerns, we have an attendance team that consist of our attendance clerk, our intervention TOSA, another Lindsey staff member and an All-In Attendance representative. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high need students. We also implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If harm occurs, we teach students and our collective community how to restore from the harm. With these strategies, our attendance goal set at an overall 95% rate by June 2023.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.		Teacher Hourly P Schedule
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.		Hourly - Intermediate Office Assistant
Total			

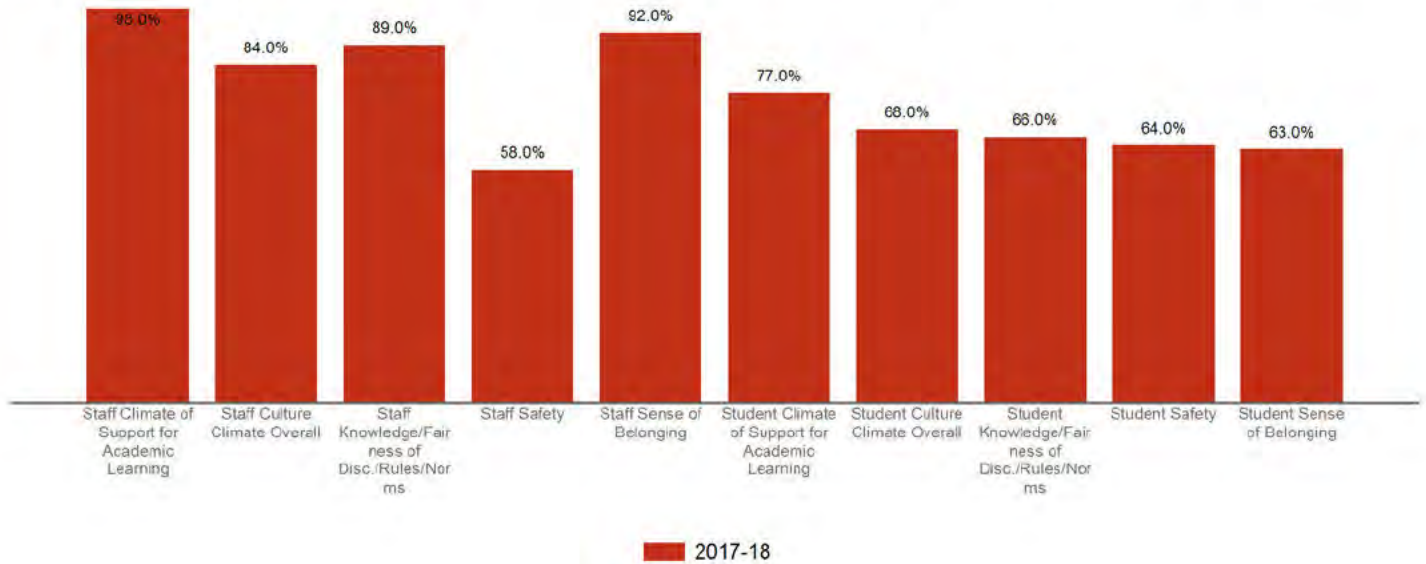


# Culture-Climate Survey (Student-Staff)

School Year: 22-23

## Goals

Area	Description
Culture/Climate Goals	Our Culture/Climate goals are geared towards reducing chronic absenteeism and suspension rates while increasing students' sense of belonging. To address our attendance concerns, we have an attendance team that consist of our attendance clerk, our intervention TOSA, another Lindsey staff member and an All-In Attendance representative. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high need students. We also implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If harm occurs, we teach students and our collective community how to restore from the harm. With these strategies, our attendance goal set at an overall 95% rate by June 2023.

