

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Lindsey Middle School

School Plan for Student Achievement
2024-2025

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-risk 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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

| ELA Findings |
|--|
| <p>Our students increased overall by 4%. However, our students still need improvement in tackling writing by unpacking the prompt and structuring their text. Lindsey's teachers are committed to improving our students' reading and writing skills regardless of their subject because we believe that improving in these areas would help them succeed in all aspects of their education.. Our goal is to create a multi-layered exposure to a rich print environment.</p> <p>Our ELA scores increased by 4%, and we also noted an improvement of 4% in our accelerated growth. Still, a high percentage of our students need to be proficient readers. Students must practice independent reading, use various strategies, and analyze text to improve reading and writing scores. Our school has a Read, Reflect, Respond focus this school year to better comprehend the text.</p> <p>We are committed to preparing our students for high school and beyond by increasing literacy for all our targeted groups: AA, ELL, SPED, and Homeless. Hughes is intentionally implementing school-wide literacy strategies in every subject, and we expect to see an increase in the SBAC scores for our targeted groups by June 2025. In addition, by June 2025, our SBAC math scores will increase. In addition, African American and English Learners, special education, and our homeless population students will show a 7% growth in math and ELA.</p> <p>Our instructional focus is "Read, Reflect, Respond." With literacy as the focus, we will continue to support teachers with questioning strategies. Class observations will occur, with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April to increase communication with families regarding academics.</p> <p>Findings for Dashboard Red-Category Subgroups :</p> <p>The overall attendance rate for our school was 94.9%, and chronic absenteeism was 30.2%. Our closely followed sub-groups: our AA attendance was 93.6%; ELL attendance was 95,3%; and economically disadvantaged students' attendance was also lower than the general population. Homeless students' attendance was 93.9%. Students with disabilities had an attendance of 92.7%, and attendance for our Hispanic students was 95.1%. Our subgroups with the lowest attendance rate were students with disabilities. Besides attendance, another vital measurement for our school was the suspension rate of subgroups. The parameters used to measure subgroups are the same as those used for the regular population. The overall suspension rate for our school was 14.4% suspended for at least one day. The suspension rate by the sub-group was as follows: students with disabilities 28.1%; African Americans 25.8%; ELL 11.6%; the homeless population 17%; Students with economically disadvantaged 15.4%.</p> |

ELA Goals

The percentage of students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will increase from 35% in June 2024 to 40% by June 2025. (+5%)Growth Goal 3: African American Subgroup In pursuit of preparing our Black/African American students to meet proficiency in ELA, at least 60% of this subgroup will be On Track in typical growth from D1 to D3 according to the iReady reading testing. (Reading +10%)Growth Goal 4: English Language Learner Subgroup In pursuit of preparing our English Language Learners to meet proficiency in ELA, at least 70% of this subgroup will be on track with typical growth from D1 to D3 iReady reading testing. (Reading +9%)Growth Goal 5: Special Education SubgroupIn pursuit of preparing our Special Education students to meet proficiency in ELA, at least 60% of this subgroup will be On Track for typical growth from D1 to D3 iReady reading testing. (Reading +9%)

Progress Monitoring Plan for Dashboard Red-Level Subgroups

Our school staff will review the Pulse survey, suspension rates, and attendance data each quarter, including Dashboard red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment, such as Iready, Unit Tests, and district assessments.

Goal: Overall Reading Proficiency

To increase literacy for all students so they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in

By June, SBAC math and ELA SBAC scores will increase by 5%. In addition, African American and English Learner students will show a 7% growth in math and ELA.

Goal 1: The ELA goal is a 5% increase by June 25, 2024.

The percentage of students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will increase from 35% in June 2024 to 40% by June 2025. (+5%)

Goal 2: Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so 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 5%.

Findings for Dashboard Red-Category Subgroups :

The overall attendance rate for our school was 94.9%, and chronic absenteeism was 30.2%. Our closely followed sub-groups: our AA attendance was 93.6%; ELL attendance was 95.3%; and economically disadvantaged students' attendance was also lower than the general population. Homeless students'

attendance was 93.9%. Students with disabilities had an attendance of 92.7%, and attendance for our Hispanic students was 95.1%. Our subgroups with the lowest attendance rate were students with disabilities. Besides attendance, another vital measurement for our school was the suspension rate of subgroups. The parameters used to measure subgroups are the same as those used for the regular population. The overall suspension rate for our school was 14.4% suspended for at least one day. The suspension rate by the sub-group was as follows: students with disabilities 28.1%; African Americans 25.8%; English Language Learners 11.6%; the homeless population 17%; Students with economically disadvantaged 15.4%. The findings reflect percentages of subgroups, and due to the low numbers of students in some subgroups in red, the numbers may have increased.

Goals for Subgroups: Red Category Dashboard

African American Goal Subgroup

In pursuit of preparing our Black/African American students to meet proficiency in ELA and math, at least 60% of this subgroup will be “On Track” in typical growth from D1 to D3 according to the iReady ELA and math testing.

The Goal for Reading +10%

The Goal for Math +14%

The Goal for Culture + 6%

The Goal for Suspensions -10%

Hispanic Students Goal Subgroup

Hispanic or Latinx students are in a special category due to the high percentage of them in our school. Almost 60% of the total students identify as Hispanic or Latino. Our goal for our Hispanic population is integrated into our school's overall goal. Hispanic students must meet proficiency in ELA and math; at least 60% of this subgroup will be “On Track.” Reading's goal is 10%, and Math's goal is 14% by June 2025.

The Goal for Reading +10%

The Goal for Math +14%

The goal for Culture + 6%

The Goal for Suspensions -5%

English Language Learner Subgroup

In pursuit of preparing our English Language Learners to meet proficiency in math and ELA, at least 70% of this subgroup will be “On Track” in typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +13%)

The Goal for Reading +9%

The Goal for Math +13%

The goal for Culture + 5%

The Goal for Suspensions -5%

Growth Goal 5: Special Education Subgroup

In pursuit of preparing our Special Education students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +10%)

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -10%

Homeless Students Goal Subgroup

In pursuit of preparing our Homeless students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +10%)

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -5%

Economically Disadvantaged Goal Subgroup

In pursuit of preparing our Economically Disadvantaged students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math. For SBAC testing reading, the goal for the Economically Disadvantaged Subgroup is +9% in ELA and +10 % in Math.

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -5%

English Language Learners Goal Subgroup

The goal for ELL is that 100% of our students increase their ELPAC Summative level by at least one level.

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%
The Goal for Suspensions -5%

By June 24 -25, the suspension goal is to decrease our overall level by 5%. In addition, here at Lindsey, we are resolved to lower the suspension levels for all our subgroups by at least 5%. By June 25, 2025, our ELLs and students with disabilities will decrease their suspension levels by 5%. For our homeless population and economically disadvantaged subgroups, our goal is that June 2025 will decrease by at least 5%.

Action Plan

We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population.

Academic Strategies

Homework House
Saturday School
Tutoring Programs
QCI or Quality Curriculum Instructions
ELLevation Strategies

Enhancing the sense of community and belonging

Restorative Justice
Mediation Circles
Love Without Limits
Student of the Month
IReady Achievement Assemblies
School Dances
Spirit Days
GPA Assemblies
Perfect attendance Recognition
Different Interests Clubs
Spirit Week

Instructional Focus

“Read, Reflect, Respond”

Literacy Focus

Continuing w/ Questioning Strategies

Data Chats & Class Observations (Quarterly)

Conferences in person or on D/F list

U’s starting 3rd quarter

1. Continue Read, Reflect, Respond

Cont. Rigorous Text & Questioning

Culturally Relevant & Rigorous Tasks

PDSA - Measure Student Writing

2. Continue Data Chats

Goals for Subgroups: Red Category Dashboard

The goal for ELL is that 100% of our students increase their ELPAC Summative level by at least one level. Students with disabilities, the homeless, and the economically disadvantaged will improve by 10% for the previous year. By June 2025, all our subgroups will have improved by at least 10%. By June 24 -25, the suspension goal is to decrease our overall level by 5%. In addition, here at Lindsey, we are resolved to lower the suspension levels for all our subgroups by at least 5%. By June 25, 2025, our ELLs and students with disabilities students will decrease their suspension levels by 5%. For our homeless population and economically disadvantaged subgroups, our goal is that June 2025 will decrease by at least 5%.

We aim to continue growing this year by at least 6%.

Teachers still have department release days to analyze data and strategically plan instruction. By June 2025, our school-wide ELA SBAC goal is to show a 5% increase compared to results from Spring 2024. 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.

Comprehensive Needs Assessment: Mathematics

Math Findings

The percentage of students who meet or exceed grade-level standards on the state SBAC Math assessment will increase from 15% in June 2024 to 21% in June 2025. (+6%)
Our math scores stay about the same. However, addressing all students' math skills is imperative to increasing their confidence and proficiency in math tasks.

For the 24-25 school year, we expect an increase in SBAC math by 6%.
Our math achievement scores have been low in the past. Last school year, our scores showed no increase or decrease. This school year, we will continue focusing on instruction by supporting students in launching math tasks. Teachers receive consistent professional development regarding launching a math task. By June 2025, our school-wide math SBAC goal is to show that at least 20% of students will be Met/Exceeded, which is a 7% increase compared to results from Spring 2024.

There was a 3% increase in proficiency in the 2023-24 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, access, analyze, and prove 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."
Our scores were stagnant. We know that students still need support addressing math performance tasks that are linked to writing.

Findings for Dashboard Red-Category Subgroups :
The overall attendance rate for our school was 94.9%, and chronic absenteeism was 30.2%. Our closely followed sub-groups: our AA attendance was 93.6%; ELL attendance was 95.3%; and economically disadvantaged students' attendance was also lower than the general population. Homeless students' attendance was 93.9%. Students with disabilities had an attendance of 92.7%, and attendance for our Hispanic students was 95.1%. Our subgroups with the lowest attendance rate were students with disabilities. Besides attendance, another vital measurement for our school was the suspension rate of subgroups. The parameters used to measure subgroups are the same as those used for the regular population. The overall suspension rate for our school was 14.4% suspended for at least one day. The suspension rate by the sub-group was as follows: students with disabilities 28.1%; African Americans 25.8%; English Language Learners 11.6%; the homeless population 17%; Students with economically disadvantaged 15.4%. The findings reflect percentages of subgroups, and due to the low numbers of students in some subgroups in red, the numbers may have increased.

Math Goals

Goal 1

Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so 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 in math and ELA. By June, 22% of students will be proficient in math, according to the SBAC math results.

We are committed to preparing our students for high school and beyond by increasing literacy for all our targeted groups: AA, ELL, SPED, and Homeless. Hughes is intentionally implementing school-wide literacy strategies in every subject, and we expect to see an increase in the SBAC scores for our targeted groups by June 2025. In addition, by June 2025, our SBAC math scores will increase. In addition, African American and English Learners, special education, and our homeless population students will show a 10% growth in math and ELA.

Our instructional focus is "Read, Reflect, Respond." With literacy as the focus, we will continue to support teachers with questioning strategies. Class observations will occur, with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April to increase communication with families regarding academics.

