2023-2024

# Lindsey Middle School

School Plan for Student Achievement

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

Needs Assessment·

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

**Accountability Measure I: Increase Achievement·**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: 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:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.
**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students’ needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.
**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.
**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students, Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).
**Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
**Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
**Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents

and students.

**Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

**Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

**Recommendation 11:** Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

**Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

**Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.

**Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

**Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;
3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;

7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020, which contains the following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's

Title I, Part A funds will be reserved for parental involvement with at least 90% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;

4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;
10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent

participation, seamless transitions and greater success of preschoolers;

13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

## Comprehensive Needs Assessment

# English-Language Arts

### ELA Findings

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

SBAC 2015: 23%SBAC 2016: 32%SBAC 2017: 32%SBAC 2018: 31% SBAC 2019: 32% IAB 2020 YTD: 23% SBAC 2021: 24% SBAC 2022: 35% SBAC 2023: 31%
In previous years, our ELA achievement results have been stagnant. This year, our ELA scores decreased by 4%. All grade levels experienced a drop in profiency. Our Cambodian and Filipino population of students showed major gains. However, our African American and Latino students showed major decreases This year our focus is on literacy strategies for all students in all content areas. Our Equity Question is, "How do we ensure that all students, especially our AA and EL student populations, are accessing, analyzing and proving their knowledge with engaging and rigorous text?" Our Theory of Action is, "If we coach our teachers towards critical classroom management and literacy strategies, then teachers will implement strategies that will help students become more critical readers and feel a sense of belonging within their classrooms."

## Comprehensive Needs Assessment

# English-Language Arts

### ELA Goals

Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so that they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in SBAC math and ELA scores by 7%. In addition, African American and English Learner students will show a 10% growth for both math and ELA. By June: 39% of students will be proficient in language arts according to the SBAC ELA results

To increase literacy for all students so that they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in proficiency.
By June, SBAC ELA scores will increase by 7%. In addition, African American and English Learner students will show a 10% growth for both math and ELA.

Our instructional focus is called "Read, Reflect, Respond". With literacy as the focus, we will continue to support teachers with questioning strategies. The Lindsey administrative team will conduct data chata with teachers at each quarter. Class observations will occur daily with focused feedback around literacy and classroom management strategies. In addition, grade conferences will occur in November and April in an effort to increase communication with families regarding academics.

## Comprehensive Needs Assessment

# Mathematics

## Math Findings

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

SBAC 2015: 14%SBAC 2016: 19%SBAC 2017: 22%SBAC 2018: 24%SBAC 2019: 23% IAB 2020 YTD: 32% SBAC 2021: 15% SBAC 2022: 14% SBAC 2023 15%
There was a 1% increase of proficiency in the 2022-23 SBAC Math test overall. Specific gains were made in 6th and 7th grade. However, there was a dramatic decrease in proficiency for our 8th grade students. Our Equity Question is, "How do we ensure that all students, especially our AA and EL student populations, are accessing, analyzing and proving their knowledge with engaging and rigorous text?" Our Theory of Action is, "If we coach our teachers towards critical classroom management and literacy strategies, then teachers will implement strategies that will help students become more critical readers and feel a sense of belonging within their classrooms."

## Comprehensive Needs Assessment

# Mathematics

## Math Goals

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

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
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.

## Comprehensive Needs Assessment

# English Learners

## English Learner Findings

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

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

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

## Comprehensive Needs Assessment

# English Learners

### English Learner Goals

By June 2024, 20% of our students will Meet or Exceed on the SBAC ELA Assessment, an increase of 10% compared to 2022.
By June 2024, 13% of our students will Meet or Exceed on the SBAC Math Assessment, an increase of 10% compared to 2022.
We will continue providing CCR electives for our EL learners. In addition, we will be strategic in providing after school tutoring and push-in support to assist our EL learners.