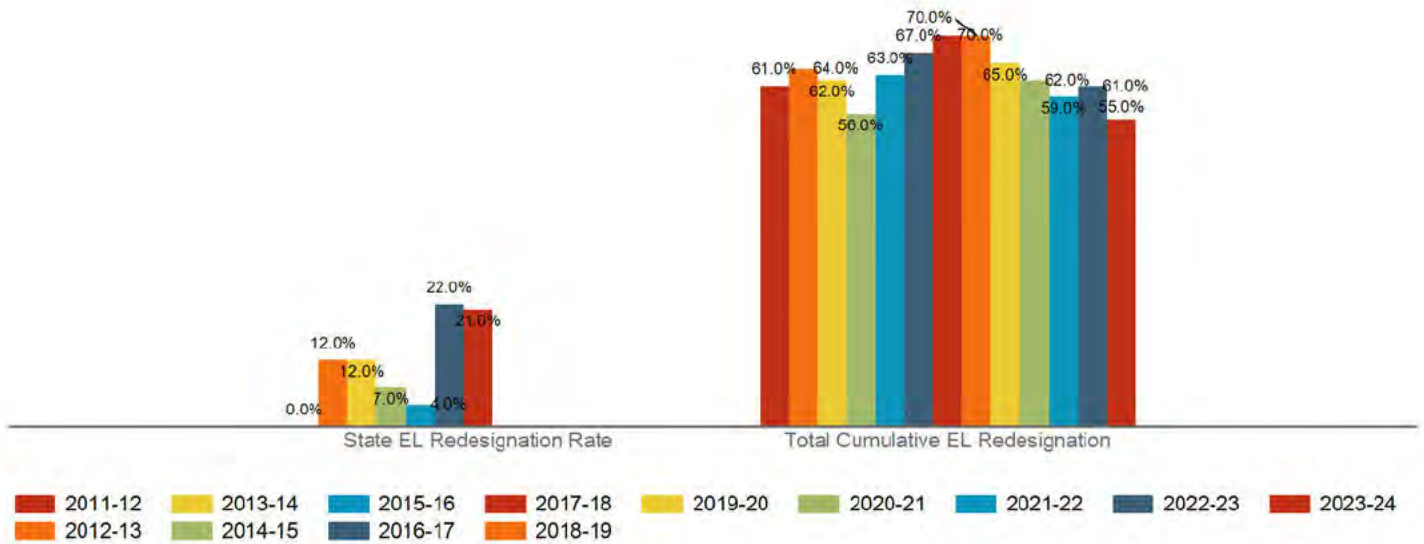


## Budgeted Items

Line Number	Description	Cost	Personnel Summary
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.		Materials, Teacher Hourly Extra Comp
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.		Hourly - Recreation Aide
8	Extra Hourly for technology support to enhance professional development and daily student instruction.		OT - Custodian, Teacher Hourly Extra Comp
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.		Services
Total			