Goal 2

By June, SBAC math scores will increase by 7%. In addition, African American and English Learner students will show a 10% growth in math and ELA.

Goals for Subgroups: Red Category Dashboard

African American Goal Subgroup

In pursuit of preparing our Black/African American students to meet proficiency in ELA and math, at least 60% of this subgroup will be "On Track" in typical growth from D1 to D3 according to the iReady ELA and math testing.

The Goal for Reading +10%

The Goal for Math +14%

The Goal for Culture + 6%

The Goal for Suspensions -10%

Hispanic Students Goal Subgroup

Hispanic or Latinx students are in a special category due to the high percentage of them in our school. Almost 60% of the total students identify as Hispanic or Latino. Our goal for our Hispanic population is integrated into our school's overall goal. Hispanic students must meet proficiency in ELA and math; at least 60% of this subgroup will be "On Track." Reading's goal is 10%, and Math's goal is 14% by June 2025.

The Goal for Reading +10%

The Goal for Math +14%

The goal for Culture + 6%

The Goal for Suspensions -5%

Culture and Climate Action Plan
Continue RJ Practices in systems
Continue Conduct Rubric
Continue Circles & Community Building
Cultural Relevance implementation
Celebrate Hispanic Heritage Month
Celebrate Dia de Los Muertos
Create Dia de los Muertos Altar

English Language Learner Subgroup

In pursuit of preparing our English Language Learners to meet proficiency in math and ELA, at least 70% of this subgroup will be “On Track” in typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +13%)

The Goal for Reading +9%
The Goal for Math +13%
The goal for Culture + 5%
The Goal for Suspensions -5%

Growth Goal 5: Special Education Subgroup

In pursuit of preparing our Special Education students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +10%)

The Goal for Reading +9%
The Goal for Math +10%
The goal for Culture + 5%

The Goal for Suspensions -10%

Homeless Students Goal Subgroup

In pursuit of preparing our Homeless students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +10%)

The Goal for Reading +9%

The Goal for Math +10%
The goal for Culture + 5%
The Goal for Suspensions -5%

Economically Disadvantaged Goal Subgroup

In pursuit of preparing our Economically Disadvantaged students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math. For SBAC testing reading, the goal for the Economically Disadvantaged Subgroup is +9% in ELA and Math +10%.

The Goal for Reading +9%
The Goal for Math +10%
The goal for Culture + 5%
The Goal for Suspensions -5%

English Language Learners Goal Subgroup

The goal for ELL is that 100% of our students increase their ELPAC Summative level by at least one level.

The Goal for Reading +9%
The Goal for Math +10%
The goal for Culture + 5%
The Goal for Suspensions -5%

By June 24 -25, the suspension goal is to decrease our overall level by 5%. In addition, here at Lindsey, we are resolved to lower the suspension levels for all our subgroups by at least 5%. By June 25, 2025, our ELLs and students with disabilities will decrease their suspension levels by 5%. For our homeless population and economically disadvantaged subgroups, our goal is that June 2025 will decrease by at least 5%.

Action Plan

We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population.

Academic Strategies

Homework House

Saturday School
Tutoring Programs
QCI or Quality Curriculum Instructions
ELLevation Strategies

Enhancing the sense of community and belonging

Restorative Justice
Mediation Circles
Love Without Limits
Student of the Month
iReady Achievement Assemblies
School Dances
Spirit Days
GPA Assemblies
Perfect attendance Recognition
Different Interests Clubs
Spirit Week

Progress Monitoring Plan for Dashboard Red-Level Subgroups Climate

Our school staff will review the Pulse survey, suspension rates, and/or attendance data each quarter, including Dashboard red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment such as iReady, Unit Tests, and district assessments.

The percentage of students who meet or exceed grade-level standards on the state SBAC Math assessment will increase from 15% in June 2024 to 21% in June 2025. (+6%)Growth Goal 3: African American Subgroup In pursuit of preparing our Black/African American students to meet proficiency in math, at least 60% of this subgroup will be On Track in typical growth from D1 to D3 according to the iReady math testing. (Math +14%)Growth Goal 4: English Language Learner Subgroup In pursuit of preparing our English Language Learners to meet proficiency in math, at least 70% of this subgroup will be on track with typical growth from D1 to D3 iReady math testing. (Math +13%)Growth Goal 5: Special Education SubgroupIn pursuit of preparing our Special Education students to meet proficiency in math, at least 60% of this subgroup will be On Track for typical growth from D1 to D3 iReady math testing. (Math +10

Comprehensive Needs Assessment: English Learners

| English Learner Findings |
|--|
| <p>ELL students in ELA proficiency on SBAC increased by 3%. Some of the improvements are attributed to the CCR support that students receive.</p> <p>Grade levels and all the different subjects include instruction designed to move all students towards mastery of grade level according to the California Common Core State Standards in English Language Arts reading and writing.</p> <p>This year, we continued providing five sections of CCR classes 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 implementing daily EL strategies to increase our students' achievement. Our goal is for our English Learners (EL) students to show an increase in ELA and a deeper understanding of all other subjects.</p> <p>Our students showed some growth in language arts but still struggled with math. Our EL students need more support in understanding reading and math tasks.</p> |

English Learner Goals

The goal is to increase the ELL students' assessments by 10%: typical Growth, SBAC, and iReady assessments.

In pursuit of preparing our English language learners to meet proficiency in math and ELA, at least 70% of this subgroup will be on track with typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +13%)

Lindsey is committed to facilitating the acquisition of English language skills for our ELL students, regardless of their current level of English proficiency. Every teacher, regardless of the subject, core or elective, uses different strategies to scaffold the lessons. Embedded in the lessons, teachers address the needs of EL students to facilitate language acquisition and content learning. Our purpose is for students to internalize and transfer key concepts to their target language regardless of their current level of English acquisition.

We plan to ensure the success of our ELLs, so we created a multi-level plan to help our students acquire the English language faster while transferring knowledge from their primary language to English.

ELLevation Strategies embedded in the content.

Glossary of key vocabulary words for the unit/lesson.

After-school tutoring for ELLs to support content and language acquisition.

Saturday school for our ELLs to prepare them for the ELPAC.

English Language support class as an elective.

The school Counselor will follow ELLs' attendance weekly.

TAB card for public transportation, if needed.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

For some parts, our overall culture and climate did not achieve our goals for 23-24. Different components of our culture and climate show some improvement while others demonstrate a decrease. We could not achieve our 93% attendance goal but attained 91.9 %. Our attendance team, including our TOSA, attendance clerk, and roving substitute, works to close the gap and achieve our goal for next year. This team met weekly to discuss support and incentives for students. Attendance is an essential measure of school culture, and we are working to increase our attendance rate.

Our suspension rate increased by .01% from 14.3 in 2023 to 14.4 in 2024. We understand the need to address social media misuse, and implementing the no cell phone policy in our school has alleviated some issues, but there is still a lot of work to do.

Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. 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 are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If damage occurs, we teach students and our collective community how to restore the harm.

Our CORE survey showed that our students need more cultural relevance within their classes and their experiences at Lindsey. Our attendance scores improved slightly. Our suspension rates decreased slightly, but overall Lindsey still has the highest suspension rates.

Culture/Climate Goals

Culture

Goal: 5% Increase in Culture and Climate - CORE Survey.

Goal 1: Attendance

By implementing incentives and monthly intervention strategies, our attendance rate will increase to 93% by June 2025. (+1.1%)

Goal 2: School Climate

Through positive classroom culture, including team building activities, students' Cultural Awareness and Action scores will increase to 42% (+ 10%) as measured by the 2025 CORE survey.

Goal 3:

Through teaching, cultural relevance, and implementing cultural awareness and acceptance, we plan to increase the sense of belonging in our school. In addition, we are implementing a system of incentives using the Lindsey "Sense of Belonging." We aim to increase our to 50% (+4%) as measured by the 2025 CORE survey.

Culture and Climate Action Plan

1. Continue RJ Practices in systems

Cont. Conduct Rubric

Cont. Circles & Community Building

Cultural Relevance implementation

2. Continue Attendance Internecion & Incentives

For some parts, our overall culture and climate did not achieve our goals for 23-24. Different components of our culture and climate show some improvement while others demonstrate a decrease. We could not achieve our 93% attendance goal but attained 91.9 %. Our attendance team, including our TOSA, attendance clerk, and roving substitute, works to close the gap and achieve our goal for next year. This team met weekly to discuss support and incentives for students. Attendance is an essential measure of school culture, and we are working to increase our attendance rate.

Our suspension rate increased by .01% from 14.3 in 2023 to 14.4 in 2024. We understand the need to address social media misuse, and implementing the no cell phone policy in our school has alleviated some issues, but there is still a lot of work to do.

Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. 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 are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If damage occurs, we teach students and our collective community how to restore the harm.

With these strategies, our attendance goal is an overall 95% rate by June 2025.

Goal 1: Attendance Through the implementation of incentives and monthly intervention strategies, our attendance rate will increase to 93% by June 2025. (+1.1%) Goal 2: School Climate Through positive classroom culture, including team-building activities, students' Cultural Awareness and Action scores will increase to 42% (+ 10%) as measured by the 2025 CORE survey. Goal 3: PBIS Matrix Through teaching, implementation, and incentives using the Lindsey PBIS Matrix, students Sense of Belonging score will increase to 50% (+4%) as measured by the 2025 CORE survey.

Goal 1: Attendance

Through implementation of incentives and monthly intervention strategies, our attendance rate will increase to 93% by June 2025. (+1.1%)

Goal 2: School Climate

Through positive classroom culture, including team building activities, students' Cultural Awareness and Action score will increase to 42% (+ 10%) as measured by the 2025 CORE survey.

Goal 3:

Through teaching, cultural relevance and the implementation, of cultural awareness and acceptance we are planning to increase the sense of belonging in our school. In addition we are implementing a system of incentives using the Lindsey "Sense of Belonging" Our goal is to increase our to 50% (+4%) as measured by the 2025 CORE survey.

Culture and Climate Action Plan

1. Continue RJ Practices in systems

Cont. Conduct Rubric

Cont. Circles & Community Building

Cultural Relevance implementation

2. Continue Attendance Intervention & Incentives

Our CORE survey showed that our students need more cultural relevance within their classes and their experiences at Lindsey. Our attendance scores improved slightly. Our suspension rates decreased slightly, but overall Lindsey still has the highest suspension rates.

For some parts, our overall culture and climate did not achieve our goals for 23-24. Different components of our culture and climate show some improvement while others demonstrate a decrease. We could not achieve our 93% attendance goal but attained 91.9 %. Our attendance team, including our TOSA, attendance clerk, and roving substitute, works to close the gap and achieve our goal for next year. This team met weekly to discuss support and incentives for students. Attendance is an essential measure of school culture, and we are working to increase our attendance rate.

Our suspension rate increased by .01% from 14.3 in 2023 to 14.4 in 2024. We understand the need to address social media misuse, and implementing the no cell phone policy in our school has alleviated some issues, but there is still a lot of work to do.

Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. 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 are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If

damage occurs, we teach students and our collective community how to restore the harm.

With these strategies, our attendance goal is an overall 95% rate by June 2025.