## Comprehensive Needs Assessment

# Culture/Climate Domain

### Culture/Climate Findings

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

## Comprehensive Needs Assessment

# Culture/Climate Domain

## Culture/Climate Goals

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

This school year, Lindsey will continue with school clubs and mentorship. In addition, school-wide expectations will be given to students using a different system of teaching students in history classes as opposed to large PE classes. Respect lessons will occur school wide at the beginning of the school year and mid year. Weekly respect challenges and recognition will occur as well. A morning routine will be established for students to watch videos that support the school's focus on respect. Teachers will also implement restorative strategies such as 2 X10 check-ins, and a school conduct rubric will be established to have common language and expectations for behavior in classes.
We will take action on improving the culture of respect and the support for learning at Lindsey to increase sense of belonging and support for Learning as measured by the CORE and Pulse surveys.
There will be an overall increase of 5% for al students and a 7% increase among our African American and English learner subpopulations

## Comprehensive Needs Assessment

# SPSA Effectiveness

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

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

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

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

## Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
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| 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.<br><br>Collaboration/PD Release Time: Teachers within each department/grade level will meet to create more coherent and uniform lessons to meet the new California State Standards and increase student acheivement. Teachers will calibrate rubrics, assessments, and evaluate student data to determine next steps. Each Department/Grade Level will meet for 2 full-day or 4 half-day sessions and/or attend on-site Release Days, or other District- and Site-sponsored training/workshops.<br><br>Summer PD: Each Department and/or Grade Level will hold one additional Summer Planning Day before the start of the school year.<br>Teachers presenting on release day will receive 1 hour prep time, for planning/preparation. (PD 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | 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 though Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports. (IN 10) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |

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| Professional Development Opportunities, online or on-ground deliveries.<br>Note: on-ground PD may include overnight stay<br><br>-District-sponsored Workshop/Training (All Depts, year-round)<br>-California Science Education Conference, Pasadena (October)<br>-Safe and Civil Conference, (various dates year-round)<br>-California League of Middle Schools, Sacramento (March)<br>-CUE Conference, Palm Springs (March)<br>-GATE Conference (various dates & locations, year-round)<br>-Kagan Conference (various dates & locations, year-round)<br>-Pysical Education Workshop (various dates & locations year-round)<br>-Fred Jones Conference/Workshop (various dates & locations, year-round)<br>-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 |
| Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well. (IN 11) | Limited or no impact | Limited or no impact | Limited or no impact | Limited or no impact |
| Buses for academic field trips and college visits/events. (SM 4) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| Parent English Classes: To increase parent involvement and interaction with student school work and activities.<br>1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session. (PI 2) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| Technology equipment purchase, replacement, refreshing, digital programs and applications:<br>To replace supplementary equipments for tutoring and other additional services.<br>To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others (SM 2) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| 20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students. (IN 2) | Limited or no impact | Limited or no impact | Somewhat Impactful | Strong Positive Impact |

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| Extra Hourly for technology support to enhance professional development and daily student instruction. (IN 8) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication.<br>-3 aides will work 2.70 additional hours/day, 351 hours annually per aide<br>-3 aides will work additional 0.50 hours/day, 65 hours annually per aide (IN 9) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations.<br>Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music. (SM 1) | Strong Positive Impact | Strong Positive Impact | Somewhat Impactful | Limited or no impact |
| Two (2) Bilingual College Aides will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments. (IN 6) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Somewhat Impactful |
| A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance mandates. (IN 1) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 2 Intermdiate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school. (PI 1) | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |
| WEB Program (Where Everybody Belongs)<br>Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students. (IN 5) | (Does not apply to this goal) | (Does not apply to this goal) | 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 4) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

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| Materials and Supplies for student incentives and rewards for attendance, academics, and assessment acheivements.<br>-Quarterly Student Acheivement Awards<br>-Monthly Attendance Awards (20 for 20)<br>-SBAC attendance/participation Incentives<br>-Additional program incentives throughout the year (SM 3) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process. (IN 3) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| 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.<br>(IN 7) | (Does not apply to this goal) | (Does not apply to this goal) | Somewhat Impactful | Strong Positive Impact |
| 1 Intermdiate Office Assistants & 1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year. (PI 3) | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |

## Accountability Measure 1: Increase Achievement

# Core Programs (ELA, Writing, Math)

| Core Program - English Language Arts | | |
|---|---|---|
| **Curriculum/Instruction** | **Assessments** | **Resources/Materials** |
| All 6-8 classrooms will include instruction designed to move all students towards mastery of gradelevel California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:<br>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.<br>• Reading and writing analysis grounded in evidence from text.<br>• Regular practice with reading and producing complex text and its academic vocabulary with intensity.<br>All 6-8 Language Arts classrooms will use:<br>• District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.<br>• 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. | Formative and Interim assessments within the grade level unit in both Reading and Writing, including:<br>A cold-read unit assessment, which evaluates whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS.<br>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)<br>Diagnostic reading growth assessments 3x a year (iReady)<br>Edulastic unit tests which determines if students met the standards required in a specific unit. (Grades 6-8) | myPerspectives and associated ancillary materials, Pearson<br>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.<br>Content Area textbooks (e.g. Health, Science, Social Studies)<br>Supplemental Reading materials matched to students' instructional Reading level - NewsELA<br>Thinking Maps<br>ELLevation<br>iReady<br>CommonLit.org |

## Accountability Measure 1: Increase Achievement

# Core Programs (ELA, Writing, Math)

| Core Program - Writing | | |
|---|---|---|
| **Curriculum/Instruction** | **Assessments** | **Resources/Materials** |
| All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:<br>• Arguments to support claims in an analysis of substantive topics/texts<br>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>• Narratives to develop real or imagined experiences or events<br>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:<br>• Reading to build knowledge for written pieces<br>• Working through the writing process for all 3 text types including planning, revising, editing and publishing<br>• Orally rehearsing using linguistic patterns<br>• Writing routinely over extended time frames and shorter time frames for a range of disciplinespecific tasks, purposes, and audiences<br>• Conferring with the teacher and other students | Formative and Interim Writing assessments within the grade level Unit of Instruction, including:<br>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays<br>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multiparagraph responses.<br>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.<br>Research Task & Presentation<br>SBAC Summative assessment (Grades 3-8) | myPerspectives and associated ancillary materials, Pearson<br>Write from the Beginning & Beyond supplemental Writing program materials<br>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.<br>Content Area textbooks (e.g. Health, Science, Social Studies)<br>Thinking Maps |

## Accountability Measure 1: Increase Achievement

# Core Programs (ELA, Writing, Math)

| Core Program - Math | | |
|---|---|---|
| **Curriculum/Instruction** | **Assessments** | **Resources/Materials** |
| All 6-8 classrooms will include instruction designed to move all students towards mastery of gradelevel California Common Core State Standards in Mathematics with particular attention to:<br>• Strategically focusing where the Standards focus<br>• Coherence: think across grades and link to major topics within grades<br>• Rigor: require conceptual understanding, procedural skill and fluency<br>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.<br>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:<br>• Mathematical Discourse | Formative Assessment Lessons embedded into each Unit of Instruction<br>End of Unit Assessment embedded into each Unit of Instruction<br>Edulastic Summative Assessments<br>iReady<br>Big Idea Tests & Quizzes<br>SBAC Summative Assessment | Content area textbooks and online resources from Big Ideas Mathematics<br>Khan Academy<br>LBUSD Supplemental Instructional Resources<br>Building Thinking Classrooms in Mathematics Formative Assessment Strategies |