# EL Reclassification

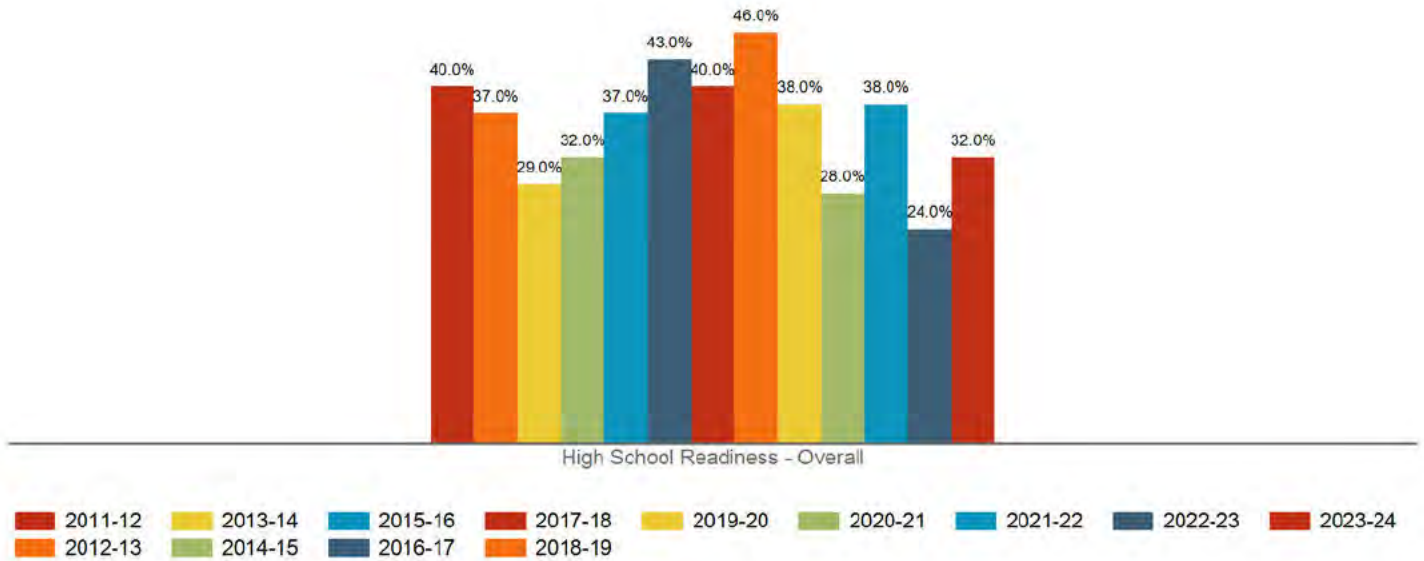
School Year: 22-23



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.		College Student Aide
Total			

# High School Readiness

School Year: 22-23



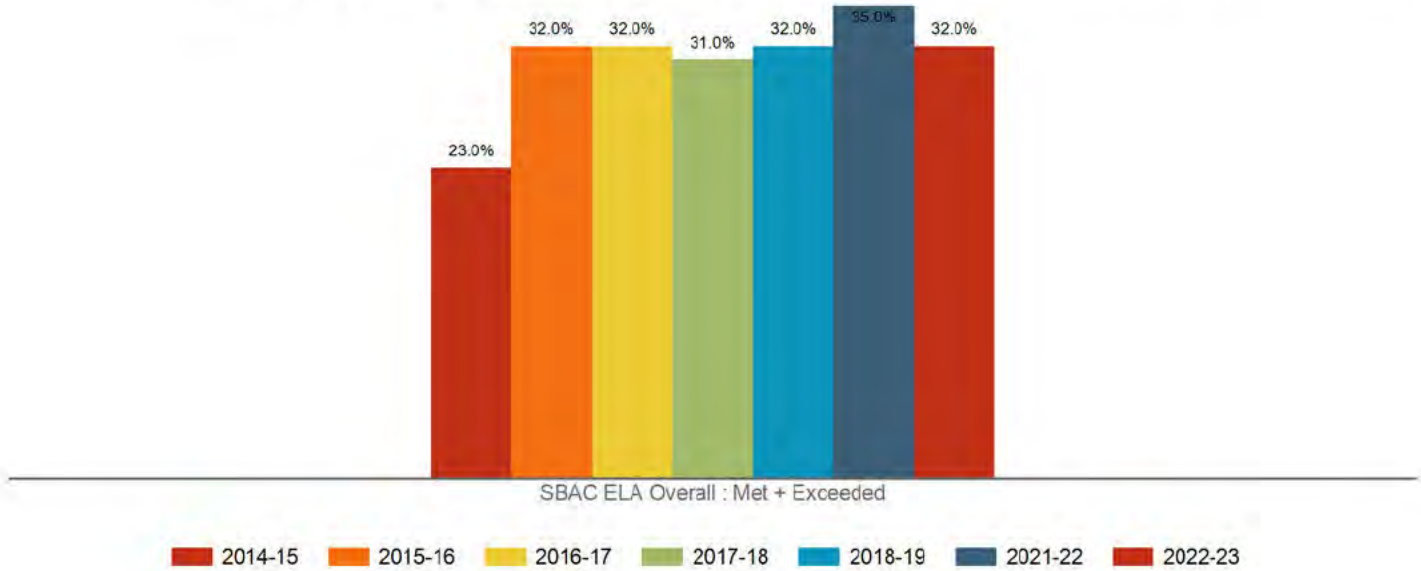
## Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.		Teacher on Special Assignment (TOSA)
4	Buses for academic field trips and college visits/events.		Services
Total			

## Goals

Area	Description
------	-------------

ELA Goals  
 This school year, our focus is towards Tier 1 instruction by building clarity through conceptual understanding and rigor. Teacher receive consistent professional development regarding conceptual understanding and rigor. Teachers have department release days in which they analyze data and strategically plan instruction. By June 2023, our school-wide ELA SBAC goal is to show at least 47% of students will be Met/Exceeded, which is a 12% increase compared to results from Spring 2021. Our Low SES students show a 15% increase in ELA, which will be a proficiency rate of 41%.