By June 24 -25, the suspension goal is to decrease our overall level by 5%. In addition, here at Lindsey, we are resolved to lower the suspension levels for all our subgroups by at least 5%. By June 25, 2025, our ELLs and students with disabilities will decrease their suspension levels by 5%. For our homeless population and economically disadvantaged subgroups, our goal is that June 2025 will decrease by at least 5%.

Action Plan

We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population.

Academic Strategies

Homework House
Saturday School
Tutoring Programs
QCI or Quality Curriculum Instructions
ELLevation Strategies

Enhancing the sense of community and belonging

Restorative Justice
Mediation Circles
Love Without Limits
Student of the Month
IReady Achievement Assemblies
School Dances
Spirit Days
GPA Assemblies
Perfect attendance Recognition
Different Interests Clubs
Spirit Week

Progress Monitoring Plan for Dashboard Red-Level Subgroups Climate

Our school staff will review the Pulse survey, suspension rates, and/or attendance data each quarter, including Dashboard red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment such as Iready, Unit Tests, and district assessments.

Goal 1: Attendance
By implementing incentives and monthly intervention strategies, our attendance rate will increase to 95% by June 2025.

Goal 2: School Climate
Through positive classroom culture, including team building activities, students' Cultural Awareness and Action scores will increase to 42% (+ 10%) as measured by the 2025 CORE survey.

Goal 3:
Through teaching, cultural relevance, and implementing cultural awareness and acceptance, we plan to increase the sense of belonging in our school. In addition, we are implementing a system of incentives using the Lindsey "Sense of Belonging." We aim to increase our to 50% (+4%) as measured by the 2025 CORE survey.

Comprehensive Needs Assessment: SPSA Effectiveness

| | |
|--------------------|--|
| SPSA Effectiveness | |
|--------------------|--|

| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
|------|--|---------------------------|---|--|
| ELA | <p>1) 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</p> <p>2) 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.</p> <p>Our instructional focus is called</p> | Goal Partially or Not Met | <p>Our ELA scores increase by 4%. We also noted that we had an improvement of 4% in our accelerated growth. Still, a high percentage of our students need to be proficient readers. Students must practice independent reading, use various reading strategies, and analyze text to improve reading and writing scores. Our school has a Read, Reflect, Respond focus this school year to better comprehend the text.</p> | <p>In addition, our focus is to continue with Tier 1 instruction with a literacy focus and intentional questioning. Teachers still have department release days to analyze data and strategically plan instruction. By June 2025, our school-wide ELA SBAC goal is to show a 5% increase compared to results from Spring 2024. 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, raising the proficiency rate.</p> |

| | | | | |
|------|---|---------------------------|---|--|
| | <p>“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> | | | |
| Math | <p>1) 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 2) To increase literacy for all students so that they are fully prepared for high school and</p> | Goal Partially or Not Met | <p>Our math scores stay the same. However, addressing all students' math skills is imperative to increasing their confidence and proficiency in math tasks.</p> | <p>In the past, our math achievement scores have been low. Last school year, our scores showed no increase or decrease. This school year, we will continue focusing on Tier 1 instruction by supporting students in launching math tasks. Teachers receive consistent professional development regarding launching a math task. By June 2025, our school-wide math SBAC goal is to show that at least 20% of students will be Met/Exceeded, which is a 7% increase compared to results from Spring 2024.</p> |

| | | | |
|--|--|--|--|
| beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in 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. | | | |
|--|--|--|--|

| | | | | |
|-----------------|---|---------------------------|---|---|
| English Learner | <p>1) By June 2024, 20% of our students will Meet or Exceed on the SBAC ELA Assessment, an increase of 10% compared to 2022.</p> <p>By June 2024, 13% of our students will Meet or Exceed on the SBAC Math Assessment, an increase of 10% compared to 2022.</p> <p>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.</p> | Goal Partially or Not Met | Our EL students had an increase of 3% for ELA proficiency on SBAC. Some of the improvements are attributed to the CCR support that students receive. | This year, we continued providing five sections of CCR classes 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 implementing daily EL strategies to increase the achievement of our students. Our goal is for our English Learners (EL) students to show an increase in ELA. |
| Culture/Climate | <p>1) 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. 2) 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</p> | Goal Partially or Not Met | For some parts, our overall culture and climate did not achieve our goals for 23-24. Different components of our culture and climate show some improvement while others demonstrate a decrease. We could not achieve our 93% attendance goal but attained 91.9 %. Our attendance team, including our TOSA, attendance clerk, and roving substitute, works to close the gap and achieve our goal for next year. This team met weekly to discuss support and incentives for students. Attendance is an essential measure of school culture, and we are working to increase our attendance rate. | <p>Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. 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 damage occurs, we teach students and our collective community how to restore the harm.</p> <p>With these strategies, our attendance goal is an overall 95% rate by June 2025.</p> |

| | | | | |
|--|--|--|--|--|
| | <p>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.</p> <p>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.</p> <p>There will be an overall increase of 5% for al students and a 7% increase among our African American and English learner subpopulations</p> | | <p>Our suspension rate increased by .01% from 14.3 in 2023 to 14.4 in 2024. We understand the need to address social media misuse, and implementing the no cell phone policy in our school has alleviated some issues, but there is still a lot of work to do.</p> | |
|--|--|--|--|--|

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------|
| The Program Facilitator will 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. The facilitator will develop strategies to increase parent and community involvement along with the execution of compliance documentation. The facilitator 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) | Strong Positive Impact | Strong Positive Impact | 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 3) | Somewhat Impactful | Somewhat Impactful | 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 4) | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | 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 5) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| 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 6) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| Extra Hourly for technology support to enhance professional development and daily student instruction. (IN 7) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| 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 8) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

| | | | | |
|--|------------------------|-------------------------------|------------------------|------------------------|
| One Bilingual College Aide 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 9) | Strong Positive Impact | (Does not apply to this goal) | Strong Positive Impact | 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 per aide (IN 10) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 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 2023 to June 2024. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports. (IN 11) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 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 12) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Buses are needed for academic field trips and college visits and events. (IN 13) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 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: 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. (PD 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

| | | | | |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------|
| 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) (PD 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 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. (PI 1) | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | 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 2) | Limited or no impact | Limited or no impact | Limited or no impact | 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. Parent Organization 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. (PI 3) | Somewhat Impactful | Limited or no 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 4) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | 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 | Strong Positive Impact | Strong Positive Impact |
| 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) | 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) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |

Accountability Measure 1: Increase Achievement

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

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

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

| Interventions | | | | | | |
|---|---|----------------------------|--|-------------------------------------|---------------------------------------|--|
| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
| To provide classroom teachers the necessary materials, supplies, and equipment to help carry out lessons that addresses needs of ELL's, student with differnt learning modalities and styles, while enriching the curriculum. SBAC ELA 50, SBAC Math 50 | 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. | All Students | Title 1 \$10,000 Materials - Title 1 100% | 07/01/2024 - 06/28/2025 Semester | Principal Department Heads | Quarterly and Semester grades SBAC Scores CORE Survey SBAC ELA 50, SBAC Math 50 |

| | | | | | | |
|--|--|-------------------------|--|-----------------------------------|------------------------|--|
| Increased use of technology in the classroom and use of computer labs for whole class lessons and district assessments require upkeep and replacement of equipment and accessories as needed. High School Readiness 20, Core Curriculum 80 | 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 | All Staff, All Students | Title 1 \$10,000 Materials - Title 1 100% | 07/01/2024 - 06/28/2025 Quarterly | Technology Coordinator | CORE Survey Results SBAC Results Helpdesk Ticket requests High School Readiness 20, Core Curriculum 80 |
| Technology for 21st century skills SBAC Testing Professional Development and Staff Support Continuous monitoring and support of staff and student technological needs. Core Curriculum 100 | Extra Hourly for technology support to enhance professional development and daily student instruction. | All Students, All Staff | LCFF \$6,544 Title 1 \$2,984 Teacher Hourly Extra Comp (1) for 70 hours annually - LCFF 100% OT - Custodian (1) for 67 hours annually - Title 1 100% | 07/01/2024 - 06/28/2025 Daily | Principal/Teacher | System for Ipad Quality Control Professional Development for Teachers In-class support for departments Core Curriculum 100 |

| | | | | | | |
|---|--|--------------|---|-----------------------------------|---|---|
| Below grade level in math and ELA according iReady and SBAC reports SBAC ELA 20, SBAC Math 20, Core Curriculum 60 | 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 2023 to June 2024. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports. | All Students | Title 1 \$29,874 Teacher Hourly P Schedule (8) for 44 hours annually - Title 1 100% | 07/01/2024 - 06/28/2025 Weekly | Principal, AP, IIC | Edulastic, iReady, SBAC SBAC ELA 20, SBAC Math 20, Core Curriculum 60 |
| Support that complements classroom content for all subjects Support for college culture Culture-Climate Survey (Student-Staff) 30, Core Curriculum 70 | Buses are needed for academic field trips and college visits and events. | All Students | Title 1 \$8,000 Services - Title 1 100% | 07/01/2024 - 06/28/2025 Quarterly | Principal, Program Facilitator, AP, and IIC | Student Grades HSRI Student Surveys Assignments for classes Culture-Climate Survey (Student-Staff) 30, Core Curriculum 70 |

| | | | | | | |
|--|--|--|---|-------------------------------|---------------------|---|
| To provide uninterrupted support to students in all subject areas. Core Curriculum 100 | 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 per aide | Special Education, Identified At-Risk Students | Title 1 \$6,444 Hourly - Instructional Aide (1) for 175 hours annually - Title 1 100% | 08/27/2024 - 07/01/2025 Daily | Instructional Aides | Teacher Core Curriculum 100 |
| SBAC Results for ELL subgroup are below District average Number of students receiving F's and D's in math and EL SBAC ELA 10, SBAC Math 10, Core Curriculum 80 | One Bilingual College Aide 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. | English Learners | Title 1 \$5,174 College Student Aide (1) for 250 hours annually - Title 1 100% | 07/01/2024 - 06/28/2025 Daily | IIC & CCR Teacher | Teacher Feedback College Aide evaluations SBAC ELA 10, SBAC Math 10, Core Curriculum 80 |

| | | | | | | |
|---|--|-----------------------|--|-----------------------------------|--------------------------|--|
| High percentage of students sent to see the nurse Chronic Absenteeism above 10%, high percentage due to health related reasons. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 | 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. | Low SES, All Students | Title 1 \$29,778 Nurse Inspector .2 FTE - Title 1 100% | 07/01/2024 - 06/28/2025 Weekly | Principal, Nurse | Reports to Principal Communication with parents via school messenger, newsletter and phone calls Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 |
| Increase student sense of belonging. 65% student response rate, 2022 (decreased 1). Increase Leadership opportunities for our 8th grade students. Culture-Climate Survey (Student-Staff) 100 | 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. | All Students | LCFF \$1,870 Teacher Hourly Extra Comp (1) for 20 hours annually - LCFF 100% | 07/01/2024 - 06/28/2025 Quarterly | Intervention Coordinator | Participation rate, leaders Number of activities throughout year Culture-Climate Survey (Student-Staff) 100 |