## Accountability Measure 1: Increase Achievement

# Interventions

## Interventions

| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
|---|---|---|---|---|---|---|
| To provide classroom teachers the necesary 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. D/F Rate\|50, Core Curriculum\|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 | LCFF $5,000 Materials - LCFF 100% | 07/01/2023 - 06/30/2024 Semester | Principal Department Heads | Quarterly and Semester grades SBAC Scores CORE Survey D/F Rate\|50, Core Curriculum\|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. Core Curriculum\|100 | 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% | 07/01/2023 - 06/30/2024 Quarterly | Technology Coordinator | CORE Survey Results SBAC Results Helpdesk Ticket requests Core Curriculum\|100 |
| Need to improve chronic absenteeism/ daily attendance, to incentivize and recognize student achievement, and improve assessment (SBAC, other) participation / attendance. Culture-Climate Survey (Student-Staff)\|100 | 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 | All Students | LCFF $3,000 Materials - LCFF 100% | 07/01/2023 - 06/30/2024 Quarterly | Principal | Quarter / Semester Grades Attendance rates HSR rate Culture-Climate Survey (Student-Staff)\|100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| SBAC Results for ELL subgroup are below District average Number of students receiving F's and D's in math and EL EL Reclassification\|50, Core Curriculum\|50 | 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 $4,722 College Student Aide ( 1 ) for 250 hours annually - Title 1 100% | 06/30/2023 - 07/01/2024 Daily | IIC & CCR Teacher | Teacher Feedback College Aide evaluations EL Reclassification\|50, Core Curriculum\|50 |
| 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 | Identified At-Risk Students, Special Education | Title 1 $18,286 Hourly - Instructional Aide ( 3 ) for 175 hours annually - Title 1 100% | 07/01/2023 - 06/30/2024 Daily | Instructional Aides | Teacher Core Curriculum\|100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Below grade level in math and ELA according iReady and SBAC reports SBAC ELA\|50, SBAC Math\|50 | 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 $21,928 Teacher Hourly P Schedule ( 8 ) for 35 hours annually - Title 1 100% | 06/30/2023 - 07/01/2024 Weekly | Principal, AP, IIC | Edulastic, iReady, SBAC SBAC ELA\|50, SBAC Math\|50 |
| Support that complements classroom content for all subjects Support for college culture Other College Readiness Measures\|50, Culture-Climate Survey (Student-Staff)\|50 | Buses are needed for academic field trips and college visits and events. | All Students | Title 1 $3,000 Services - Title 1 100% | 07/01/2023 - 06/30/2024 Quarterly | Principal, Program Facilitator, AP, and IIC | Student Grades HSRI Student Surveys Assignments for classes Other College Readiness Measures\| 50, Culture-Climate Survey (Student-Staff)\|50 |

| | | | | | | |
|---|---|---|---|---|---|---|
| SBAC Scores Number of students not meeting the High School Readiness Criteria High School Readiness\|50, Attendance/Chronic Absenteeism Rate\|50 | 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. | African-American, All Staff, English Learners | Title 1 $85,379 Program Facilitator .5 FTE - Title 1 100% | 07/15/2023 - 07/01/2024 Daily | Principal | Quarterly Grades Semester Grades High School Readiness Data High School Readiness\|50, Attendance/Chronic Absenteeism Rate\|50 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Support in reading, writing, and mathematicals skills Core Curriculum\|100 | 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. | All Students | LCFF $2,000 Services - LCFF 100% | 06/30/2023 - 07/01/2024 Weekly | teachers and administrator | Monthly monitoring with sign-in sheets and updates on winners of competitions Core Curriculum\|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 $30,922 LCFF $20,615 Hourly - Recreation Aide ( 4 ) for 712 hours annually - LCFF 40%; LCFF Rec 60% | 07/15/2023 - 07/01/2024 Daily | Principal Assistant Principal | Office Supervisor will maintain in/out times Administrator oversight Culture-Climate Survey (Student-Staff)\|70, Culture-Climate Survey (Parent)\|30 |
| High percentage of students sent to see the nurse Chronic Absenteeism above 10%, high percentage due to health related reasons. SEL Survey\|20, Basic Services\|80 | 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 $27,731 Nurse Inspector .2 FTE - Title 1 100% | 07/15/2023 - 07/01/2024 Weekly | Principal | Reports to Principal Communiction with parents via school messenger, newsletter and phone calls SEL Survey\|20, Basic Services\|80 |