## Budgeted Items

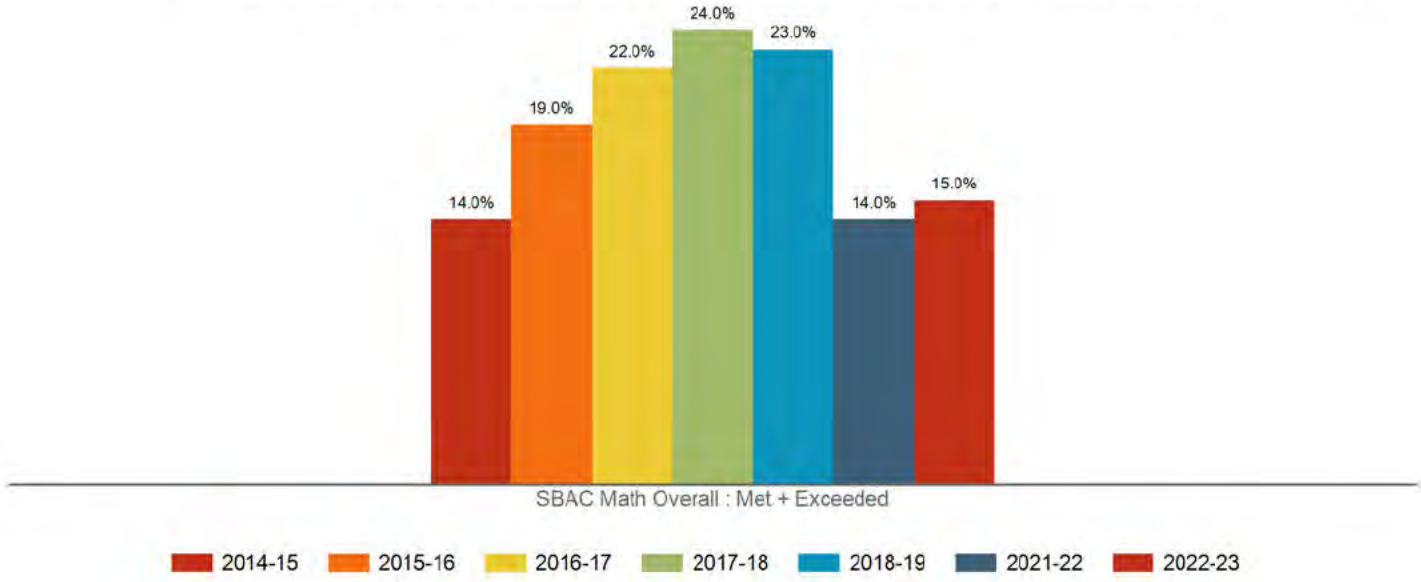
Line Number	Description	Cost	Personnel Summary
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.		Teacher Hourly P Schedule
Total			

# SBAC Math

School Year: 22-23

## Goals

Area	Description
Math Goals	In previous years, our math achievement scores have been low. This past year, our students regressed one percent on the SBAC exam. This school year, our focus is towards Tier 1 instruction by building clarity through conceptual understanding and rigor. Teachers receive consistent professional development regarding conceptual understanding and rigor. Our math department has also adopted the book, Building Thinking Classrooms, to incorporate effective math strategies in determination to raise achievement scores. Teachers have department release days in which they analyze data and strategically plan instruction. By June 2023, our school-wide math SBAC goal is to show at least 26% of students will be Met/Exceeded, which is a 12% increase compared to results from Spring 2021. Our Low SES students show a 15% increase in math, which will be a proficiency rate of 28%.