| | | | | | | |
|--|--|--------------|--|-------------------------------|-------------------------------|--|
| Safety is one of the highest concerns from our CORE Survey at 59%, with an increase of 2% from the previous year. To reduce the number of incidents, student conflicts, and issues of bullying; also maintain flow of student movement during passing periods, cafeteria service, before and after school. Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30 | 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. | All Students | LCFF Rec \$38,749 LCFF \$3,370 Hourly - Recreation Aide (3) for 712 hours annually - LCFF 8%; LCFF Rec 92% | 07/01/2024 - 06/28/2025 Daily | Principal Assistant Principal | Office Supervisor will maintain in/out times Administrator oversight Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30 |
| Chronic Absentee rate has been no lower than 12% over the past 5 years. Daily attendance rate has been no higher than 95.8% over the past 5 years; short of school goal of 96% and District goal of 97%. Attendance/Chronic Absenteeism Rate 80, Culture-Climate Survey (Parent) 20 | 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. | All Students | LCFF \$48,341 Intermediate Office Assistant .5 FTE - LCFF 100% | 07/01/2024 - 06/28/2025 Daily | Office Supervisor Principal | Attendance rate Chronic Absentee rate Attendance/Chronic Absenteeism Rate 80, Culture-Climate Survey (Parent) 20 |

| | | | | | | |
|--|--|--|---|-----------------------------------|------------------|---|
| High percentage of students with IEP's (~13%) Provide mental health support to students and families. High School Readiness 20, Attendance/Chronic Absenteeism Rate 20, Basic Services 60 | 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. | Identified At-Risk Students, Other Targeted Students, Support Staff/Counselors | Title 1 \$37,035 Psychologist .2 FTE - Title 1 100% | 07/01/2024 - 06/28/2025 Weekly | Psychologist | Number of referrals for assessments IEP on-time completion rate High School Readiness 20, Attendance/Chronic Absenteeism Rate 20, Basic Services 60 |
| Need to improve chronic absenteeism/ daily attendance, to incentivize and recognize student achievement, and improve assessment (SBAC, other) participation / attendance. SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20 | 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 - Promotion Ceremony | All Students | LCFF \$5,000 Materials - LCFF 100% | 07/01/2024 - 06/28/2025 Quarterly | Principal Banker | Quarter / Semester Grades Attendance rates HSR rate SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20 |

| Program Description for Transitions | | |
|--------------------------------------|--|--|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| Not Applicable to our middle school. | <p>Transitions: We aim for a smooth transition between elementary and middle school and to help our new students transition to middle school in a conducive environment. We developed a multi-layered support for our students and their families.</p> <p>Site Night displays the electives and core curriculum offered to our potential students. The sixth-grade teachers presented their teaching philosophy and had the opportunity to talk to parents about the expectations of the new school year.</p> <p>WEB is a way for a group of our student leaders to welcome students to our campus, show them around in a very relaxed atmosphere, and discuss opportunities, events, and the day-to-day logistics at our school.</p> <p>The principal conducts a six-grade Orientation for parents. This is an opportunity for parents to ask questions and become familiar with our school's policies, rules, and regulations.</p> | <p>Active participation in the Education Celebration and Middle School Fair. Here, we answer questions and promote our school.</p> <p>Parent Information Night to answer parents' questions about our school.</p> <p>Lindsey Academy has a solid articulation program that gears to orientate the new 5th graders in their transition to our academy and ensure a smooth transition for our 8th graders leaving middle school for high school.</p> |

Accountability Measure 2: Organizational Climate

Organizational Climate

| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Progress Monitoring for Assessing Effectiveness |
|--|--|-----------------------|--------------------|--|---|
| <p>Needs: Our school is committed to addressing the needs of our students at every level, for that reason that we are concentrating on the sense of safety and security.</p> <p>* Safety: Overall our safety when down 11 points to a 73%.</p> <p>* My child is safe in the neighborhood around school. 67% , down 12 points.</p> <p>* Cultural awareness and actions when down 8 points to a total to 32%.</p> <p>Action Plan for Subgroups in the Dashboard Red Level</p> <p>We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population. African American Students, ELLs Students, Students with Disabilities, Students with</p> | <p>Action Plan We plan to ensure that our students including our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population. Our population in general will also benefit from all these strategies as well. Our strategy is use our Program and Materials to insure a much better outcome this school year.</p> <p>Academic Strategies</p> <p>Homework House Saturday School Tutoring Programs QCI or Quality Curriculum Instructions ELLevation Strategies</p> <p>Enhancing the sense of community and belonging</p> | Title 1 ESER | 8-20-24 - 6-12--25 | All school personnel, including teachers, administrators, counselors, aids, and all support staff. | <p>Pulse Surveys CORE Surveys Decrease in the Number of Suspension Decrease the Number of Referrals Decrease the Number of Expulsions</p> |

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>Economic Disadvantages and our Homeless Students will improve in the Pulse Survey and the Core Survey by 10 points overall.</p> <p>Our goal is to improve our Dashboard Red Groups by 10 points all the Sense of belonging questions and the questions attaining school climate.</p> <p>Progress Monitoring Plan for Dashboard Red-Level Subgroups</p> <p>Our school staff will review the Pulse survey, suspension rates, and/or attendance data each quarter, including Dashboard red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment such as Iready, Unit Tests, and district assessments.</p> <p>Progress Monitoring Plan for Dashboard Red-Level Subgroups</p> <p>Our school staff will review the Pulse survey, suspension rates, and attendance data each quarter, including Dashboard</p> | <p>Restorative Justice</p> <p>Mediation Circles</p> <p>Project Optimism</p> <p>Student of the Month</p> <p>IReady Achievement</p> <p>Assemblies</p> <p>School Dances</p> <p>Spirit Days</p> <p>GPA Assemblies</p> <p>Perfect attendance</p> <p>Recognition</p> <p>Different Interests</p> <p>ClubsRestorative Justice</p> <p>Professional Development</p> <p>Wellness Center</p> <p>VIPS</p> | | | | | |
|---|--|--|--|--|--|--|

| | | | | | |
|---|--|--|--|--|--|
| red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment, such as Iready, Unit Tests, and district assessments. | | | | | |
|---|--|--|--|--|--|

Accountability Measure 3: 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 are needed to cover classes. Core Curriculum 100 | 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. | LCFF \$10,148 Title 1 \$30,442 Substitute teacher full day (1.5) for 100 days - LCFF 25%; Title 1 75% | 07/01/2024 - 06/28/2025 Quarterly | Department Head Principal | SBAC data Quarter/Semester Grades Student Samples Agenda and Minutes |

| | | | | | |
|--|---|--|----------------------------------|----------------------------|---|
| 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. SBAC ELA 20, SBAC Math 20, Core Curriculum 60 | Professional Development Opportunities, onsite or online. Note: on-ground PD may include overnight stay Collaboration PD/ Release Time: Staff within each department/grade level will meet to create more coherent and uniform lessons to meet the California State Standards and increase student achievement. Staff will calibrate rubrics, assessments, and evaluate student writing. -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 | Title 1 \$35,978 Substitute teacher full day (32) for 3 days - Title 1 100% Services - Title 1 100% Materials - Title 1 100% | 07/01/2024 - 06/28/2025 Semester | Department Heads Principal | Presentation of Conference Summary to Faculty Analyze grades quarterly. Administration oversight of lesson planning and classroom practices through formal and informal observations. |
|--|---|--|----------------------------------|----------------------------|---|

| | | | | | |
|---|---|---------|---|---|---------------------------|
| | (various dates & locations, year-round) -Other site/district approved PD opportunities (various dates & loations, year-round) | | | | |
| Recognizing the needs of our staff to keep their craft evolving and cement their good practices. Our school provides opportunities for staff to learn about best practices in various content areas and classroom management, best practices using educational technology, and precise, effective differentiation strategies for all students, including GATE/Excel-identified students and English Learners. | <p>Staff need additional time to collaborate to plan for units of study, analyze assessment data, and determine the next steps to align instructional practices better to improve student outcomes. Low substitute job pick-up rate; Substitutes/Roving site substitutes are needed to cover classes. D/F</p> <p>Professional Development Opportunities, online or on-ground deliveries. District-sponsored Workshop/Training (All Deparments, year-round) -California Science Education Conference -Safe and Civil Conference (various dates year-round) -California League of Middle Schools-Physical Education Workshop (multiple dates & locations year-round) -Other site/district approved PD opportunities (various dates & locations, year-round)</p> | Title I | Substitutes/Roving Site-Substitutes for class coverage 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: 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 the next | Principal Admin Team Teachers and Staff | Pulse, CORE, SBAC, ELPAC, |

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>steps. Each Department/Grade Level will meet for two full-day or four 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 of prep time for planning/preparation.</p> | | |
|--|--|--|--|--|--|

Describe Teacher Involvement

Regularly scheduled department meetings and grade level meetings provide opportunities to discuss and collaborate on student data, student work, best practices, interventions and making the shifts towards Common Core State Standards. Also, regularly scheduled faculty meetings allow all staff to collaborate regarding consistent school wide systems, procedures, professional development, data and school wide celebrations.

Teachers are also involved in reviewing and approving the School Site Plan at our School Site Council (SSC). Teachers provide curricular input with their involvement on school wide committees and district department committees. The instructional leadership team provides professional development in the continued implementation of the Common Core standards, regular practice with complex text, effective collaborative conversations and strategic use of formative assessment strategies. The ILT implements the K-12 Literacy Instructional Practice Implementation Tool to gather evidence of practices that support the implementation of the four understandings. The ILT meets regularly and identifies next steps for our professional development plan as we move towards a high-quality instructional program

Lindsey has a healthy SST process which ensures student facing challenges receive appropriate support.