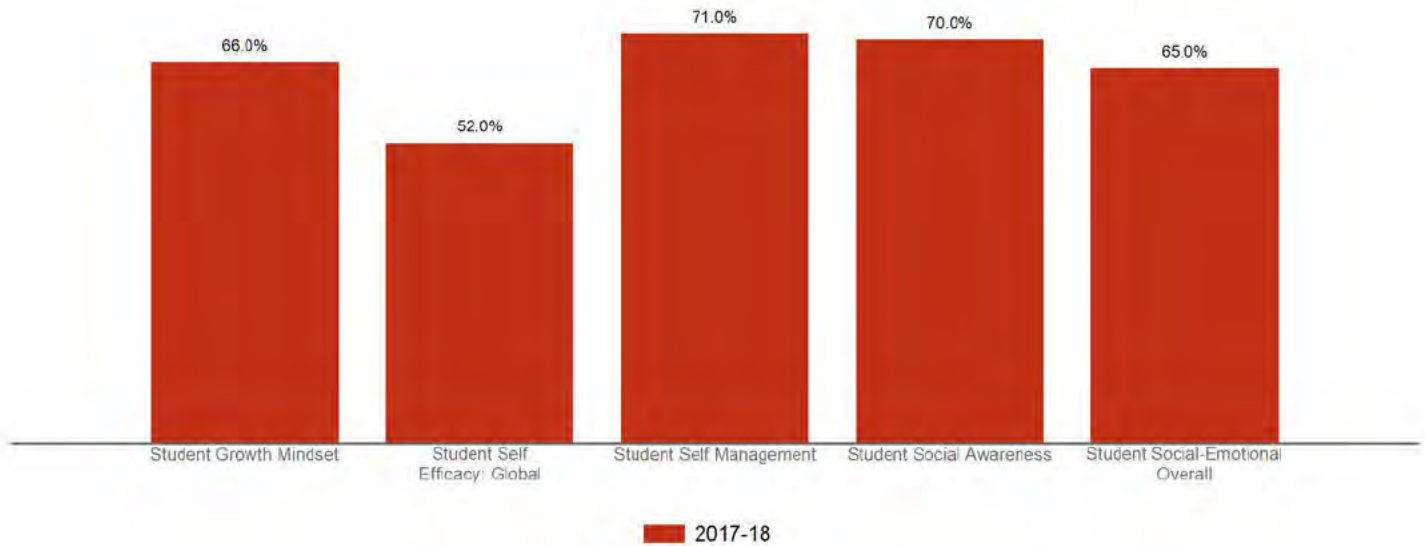
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday though Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.		Teacher Hourly P Schedule
Total			

# SEL Survey

School Year: 22-23

## Goals

Area	Description
Culture/Climate Goals	Our Culture/Climate goals are geared towards reducing chronic absenteeism and suspension rates while increasing students' sense of belonging. To address our attendance concerns, we have an attendance team that consist of our attendance clerk, our intervention TOSA, another Lindsey staff member and an All-In Attendance representative. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high need students. We also implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If harm occurs, we teach students and our collective community how to restore from the harm. With these strategies, our attendance goal set at an overall 95% rate by June 2023.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.		Teacher Hourly P Schedule
Total			

## African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	\$3,379	
	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.	\$153,602	
	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	\$5,000	
	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities. Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will cal brate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation.	\$16,126	
2	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	\$26,427	
	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.	\$13,138	
	Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) - Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) - Other site/district approved PD opportunities (various dates & loations, year-round)	\$6,411	
	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	\$10,000	
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	\$1,067	
	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process.	\$31,713	
4	Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate.	\$41,639	
	Buses for academic field trips and college visits/events.	\$3,000	
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	\$10,451	
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	\$17,982	

## African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.	\$57,477	
8	Extra Hourly for technology support to enhance professional development and daily student instruction.	\$14,224	
9	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide	\$33,468	
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	\$10,219	Teacher Hourly P Schedule
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.	\$2,000	
Total		\$457,323	



## All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	\$3,379	
	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.	\$153,602	
	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	\$5,000	
	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities. Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will cal brate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation.	\$16,126	
2	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	\$26,427	
	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.	\$13,138	
	Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) - Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) - Other site/district approved PD opportunities (various dates & loations, year-round)	\$6,411	
	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	\$10,000	
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	\$1,067	
	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process.	\$31,713	
4	Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate.	\$41,639	
	Buses for academic field trips and college visits/events.	\$3,000	
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	\$10,451	
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	\$17,982	

## All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.	\$57,477	
8	Extra Hourly for technology support to enhance professional development and daily student instruction.	\$14,224	
9	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide	\$33,468	
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	\$10,219	Teacher Hourly P Schedule
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.	\$2,000	
Total		\$457,323	