Accountability Measure 4: Parent & Community

| Parent and Community Involvement | | | | | |
|---|--|--|---------------------------------|--|---|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |
| Improve Parent involvement by building community resource to address language barrier from home-to-school. Culture-Climate Survey (Parent) 50, Other 50 | 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. | Par Inv \$4,000 Title 1 \$4,000 Services - Par Inv 50%; Title 1 50% | 07/01/2024 - 06/28/2025 Weekly | Principal Program Facilitator Teacher | Course Evaluation Pre- & Post- Course results |
| To build connect with students and families Culture-Climate Survey (Parent) 100 | 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. | LCFF \$3,085 Teacher Hourly Extra Comp (33) for 1 hours annually - LCFF 100% | 07/25/2024 - 06/15/2025 Monthly | teachers, department chairs and administrators | CORE survey data |

| | | | | | |
|--|--|---|-------------------------------|-----------------------------|-------------------------------------|
| 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 50, Basic Services 50 | 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. | Par Inv \$859 Hourly - Senior Office Assistant (1) for 20 hours annually - Par Inv 100% | 07/01/2024 - 06/28/2025 Daily | Principal Office Supervisor | Number of parents/families serviced |
| 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. Culture-Climate Survey (Parent) 50, Basic Services 50 | 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. | Par Inv \$429 Hourly - Senior Office Assistant (1) for 10 hours annually - Par Inv 100% | 07/01/2024 - 06/28/2025 Daily | Principal Office Supervisor | Number of parents/families serviced |

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) | 209819 |
| Title I Parent and Family Involvement (3008) | 6058 |

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; Research LROIX Development. | NA |
| Centralized Services Share | Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE | NA |

| State Programs * | Allocation |
|-------------------------|-------------------|
| LCFF | 82740 |

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services**Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|--------------|-------------------------|---------------------------------|-------------------|
| Staff | Principal | Danyett Armstrong-Lee | 12-31-2025 |
| Staff | Classroom Teacher | Cindy Pitts | 12-31-2025 |
| Staff | Classroom Teacher | George Martinez | 12-31-2026 |
| Staff | Classroom Teacher | Dorian Branch | 12-31-2026 |
| Staff | Classroom Teacher | Rachel Murillo | 12-31-2025 |
| Staff | Other School Personnel | Gabriella Belayachi | 12-31-2026 |
| Community | Parent/Community Member | [REDACTED] Dyfan | 12-31-2026 |
| Community | Parent/Community Member | [REDACTED] Gutierrez [REDACTED] | 12-31-2026 |
| Community | Parent/Community Member | [REDACTED] Rincon | 12-31-2026 |
| Community | Student | A [REDACTED] | 12-31-2026 |
| Community | Student | C [REDACTED] | 12-31-2026 |
| Community | Student | N [REDACTED] | 12-31-2026 |

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) | ████████ Perez |
| DELAC Representative | Parent of EL Student (required) | ██████████ Rendon |
| Principal or Designee | Staff Member (required) | Danyett Armstrong -Lee |
| Secretary | Parent of EL Student (required) | ████████ Cruz |

| 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? | 10/14/2024 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | <p>ELAC advisement Provide after-school tutoring, adding if it is possible to start as soon. Monitoring our students' ELPAC Scores. Provides Saturday School to prepare our students for the ELPAC/SBAC. Explain to parents ELPAC results. Provide information on how to help students to get ready for ELPAC/SBAC and when are their students are schedule to take the ELPAC assessment. Add a few more cameras to the parking lot and the front of the quad.</p> |
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply): | <p>CELDT/ELPAC Results Reclassification Data Language Census Data Other: Safety and Security.</p> |

| | |
|---|--|
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 10/15/2024 |
| 6. What was SSC's response to ELAC recommendations? | The School Site Council thanks the ELAC members for their recommendations to support academic achievement for our English Language Learners in mathematics and ELA. Members of SSC are in support and have been in consultation to consider some options for interventions that will target ELs. Further information regarding the interventions will be made available later. Once again, thank you for your recommendations, and we look forward to our continued collaboration throughout the year. |

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): 10/15/2024
2. The SSC approved the **Home-School Compact** on 09/17/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/17/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/24/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

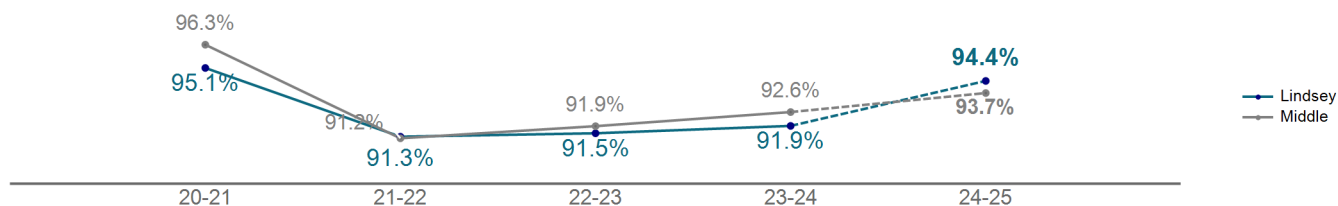
Printed Name: _____ Date: _____

ELAC Chair: _____

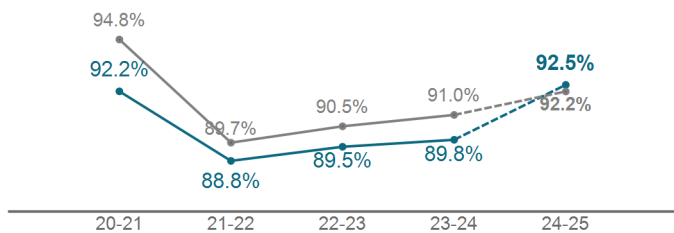
Printed Name: _____ Date: _____

Attendance Rate

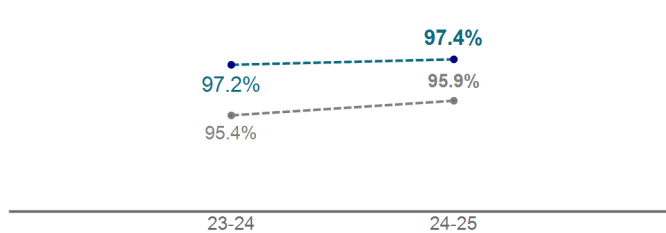
Lindsey
All Students
N = 710



African American
N = 114



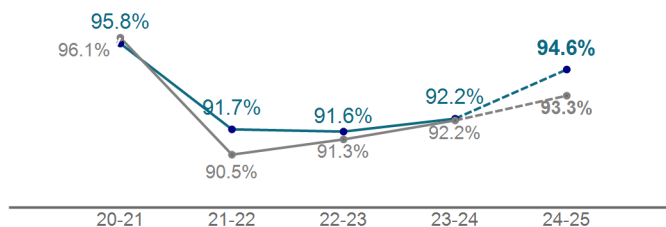
Asian
N = 25



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 524



Pacific Islander

Subgroup with fewer than 20 students.

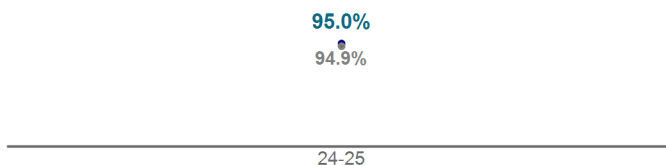
White

Subgroup with fewer than 20 students.

Native American

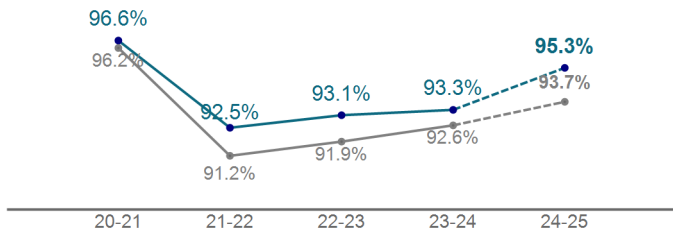
Subgroup with fewer than 20 students.

Other
N = 20

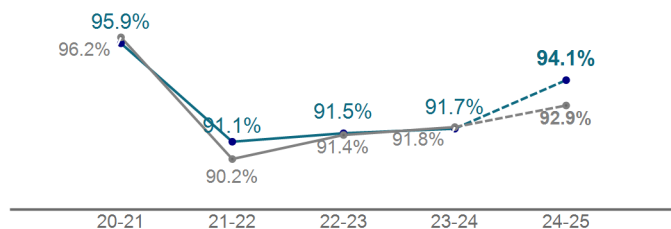


Attendance Rate

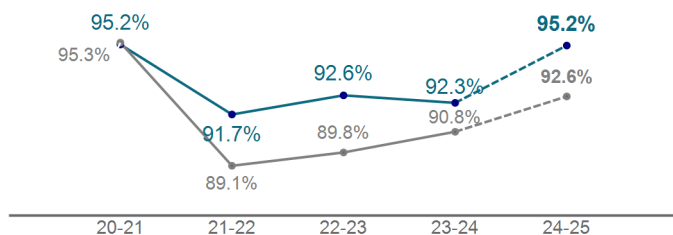
EL + RFEP
N = 332



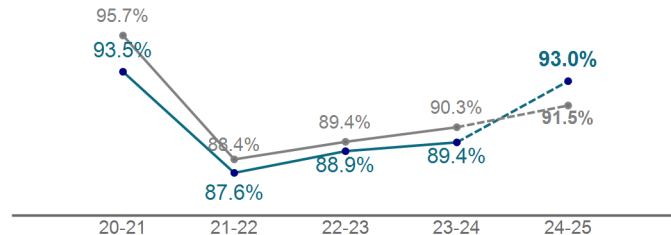
Low SES
N = 576



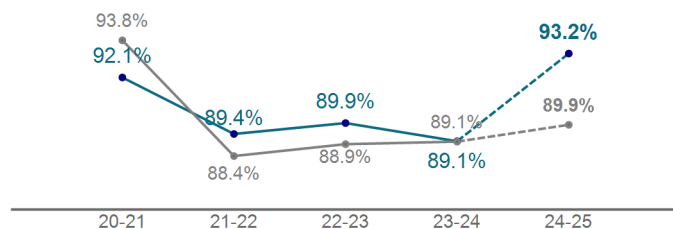
English Learner
N = 147



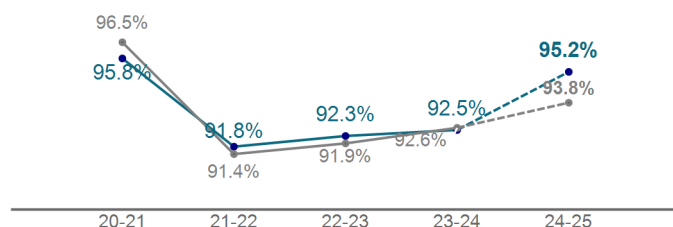
Special Education
N = 108



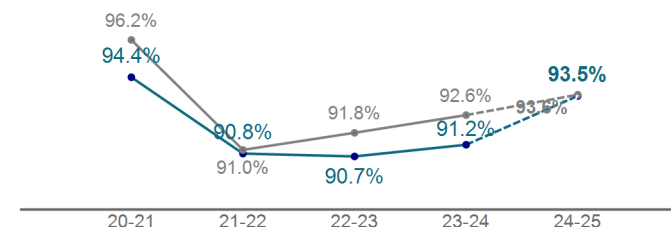
Homeless or Foster Youth
N = 65



Female
N = 355



Male
N = 355



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 2024 :: 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 | 688 | 688 | 65% | 37 | 28 | 27 | 8 | 35% | ↑3 | <div><div></div><div></div><div></div></div> | ↓1 | |
| | | All Middle | 52% | 27 | 24 | 31 | 17 | 48% | ↑3 | <div><div></div><div></div><div></div></div> | ↑1 | |
| | | District | 51% | 29 | 22 | 27 | 23 | 49% | ↑1 | <div><div></div><div></div><div></div></div> | ↑2 | |
| Grade | Gr. 06 | 222 | 66% | 40 | 27 | 25 | 9 | 34% | ↑3 | <div><div></div><div></div><div></div></div> | ↓10 | |
| | | All Middle | 56% | 29 | 27 | 28 | 16 | 44% | ↑1 | <div><div></div><div></div><div></div></div> | ↓7 | |
| | | District | 55% | 29 | 26 | 28 | 17 | 45% | ↑1 | <div><div></div><div></div><div></div></div> | ↓6 | |
| | Gr. 07 | 242 | 63% | 38 | 24 | 29 | 9 | 37% | ↑5 | <div><div></div><div></div><div></div></div> | ↑7 | |
| | | All Middle | 49% | 27 | 22 | 32 | 19 | 51% | ↑2 | <div><div></div><div></div><div></div></div> | ↑8 | |
| | | District | 48% | 27 | 21 | 32 | 20 | 52% | ↑2 | <div><div></div><div></div><div></div></div> | ↑8 | |
| | Gr. 08 | 224 | 66% | 33 | 33 | 29 | 5 | 34% | ↑2 | <div><div></div><div></div><div></div></div> | - | |
| | | All Middle | 50% | 25 | 25 | 33 | 17 | 50% | ↑5 | <div><div></div><div></div><div></div></div> | ↑1 | |
| | | District | 50% | 25 | 24 | 32 | 18 | 50% | ↑3 | <div><div></div><div></div><div></div></div> | ↑1 | |
| Ethnicity | Hispanic | 493 | 63% | 35 | 28 | 29 | 8 | 37% | ↑4 | <div><div></div><div></div><div></div></div> | ↓1 | |
| | | All Middle | 58% | 30 | 28 | 30 | 12 | 42% | ↑3 | <div><div></div><div></div><div></div></div> | ↑- | |
| | | District | 57% | 33 | 25 | 27 | 16 | 43% | ↑1 | <div><div></div><div></div><div></div></div> | ↑2 | |
| | African American | 118 | 80% | 53 | 27 | 14 | 6 | 20% | ↑3 | <div><div></div><div></div><div></div></div> | ↓2 | |
| | | All Middle | 65% | 39 | 26 | 26 | 9 | 35% | ↑5 | <div><div></div><div></div><div></div></div> | ↑3 | |
| | | District | 66% | 42 | 24 | 22 | 12 | 34% | ↑2 | <div><div></div><div></div><div></div></div> | ↑3 | |
| | Asian | 24 | 58% | 17 | 42 | 38 | 4 | 42% | ↓3 | <div><div></div><div></div><div></div></div> | - | |
| | | All Middle | 34% | 15 | 19 | 36 | 30 | 66% | ↑1 | <div><div></div><div></div><div></div></div> | ↑1 | |
| | | District | 32% | 15 | 18 | 29 | 38 | 68% | ↑2 | <div><div></div><div></div><div></div></div> | ↑4 | |
| | Cambodian | 24 | 46% | 17 | 29 | 42 | 13 | 54% | ↑1 | <div><div></div><div></div><div></div></div> | ↑10 | |
| | | All Middle | 37% | 16 | 21 | 35 | 28 | 63% | ↑2 | <div><div></div><div></div><div></div></div> | ↑- | |
| | | District | 37% | 18 | 20 | 30 | 33 | 63% | ↑2 | <div><div></div><div></div><div></div></div> | ↑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.

SBAC ELA 2024 :: 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 |
| Ethnicity | Other | 16* | 50% | 25 | 25 | 31 | 19 | 50% | - | | - |
| | | All Middle | 33% | 15 | 17 | 34 | 33 | 67% | ↑3 | | ↓- |
| | | District | 32% | 16 | 15 | 28 | 41 | 68% | ↑1 | | ↑- |
| | Pacific Islander | 15* | 67% | 33 | 33 | 27 | 7 | 33% | ↓5 | | - |
| | | All Middle | 54% | 24 | 30 | 35 | 11 | 46% | ↑6 | | ↑8 |
| | | District | 57% | 28 | 29 | 31 | 11 | 43% | ↑5 | | ↑2 |
| | Filipino | 14* | 29% | 14 | 14 | 50 | 21 | 71% | ↑14 | | - |
| | | All Middle | 23% | 10 | 13 | 38 | 39 | 77% | ↑8 | | ↑6 |
| | | District | 27% | 13 | 14 | 32 | 42 | 73% | ↑1 | | ↑4 |
| | White | 6* | 67% | 50 | 17 | 33 | | 33% | ↓3 | | - |
| | | All Middle | 27% | 13 | 15 | 36 | 37 | 73% | ↓- | | ↓2 |
| | | District | 26% | 12 | 14 | 30 | 44 | 74% | ↑- | | ↓- |
| | American Indian | 2* | 100% | 50 | 50 | | | 0% | - | | - |
| | | All Middle | 40% | 25 | 15 | 50 | 10 | 60% | ↑7 | | ↓6 |
| | | District | 46% | 31 | 15 | 44 | 10 | 54% | ↓5 | | ↓5 |
| Gender | Female | 341 | 57% | 29 | 28 | 34 | 8 | 43% | ↑5 | | ↑2 |
| | | All Middle | 46% | 22 | 24 | 34 | 20 | 54% | ↑3 | | ↑2 |
| | | District | 46% | 24 | 22 | 29 | 25 | 54% | ↑2 | | ↑3 |
| | Male | 347 | 72% | 45 | 27 | 21 | 7 | 28% | ↑2 | | ↓3 |
| | | All Middle | 57% | 32 | 25 | 28 | 15 | 43% | ↑2 | | ↓1 |
| | | District | 55% | 33 | 22 | 25 | 20 | 45% | ↑1 | | ↑1 |
| | Nonbinary | All Middle | 42% | 17 | 25 | 42 | 17 | 58% | ↑2 | | ↑12 |
| | | District | 46% | 24 | 22 | 34 | 20 | 54% | ↓6 | | ↑3 |
| Special Populations | EL + RFEP | 334 | 64% | 33 | 31 | 29 | 7 | 36% | ↑3 | | ↓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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

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 | All Middle | 62% | 34 | 28 | 28 | 10 | 38% | ↑2 | <div><div></div></div> | ↑1 |
| | | District | 63% | 38 | 25 | 25 | 12 | 37% | ↑1 | <div><div></div></div> | ↑3 |
| | ELL | 114 | 92% | 62 | 30 | 8 | | 8% | ↓2 | <div><div></div></div> | - |
| | | All Middle | 93% | 65 | 27 | 7 | | 7% | ↓1 | <div><div></div></div> | - |
| | | District | 86% | 61 | 25 | 11 | 3 | 14% | ↓1 | <div><div></div></div> | ↑3 |
| | RFEP | 220 | 50% | 18 | 32 | 40 | 10 | 50% | ↑3 | <div><div></div></div> | ↓1 |
| | | All Middle | 44% | 16 | 28 | 40 | 15 | 56% | ↑4 | <div><div></div></div> | ↑2 |
| | | District | 41% | 16 | 25 | 38 | 21 | 59% | ↑3 | <div><div></div></div> | ↑3 |
| | Foster | 4* | 50% | 50 | | 25 | 25 | 50% | ↑33 | <div><div></div></div> | - |
| | | All Middle | 78% | 48 | 29 | 18 | 4 | 22% | ↓2 | <div><div></div></div> | ↓6 |
| | | District | 77% | 55 | 22 | 17 | 6 | 23% | ↓2 | <div><div></div></div> | ↓3 |
| | GATE/Excel | 140 | 25% | 5 | 20 | 49 | 26 | 75% | ↑5 | <div><div></div></div> | ↓3 |
| | | All Middle | 13% | 2 | 11 | 39 | 48 | 87% | ↑3 | <div><div></div></div> | ↑- |
| | | District | 12% | 3 | 9 | 30 | 58 | 88% | ↑2 | <div><div></div></div> | ↓1 |
| | Homeless | 89 | 69% | 47 | 21 | 27 | 4 | 31% | ↓2 | <div><div></div></div> | - |
| | | All Middle | 69% | 43 | 26 | 25 | 6 | 31% | ↓1 | <div><div></div></div> | ↑1 |
| | | District | 69% | 45 | 24 | 22 | 9 | 31% | ↓5 | <div><div></div></div> | ↑2 |
| | Homeless/Foster | 93 | 68% | 47 | 20 | 27 | 5 | 32% | ↓1 | <div><div></div></div> | - |
| | | All Middle | 70% | 44 | 26 | 24 | 6 | 30% | ↓1 | <div><div></div></div> | - |
| | | District | 70% | 46 | 24 | 21 | 9 | 30% | ↓5 | <div><div></div></div> | ↑1 |
| | Low SES | 561 | 67% | 39 | 28 | 27 | 6 | 33% | ↑1 | <div><div></div></div> | ↓2 |
| | | All Middle | 59% | 32 | 27 | 29 | 11 | 41% | ↓- | <div><div></div></div> | ↑1 |
| | | District | 60% | 35 | 25 | 25 | 15 | 40% | ↓1 | <div><div></div></div> | ↑2 |
| | Special Ed. | 98 | 92% | 80 | 12 | 6 | 2 | 8% | ↑3 | <div><div></div></div> | ↓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 2024 :: 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. | All Middle | 85% | 65 | 20 | 12 | 3 | | 15% | ↑2 | | ↑1 |
| | | District | 83% | 64 | 19 | 11 | 6 | | 17% | ↑- | | ↑2 |
| | Spec Ed. Speech/RSP | 68 | 91% | 74 | 18 | 6 | 3 | | 9% | ↑2 | | ↓5 |
| | | All Middle | 80% | 57 | 24 | 15 | 4 | | 20% | ↑2 | | ↑1 |
| | | District | 79% | 57 | 22 | 14 | 7 | | 21% | ↑- | | ↑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 2024 :: 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 | 691 | 691 | 85% | 57 | 28 | 9 | 6 | 15% | ↑1 | | ↓5 |
| | | All Middle | 68% | 42 | 26 | 17 | 15 | 32% | ↑2 | | ↓- |
| | | District | 64% | 38 | 25 | 19 | 17 | 36% | ↑2 | | ↓2 |
| Grade | Gr. 06 | 225 | 83% | 47 | 36 | 10 | 7 | 17% | ↓2 | | ↓8 |
| | | All Middle | 68% | 39 | 29 | 17 | 16 | 32% | ↑- | | ↓2 |
| | | District | 67% | 39 | 29 | 17 | 16 | 33% | ↓1 | | ↓2 |
| | Gr. 07 | 244 | 83% | 60 | 23 | 12 | 5 | 17% | ↓- | | ↓1 |
| | | All Middle | 66% | 41 | 25 | 19 | 15 | 34% | ↑2 | | ↑2 |
| | | District | 65% | 40 | 25 | 19 | 16 | 35% | ↑2 | | ↑1 |
| | Gr. 08 | 222 | 89% | 63 | 26 | 5 | 6 | 11% | ↑4 | | ↓6 |
| | | All Middle | 69% | 46 | 23 | 15 | 16 | 31% | ↑4 | | ↓1 |
| | | District | 68% | 45 | 23 | 15 | 16 | 32% | ↑4 | | ↓1 |
| Ethnicity | Hispanic | 498 | 84% | 55 | 29 | 10 | 6 | 16% | ↑1 | | ↓4 |
| | | All Middle | 74% | 47 | 27 | 15 | 10 | 26% | ↑2 | | ↓- |
| | | District | 71% | 43 | 27 | 18 | 12 | 29% | ↑2 | | ↓2 |
| | African American | 116 | 91% | 71 | 20 | 4 | 5 | 9% | ↑1 | | ↓5 |
| | | All Middle | 83% | 59 | 24 | 11 | 6 | 17% | ↑1 | | ↓1 |
| | | District | 80% | 55 | 25 | 13 | 7 | 20% | ↑2 | | ↓2 |
| | Asian | 24 | 87% | 42 | 46 | 4 | 8 | 13% | ↓10 | | ↓25 |
| | | All Middle | 50% | 28 | 22 | 22 | 28 | 50% | ↑2 | | ↓1 |
| | | District | 45% | 24 | 22 | 21 | 33 | 55% | ↑3 | | ↓2 |
| | Cambodian | 24 | 83% | 38 | 46 | 4 | 13 | 17% | ↓7 | | ↓19 |
| | | All Middle | 53% | 30 | 24 | 21 | 25 | 47% | ↑3 | | ↓1 |
| | | District | 50% | 26 | 24 | 23 | 28 | 50% | ↑5 | | ↓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 2024 :: 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 |
| Ethnicity | Other | 16* | 75% | 44 | 31 | 19 | 6 | 25% | ↑4 | | | - |
| | | All Middle | 48% | 24 | 24 | 22 | 30 | 52% | ↑2 | | | ↓1 |
| | | District | 43% | 22 | 21 | 23 | 34 | 57% | ↑2 | | | ↓2 |
| | Pacific Islander | 15* | 80% | 67 | 13 | 13 | 7 | 20% | ↑12 | | | - |
| | | All Middle | 75% | 45 | 30 | 16 | 9 | 25% | ↑4 | | | - |
| | | District | 70% | 43 | 28 | 21 | 9 | 30% | ↑5 | | | ↓2 |
| | Filipino | 14* | 71% | 29 | 43 | 14 | 14 | 29% | - | | | - |
| | | All Middle | 38% | 17 | 21 | 26 | 36 | 62% | ↑13 | | | ↑9 |
| | | District | 38% | 18 | 20 | 27 | 35 | 62% | ↑6 | | | ↑4 |
| | White | 6* | 100% | 50 | 50 | | | 0% | ↓9 | | | - |
| | | All Middle | 41% | 18 | 23 | 23 | 36 | 59% | ↓2 | | | ↓2 |
| | | District | 38% | 17 | 21 | 25 | 37 | 62% | ↓- | | | ↓4 |
| | American Indian | 2* | 100% | 100 | | | | 0% | - | | | - |
| | | All Middle | 75% | 45 | 30 | 10 | 15 | 25% | ↑9 | | | - |
| | | District | 69% | 41 | 29 | 20 | 10 | 31% | ↑3 | | | ↓3 |
| Gender | Female | 342 | 86% | 56 | 30 | 9 | 6 | 14% | ↓1 | | | ↓6 |
| | | All Middle | 69% | 42 | 27 | 17 | 14 | 31% | ↑2 | | | ↑- |
| | | District | 66% | 39 | 27 | 19 | 16 | 34% | ↑1 | | | ↓3 |
| | Male | 349 | 84% | 57 | 27 | 10 | 6 | 16% | ↑2 | | | ↓4 |
| | | All Middle | 67% | 42 | 25 | 17 | 17 | 33% | ↑2 | | | ↓1 |
| | | District | 62% | 38 | 24 | 19 | 19 | 38% | ↑2 | | | ↓2 |
| | Nonbinary | All Middle | 75% | 38 | 38 | 17 | 8 | 25% | ↓14 | | | ↑5 |
| | | District | 76% | 40 | 36 | 14 | 10 | 24% | ↓14 | | | ↑3 |
| Special Populations | EL + RFEP | 339 | 84% | 53 | 30 | 10 | 6 | 16% | ↓- | | | ↓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.