## All Staff

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	\$3,379	
	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.	\$153,602	
	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	\$5,000	
	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities. Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will cal brate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation.	\$16,126	
2	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	\$26,427	
	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.	\$13,138	
	Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) - Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) - Other site/district approved PD opportunities (various dates & loations, year-round)	\$6,411	
	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	\$10,000	
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	\$1,067	
	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process.	\$31,713	
4	Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate.	\$41,639	
	Buses for academic field trips and college visits/events.	\$3,000	
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	\$10,451	
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	\$17,982	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.	\$57,477	
8	Extra Hourly for technology support to enhance professional development and daily student instruction.	\$14,224	
9	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide	\$33,468	
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	\$10,219	Teacher Hourly P Schedule
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.	\$2,000	
Total		\$457,323	

## All Students

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	\$3,379	
	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.	\$153,602	
	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	\$5,000	
	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities. Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will cal brate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation.	\$16,126	
2	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	\$26,427	
	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.	\$13,138	
	Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) - Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) - Other site/district approved PD opportunities (various dates & loations, year-round)	\$6,411	
	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	\$10,000	
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	\$1,067	
	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process.	\$31,713	
4	Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate.	\$41,639	
	Buses for academic field trips and college visits/events.	\$3,000	
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	\$10,451	
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	\$17,982	

## All Students

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.	\$57,477	
8	Extra Hourly for technology support to enhance professional development and daily student instruction.	\$14,224	
9	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide	\$33,468	
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	\$10,219	Teacher Hourly P Schedule
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.	\$2,000	
Total		\$457,323	

## English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	\$3,379	
	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.	\$153,602	
	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	\$5,000	
	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities. Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will cal brate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation.	\$16,126	
2	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	\$26,427	
	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.	\$13,138	
	Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) - Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) - Other site/district approved PD opportunities (various dates & loations, year-round)	\$6,411	
	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	\$10,000	
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	\$1,067	
	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process.	\$31,713	
4	Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate.	\$41,639	
	Buses for academic field trips and college visits/events.	\$3,000	
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	\$10,451	
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	\$17,982	

## English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.	\$57,477	
8	Extra Hourly for technology support to enhance professional development and daily student instruction.	\$14,224	
9	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide	\$33,468	
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	\$10,219	Teacher Hourly P Schedule
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.	\$2,000	
Total		\$457,323	



## Special Education

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	\$3,379	
	A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates.	\$153,602	
	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	\$5,000	
	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities. Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student achievement. Teachers will cal brate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops. Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year. Teachers presenting on release day will receive 1 hour prep time, for planning/preparation.	\$16,126	
2	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	\$26,427	
	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session.	\$13,138	
	Professional Development Opportunities, online or on-ground deliveries. Note: on-ground PD may include overnight stay -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) - Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) - Other site/district approved PD opportunities (various dates & loations, year-round)	\$6,411	
	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	\$10,000	
3	1 Intermediate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	\$1,067	
	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process.	\$31,713	
4	Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate.	\$41,639	
	Buses for academic field trips and college visits/events.	\$3,000	
5	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	\$10,451	
6	Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	\$17,982	

## Special Education

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey.	\$57,477	
8	Extra Hourly for technology support to enhance professional development and daily student instruction.	\$14,224	
9	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide	\$33,468	
10	Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	\$10,219	Teacher Hourly P Schedule
11	Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well.	\$2,000	
Total		\$457,323	



# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI)

Lindsey Academy

If ATSI, identify subgroups:

- African-American
- American Indian
- Asian-American
- English Learner
- Filipino
- Foster Youth
- Hispanic
- Homeless
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities
- Two or More Races
- White

### Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

10-30-23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

**Comments about Resource Inequities (optional)**

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

**Monitoring and Evaluating Effectiveness**

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



## Perry Lindsey Academy School-Home Compact 2023-2024



The staff, parents/guardians, and students at Perry Lindsey Academy have expectations of themselves and each other. We know that learning can only take place when there is a combination of effort, interest, and motivation. The following is our agreement to work together. We believe that this agreement can be fulfilled with our team effort. Together we can improve teaching and learning.