SBAC Math 2024 :: 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 | All Middle | 77% | 51 | 26 | 14 | 9 | 23% | ↑2 | | ↓- |
| | | District | 76% | 50 | 26 | 15 | 9 | 24% | ↑1 | | ↓2 |
| | ELL | 119 | 99% | 79 | 20 | | | 1% | ↓3 | | ↓3 |
| | | All Middle | 96% | 79 | 17 | 3 | | 4% | ↑- | | ↓- |
| | | District | 89% | 65 | 23 | 9 | 3 | 11% | ↑1 | | ↑1 |
| | RFEP | 220 | 75% | 40 | 36 | 15 | 9 | 25% | ↓- | | ↓7 |
| | | All Middle | 66% | 34 | 32 | 21 | 14 | 34% | ↑3 | | ↓- |
| | | District | 64% | 35 | 29 | 21 | 15 | 36% | ↑2 | | ↓4 |
| | Foster | 4* | 75% | 75 | | 25 | | 25% | ↑25 | | - |
| | | All Middle | 87% | 70 | 17 | 11 | 2 | 13% | ↑1 | | ↓1 |
| | | District | 84% | 62 | 23 | 12 | 4 | 16% | ↑- | | ↓3 |
| | GATE/Excel | 139 | 51% | 17 | 34 | 25 | 24 | 49% | ↑5 | | ↓12 |
| | | All Middle | 26% | 7 | 19 | 27 | 47 | 74% | ↑4 | | ↓1 |
| | | District | 21% | 6 | 16 | 28 | 51 | 79% | ↑5 | | ↓4 |
| | Homeless | 90 | 88% | 68 | 20 | 10 | 2 | 12% | ↓1 | | ↓4 |
| | | All Middle | 84% | 61 | 23 | 10 | 6 | 16% | ↓1 | | ↓1 |
| | | District | 82% | 56 | 25 | 11 | 7 | 18% | ↓4 | | ↓1 |
| | Homeless/Foster | 94 | 87% | 68 | 19 | 10 | 3 | 13% | ↑- | | ↓4 |
| | | All Middle | 84% | 62 | 22 | 10 | 6 | 16% | ↓- | | ↓1 |
| | | District | 82% | 57 | 25 | 11 | 7 | 18% | ↓4 | | ↓2 |
| | Low SES | 563 | 86% | 58 | 27 | 9 | 5 | 14% | ↓- | | ↓5 |
| | | All Middle | 76% | 49 | 27 | 14 | 10 | 24% | ↓1 | | ↓1 |
| | | District | 72% | 45 | 27 | 17 | 11 | 28% | ↑- | | ↓2 |
| | Special Ed. | 98 | 95% | 85 | 10 | 1 | 4 | 5% | ↑4 | | ↑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 Math 2024 :: 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. | All Middle | 92% | 78 | 14 | 5 | 3 | 8% | ↑ 1 | | | ↓ - |
| | | District | 86% | 70 | 17 | 8 | 6 | 14% | ↑ 1 | | | ↓ - |
| | Spec Ed. Speech/RSP | 68 | 93% | 87 | 6 | 1 | 6 | 7% | ↑ 5 | | | ↑ 2 |
| | | All Middle | 89% | 72 | 17 | 6 | 5 | 11% | ↑ - | | | ↓ - |
| | | District | 83% | 63 | 20 | 10 | 7 | 17% | ↑ 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 Science 2024 :: 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 | 221 | 221 | 92% | 23 | 69 | 8 | 8% | ↓3 | | - |
| | | All Middle | 75% | 18 | 57 | 19 | 6 | 25% | ↑3 | - |
| | | District | 73% | 17 | 57 | 19 | 7 | 27% | ↑1 | - |
| Grade | Gr. 08 | 221 | 92% | 23 | 69 | 8 | 8% | ↓3 | | - |
| | | All Middle | 75% | 18 | 57 | 19 | 6 | 25% | ↑3 | - |
| | | District | 75% | 18 | 56 | 19 | 7 | 25% | ↑2 | - |
| | Gr. 07 | All Middle* | 100% | 100 | | | 0% | - | | - |
| Ethnicity | Hispanic | 157 | 91% | 22 | 69 | 8 | 9% | ↓3 | | - |
| | | All Middle | 82% | 22 | 60 | 15 | 3 | 18% | ↑2 | - |
| | | District | 80% | 20 | 60 | 16 | 4 | 20% | ↑1 | - |
| | African American | 37 | 95% | 30 | 65 | 5 | 5% | ↑5 | | - |
| | | All Middle | 86% | 22 | 64 | 12 | 2 | 14% | ↑2 | - |
| | | District | 86% | 24 | 62 | 12 | 2 | 14% | ↑1 | - |
| | Other | 9* | 78% | 22 | 56 | 22 | 22% | ↑22 | | - |
| | | All Middle | 55% | 9 | 46 | 31 | 14 | 45% | ↑7 | - |
| | | District | 56% | 10 | 46 | 28 | 16 | 44% | ↑1 | - |
| | Filipino | 7* | 100% | 29 | 71 | | 0% | ↓33 | | - |
| | | All Middle | 55% | 6 | 49 | 33 | 12 | 45% | ↑9 | - |
| | | District | 55% | 6 | 49 | 32 | 13 | 45% | ↓1 | - |
| | Cambodian | 5* | 80% | 80 | 20 | 20% | 20% | ↓13 | | - |
| | | All Middle | 58% | 6 | 52 | 29 | 13 | 42% | ↑13 | - |
| | | District | 63% | 8 | 55 | 26 | 11 | 37% | ↑3 | - |
| | Asian | 4* | 100% | 100 | | | 0% | ↓43 | | - |
| | | All Middle | 56% | 6 | 50 | 33 | 11 | 44% | ↑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 |
| Ethnicity | Asian | District | 55% | 7 | 48 | 30 | 15 | 45% | ↑2 | <div><div></div></div> | - |
| | White | 4* | 100% | 25 | 75 | | | 0% | ↓25 | <div><div></div></div> | - |
| | | All Middle | 51% | 9 | 42 | 30 | 19 | 49% | ↑1 | <div><div></div></div> | - |
| | | District | 50% | 6 | 44 | 30 | 19 | 50% | ↑1 | <div><div></div></div> | - |
| | Pacific Islander | 3* | 100% | 33 | 67 | | | 0% | - | <div><div></div></div> | - |
| | | All Middle | 90% | 20 | 70 | 7 | 3 | 10% | ↑1 | <div><div></div></div> | - |
| | | District | 91% | 14 | 76 | 6 | 4 | 9% | ↓2 | <div><div></div></div> | - |
| Gender | Female | 110 | 92% | 18 | 74 | 7 | | 8% | ↓6 | <div><div></div></div> | - |
| | | All Middle | 76% | 16 | 60 | 19 | 5 | 24% | ↑1 | <div><div></div></div> | - |
| | | District | 73% | 15 | 58 | 20 | 7 | 27% | ↑1 | <div><div></div></div> | - |
| | Male | 111 | 92% | 28 | 64 | 8 | | 8% | ↓1 | <div><div></div></div> | - |
| | | All Middle | 75% | 21 | 54 | 18 | 7 | 25% | ↑4 | <div><div></div></div> | - |
| | | District | 73% | 18 | 55 | 19 | 8 | 27% | ↑- | <div><div></div></div> | - |
| | Nonbinary | All Middle* | 75% | | 75 | 25 | | 25% | ↑7 | <div><div></div></div> | - |
| | | District | 61% | 9 | 52 | 26 | 13 | 39% | ↑7 | <div><div></div></div> | - |
| Special Populations | EL + RFEP | 102 | 92% | 18 | 75 | 7 | | 8% | ↓5 | <div><div></div></div> | - |
| | | All Middle | 84% | 24 | 59 | 13 | 3 | 16% | ↑3 | <div><div></div></div> | - |
| | | District | 84% | 22 | 62 | 13 | 3 | 16% | ↓- | <div><div></div></div> | - |
| | ELL | 33 | 100% | 39 | 61 | | | 0% | - | <div><div></div></div> | - |
| | | All Middle | 99% | 48 | 51 | 1 | | 1% | ↑1 | <div><div></div></div> | - |
| | | District | 98% | 40 | 58 | 2 | | 2% | ↑- | <div><div></div></div> | - |
| | RFEP | 69 | 88% | 7 | 81 | 10 | 1 | 12% | ↓7 | <div><div></div></div> | - |
| | | All Middle | 78% | 15 | 63 | 18 | 5 | 22% | ↑2 | <div><div></div></div> | - |
| | | District | 76% | 12 | 64 | 20 | 5 | 24% | ↓- | <div><div></div></div> | - |