### As a student, I pledge to:

- Arrive to my classes on time and appropriately dressed
- Work as hard as I can on school assignments and follow all school rules
- Discuss with my parents what I am learning in school
- Ask my teacher(s) questions when I don't understand something
- I will use my cell phone and other technology at appropriate times
- Use technology responsibly, especially Social Media
- Read for 30 minutes or more a day
- Treat others with courtesy and respect. Treat school property and teachers with courtesy and respect. Use appropriate language at all times.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Student's Signature

### As a parent, I pledge to:

- Assist my child with learning
- Provide a quiet area for learning at home and encourage good study habits
- Talk with my child about his/her school activities every day
- Participate in as many school activities as possible
- Encourage my child to read by reading with him/her and by reading myself
- Limit my child's screen time
- Support my child's teachers with their classroom expectations
- Treat others with courtesy and respect
- Register for Canvas, ParentVUE, and check my student's grades weekly

\_\_\_\_\_  
Parent's Name

\_\_\_\_\_  
Parent's Signature

### As a teacher, I pledge to:

- Provide motivating, interesting, and challenging learning experiences in my classroom
- Explain my expectations, instructional goals, and grading system
- Communicate and cooperate with each parent to ensure the best education possible
- Carefully analyze my students' data regularly to provide appropriate and meaningful instruction
- Attend professional development classes in order to keep my skills and knowledge of the teaching profession current
- Treat others with courtesy and respect

\_\_\_\_\_  
Teacher's Name

### As a principal and support staff, I pledge to:

- Create a welcoming environment for students, parents and visitors
- Ensure a safe and orderly learning environment
- Reinforce the partnership between students, parents and staff
- Act as the instructional leader by supporting teachers in their classrooms
- Provide appropriate in-services and training for students, teachers, and parents
- Treat others with courtesy and respect

\_\_\_\_\_  
Principal's Signature



## **Perry Lindsey Academy Family Involvement Guidelines**

As a school that receives Title I, Part A (Title I) funds, **Perry Lindsey Academy** 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 **Perry Lindsey Academy'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**

**Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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** families to allow for discussions
2. **Perry Lindsey Academy** 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
  3. **Perry Lindsey Academy** will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
    - At SSC and ELAC meetings
    - Family information meetings
    - School site council must vote to approve the guidelines
  4. **Perry Lindsey Academy** 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 SchoolMessenger and Canvas**
    - Child care provided
  5. **Perry Lindsey Academy** will provide updated information to families about Title I programs throughout the school year:
    - Section of Newsletter
    - On Main Office Counter
    - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
  6. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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
    - Parent classes
    - Principal chats
    - In school newsletters
    - Back-to-School night and Open House
    - Monthly Family Fun Nights
    - At SSC & ELAC meetings
  7. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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
  - Family education workshops on site
  - Family-Teacher Conferences
  - Family Workshops posted on district website
  - DCAC, DELAC and other district family forums/meetings
  - District website resources: click "P" for Parent University
2. **Perry Lindsey Academy** 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
  - **Distribution occurs with school enrollment**
3. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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
5. **Perry Lindsey Academy** 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
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:
  - **Office supervisor** 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.

\* \* \* \* \*

**PART V**  
**ADOPTION**

Perry Lindsey Academy’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 **10/30/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **08/28/24**. Perry Lindsey Academy, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

*Danyell Armstrong-Lee*  
Signature of Principal

10/30/23  
Date

*For Elementary, K-8, and Middle Schools, revised 7/2023*



## **Perry Lindsey Academy**

### **Guía de Participación Escolar para las Familias**

Como escuela que recibe fondos del Título I, Parte A (Título I), la **Escuela** 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 **Escuela** 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**

**Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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** para permitir discusiones
2. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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 SSC y ELAC
  - Reuniones informativas para las familias
  - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. **Perry Lindsey Academy** 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 “SchoolMessenger” y Canvas**
  - Se proporcionará cuidado de niños
5. **Perry Lindsey Academy** proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
  - 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. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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. **Perry Lindsey Academy** 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
  - Talleres educativos para la familia en el plantel escolar
  - Conferencias Entre Familias y Maestros
  - Talleres para la familia publicadas en la página del Internet 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. **Perry Lindsey Academy** 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
  - **Distribucion incluido con el proceso de inscripción**
3. **Perry Lindsey Academy**, 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. **Perry Lindsey Academy**, 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
5. **Perry Lindsey Academy**, 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
6. **Perry Lindsey Academy**, 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:
  - **Supervisor de oficina** 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.

\* \* \* \* \*

## **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 **30/10/23** y estarán vigentes por un periodo de **un año lectivo**. La escuela distribuirá la Guía a todas las familias el **28/08/24** o antes. **Perry Lindsey Academy**, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

*Danyell Armstrong-Lee*  
Firma del Director(a)

10/30/23  
Fecha