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 2024 :: 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 | Foster | 2* | 100% | 50 | 50 | | | | 0% | - | <div></div> | - | |
| | | All Middle | 97% | 37 | 60 | | 3 | | 3% | ↓- | <div></div> | - | |
| | | District | 89% | 32 | 57 | | 8 | 2 | 11% | ↓1 | <div></div> | - | |
| | GATE/Excel | 35 | 69% | 69 | | 29 | | 3 | 31% | ↓3 | <div></div> | - | |
| | | All Middle | | 34% | 2 | 32 | 43 | | 24 | 66% | ↑14 | <div></div> | - |
| | | District | | 35% | 3 | 33 | 39 | | 25 | 65% | ↑8 | <div></div> | - |
| | Homeless | 31 | 94% | 29 | 65 | | 6 | | 6% | ↑- | <div></div> | - | |
| | | All Middle | 88% | 28 | 60 | | 11 | 1 | 12% | ↑3 | <div></div> | - | |
| | | District | 86% | 28 | 59 | | 12 | 1 | 14% | ↑- | <div></div> | - | |
| | Homeless/Foster | 33 | 94% | 30 | 64 | | 6 | | 6% | ↑- | <div></div> | - | |
| | | All Middle | 89% | 29 | 60 | | 10 | | 11% | ↑3 | <div></div> | - | |
| | | District | 87% | 28 | 59 | | 12 | 1 | 13% | ↓- | <div></div> | - | |
| | Low SES | 176 | 92% | 25 | 67 | | 7 | | 8% | ↓3 | <div></div> | - | |
| | | All Middle | 83% | 22 | 61 | | 14 | 3 | 17% | ↓- | <div></div> | - | |
| | | District | 82% | 20 | 61 | | 15 | 4 | 18% | ↓1 | <div></div> | - | |
| | Special Ed. | 23 | 96% | 57 | | 39 | 4 | | 4% | ↑4 | <div></div> | - | |
| | | All Middle | 94% | 43 | | 51 | 5 | 1 | 6% | ↑2 | <div></div> | - | |
| | | District | 92% | 41 | | 51 | 6 | 2 | 8% | ↑1 | <div></div> | - | |
| | Spec Ed. Speech/RSP | 14* | 93% | 57 | | 36 | 7 | | 7% | ↑7 | <div></div> | - | |
| | | All Middle | 92% | 36 | | 56 | 7 | 2 | 8% | ↑3 | <div></div> | - | |
| | | District | 89% | 34 | | 55 | 8 | 3 | 11% | ↑1 | <div></div> | - | |

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

23-24

| |
|---------------------|
| 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 | | |
| All Students | All | 556 | 42 | 41 | 17 |
| Grade | Gr. 06 | 77 | 43 | 44 | 12 |
| | Gr. 07 | 278 | 47 | 42 | 11 |
| | Gr. 08 | 201 | 35 | 39 | 26 |
| Ethnicity | African American | 215 | 34 | 45 | 21 |
| | American Indian | 3 | 33 | 67 | |
| | Asian | 1 | 100 | | |
| | Filipino | 7 | 29 | 57 | 14 |
| | Hispanic | 290 | 48 | 40 | 11 |
| | Other | 14 | 50 | 14 | 36 |
| | Pacific Islander | 18 | 39 | 39 | 22 |
| Gender | Female | 150 | 43 | 29 | 27 |
| | Male | 406 | 42 | 46 | 13 |

Lindsey

23-24

| |
|---------------------|
| 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 | 108 | 52 | 35 | 13 |
| | ELL | 55 | 56 | 35 | 9 |
| | Foster | 14 | 50 | 36 | 14 |
| | GATE/Excel | 46 | 46 | 39 | 15 |
| | Homeless | 90 | 34 | 43 | 22 |
| | Low SES | 433 | 42 | 40 | 18 |
| | RFEP | 53 | 47 | 36 | 17 |
| | Spec Ed. Speech/RSP | 105 | 45 | 44 | 11 |
| | Special Ed. | 189 | 40 | 47 | 13 |

Lindsey

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

| | | YR | |
|--------------|------------------|------------|---------------------|
| subgroup | | | |
| Category | | # Students | Percent by Category |
| All Students | All | 213 | 5050 |
| | | | |
| Grade | Gr. 06 | 50 | 3070 |
| | Gr. 07 | 83 | 5545 |
| | Gr. 08 | 80 | 5843 |
| Ethnicity | African American | 67 | 5446 |
| | American Indian | 2 | 5050 |
| | Asian | 1 | 100 |
| | Filipino | 3 | 6733 |
| | Hispanic | 124 | 4852 |
| | Other | 5 | 4060 |
| | Pacific Islander | 8 | 6338 |
| | White | 3 | 6733 |
| Gender | Female | 74 | 4258 |
| | Male | 139 | 5545 |

Lindsey

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

| | | YR | |
|---------------------|---------------------|------------|---------------------|
| subgroup | | # Students | Percent by Category |
| Category | | | |
| Special Populations | EL + RFEP | 59 | 4159 |
| | ELL | 25 | 6040 |
| | Foster | 4 | 100 |
| | GATE/Excel | 28 | 3664 |
| | Homeless | 32 | 5050 |
| | Low SES | 177 | 5050 |
| | RFEP | 34 | 2674 |
| | Spec Ed. Speech/RSP | 28 | 6139 |
| | Special Ed. | 47 | 6238 |



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Lindsey

Site Level Overall Performance Level Summary

15%Beginning
Stage**21%**Somewhat
Developed**39%**Moderately
Developed**25%**Well
Developed

Site Level Domain Performance Level Summary

Listening

15%
Beg.**60%**
Some/Mod.**25%**
Well Dev.

Speaking

10%
Beg.**26%**
Some/Mod.**63%**
Well Dev.

Reading

41%
Beg.**48%**
Some/Mod.**11%**
Well Dev.

Writing

13%
Beg.**66%**
Some/Mod.**21%**
Well Dev.

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 |
| 06 | 21% | 17% | 38% | 23% | 23% | 45% | 32% | 19% | 23% | 57% | 32% | 53% | 15% | 19% | 70% | 11% |
| 07 | 14% | 24% | 33% | 29% | 11% | 65% | 24% | 6% | 35% | 59% | 52% | 41% | 6% | 11% | 59% | 30% |
| 08 | 9% | 21% | 47% | 23% | 12% | 70% | 19% | 7% | 16% | 77% | 35% | 51% | 14% | 9% | 72% | 19% |

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Lindsey Academy ▾

If ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

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

November 19, 2024

Signature of Principal

Signature of SSC Chair

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.

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 and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites 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 educational partners. 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 requiring 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.
- 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.
- 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 allow site teams to reflect upon their collective efforts and engage colleagues from other schools and 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 (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) 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, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, 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.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Lindsey Academy ▾

Si es ATSI, identifique los subgrupos::

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

Noviembre 19, 2024

Firma del director

Firma del presidente del
SSC

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☒ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visititas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Perry Lindsey Academy School-Home Compact 2024-2025



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 School-Home Compact 2024-2025



El personal, los padres/tutores y los estudiantes de Perry Lindsey Academy tienen expectativas de sí mismos y de los demás. Sabemos que el aprendizaje sólo puede darse cuando hay una combinación de esfuerzo, interés y motivación. El siguiente es nuestro acuerdo para trabajar juntos. Creemos que este acuerdo se puede cumplir con el esfuerzo de nuestro equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante, me comprometo a:

- Llegar a mis clases puntualmente y vestido apropiadamente.
- Trabajar lo más duro que pueda en las tareas escolares y seguir todas las reglas escolares.
- Hablar con mis padres sobre lo que estoy aprendiendo en la escuela.
- Hacer preguntas a mis profesores cuando no entiendo algo
- Usaré mi teléfono celular y otra tecnología en los momentos apropiados.
- Utilice la tecnología de manera responsable, especialmente las redes sociales.
- Leer durante 30 minutos o más al día.
- Tratar a los demás con cortesía y respeto. Tratar la propiedad escolar y a los maestros con cortesía y respeto. Utilice un lenguaje apropiado en todo momento.

Nombre del estudiante

Firma del estudiante

Como padre, me comprometo a:

- Ayudar a mi hijo con el aprendizaje.
- Proporcionar un área tranquila para aprender en casa y fomentar buenos hábitos de estudio.
- Hablar con mi hijo sobre sus actividades escolares todos los días.
- Participar en tantas actividades escolares como sea posible.
- Animar a mi hijo a leer leyendo con él/ella y leyéndome yo mismo.
- Limitar el tiempo que mi hijo pasa frente a la pantalla
- Apoyar a los maestros de mi hijo con sus expectativas en el aula.
- Tratar a los demás con cortesía y respeto.
- Regístrese en Canvas, ParentVUE y verifique las calificaciones de mi estudiante semanalmente

Nombre de los padres

Firma de los padres

Como docente me comprometo a:

- Proporcionar experiencias de aprendizaje motivadoras, interesantes y desafiantes en mi salón de clases.
- Explicar mis expectativas, objetivos de instrucción y sistema de calificaciones.
- Comunicarse y cooperar con cada padre para garantizar la mejor educación posible.
- Analizar cuidadosamente los datos de mis alumnos con regularidad para brindarles una instrucción apropiada y significativa.
- Asistir a clases de desarrollo profesional para mantener actualizadas mis habilidades y conocimientos de la profesión docente.
- Tratar a los demás con cortesía y respeto.

Nombre del maestro

como un Director y personal de apoyo, me comprometo a:

- Crear un ambiente acogedor para estudiantes, padres y visitantes.
- Garantizar un entorno de aprendizaje seguro y ordenado.
- Reforzar la asociación entre estudiantes, padres y personal.
- Actuar como líder educativo apoyando a los maestros en sus aulas.
- Proporcionar servicios internos y capacitación adecuados para estudiantes, maestros y padres.
- Tratar a los demás con cortesía y respeto.

Firma del director

Revisado el 17/09/24



Perry Lindsey Academy Family Involvement Guidelines 24-25

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 **09/17/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **08/29/25**. Perry Lindsey Academy, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

09/17/2024
Revised and Adopted Date



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

PORTE 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 miembros 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 **17/09/24** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **29/08/25** o antes. Perry Lindsey Academy, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Firma del Director(a)

09/17/2024
Fecha de Adopcion