| | | | | | | |
|---|---|---|---|---|---|---|
| High percentage of students with IEP's (~13%) Provide mental health support to students and families. Attendance/Chronic Absenteeism Rate\|20, Culture-Climate Survey (Parent)\|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 $33,409 Psychologist .2 FTE - Title 1 100% | 07/15/2023 - 07/01/2024 Weekly | Psychologist | Number of referrals for assessments IEP on-time completion rate Attendance/Chronic Absenteeism Rate\|20, Culture-Climate Survey (Parent)\|20, Basic Services\|60 |
| 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%. High School Readiness\|20, Attendance/Chronic Absenteeism Rate\|60, 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 $18,074 Title 1 $27,112 Intermediate Office Assistant .5 FTE - LCFF 40%; Title 1 60% | 07/15/2023 - 07/01/2024 Daily | Office Supervisor Principal | Attendance rate Chronic Absentee rate High School Readiness\|20, Attendance/Chronic Absenteeism Rate\|60, Culture-Climate Survey (Parent)\|20 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Technology for 21st century skills SBAC Testing Professional Development and Staff Support Continuous monitoring and support of staff and student technological needs. SBAC ELA\|20, SBAC Math\|20, Core Curriculum\|60 | Extra Hourly for technology support to enhance professional development and daily student instruction. | All Students, All Staff | Title 1 $7,781 LCFF $1,233 Teacher Hourly Extra Comp ( 1 ) for 90 hours annually - Title 1 100% OT - Custodian ( 1 ) for 30 hours annually - LCFF 100% | 07/15/2023 - 07/01/2024 Daily | Principal/Teacher | System for Ipad Quality Control Professional Development for Teachers In-class support for departments SBAC ELA\|20, SBAC Math\|20, Core Curriculum\|60 |
| Increase student sense of belonging. 65% student response rate, 2022 (decreased 1). Increase Leadership opportunities for our 8th grade students. Culture-Climate Survey (Parent)\|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 $6,916 Teacher Hourly Extra Comp ( 4 ) for 20 hours annually - LCFF 100% | 07/01/2023 - 06/30/2024 Quarterly | Intervention Coordinator | Participation rate, leaders Number of activities throughout year Culture-Climate Survey (Parent)\|100 |
| SBAC Scores Number of students not meeting the High School Readiness Criteria High School Readiness\|100 | A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are | African-American, All Staff, English Learners | Title 1 $153,602 Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100% | 08/30/2022 - 06/16/2023 Daily | Principal | Quarterly Grades Semester Grades High School Readiness Data High School Readiness\|100 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop a plan for improvement with the identified students, implement the plan, evaluate the impact according to the high school readiness criteria and make any necessary adjustments to better meet the criteria for ELA and Math. TOSA will support staff professional development for improved instructional practices, assist with improving attendance rate, organize parent conferences, support SST process, and Title I compliance | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | mandates. | | | | | |

## Accountability Measure 1: Increase Achievement

# Program Description for Transitions

| Program Description for Transitions | | |
|---|---|---|
| **Preschool Transition** | **Gr. 5 to MS Transition** | **Gr. 8 to HS Transition** |

## Accountability Measure 2: Organizational Climate

# Organizational Climate

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

No supplemental budgeted items have been approved.

## Accountability Measure 3: Professional Development

# Professional Development

## Professional Development

| Identified Need(s) | Planned Staff Development | Funding Source & Cost | Dates/Hours of Training Session | Personnel | Tools Used for Monitoring Implementation & Effectiveness |
|---|---|---|---|---|---|
| To provide opportunities for staff to learn about best practices in various content areas and classroom management; best practices with use of educational technology; clear, effective differentiation strategies for all students, including GATE/Excel Identified students, and English Learners. Core Curriculum\|100 | 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) -Pysical 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) | Title 1 $6,534 Substitute teacher full day ( 10 ) for 1 days - Title 1 100% Services - Title 1 100% | 07/01/2023 - 06/30/2024 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. |

| | | | | | |
|---|---|---|---|---|---|
| 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. D/F Rate\|50, Core Curriculum\|50 | 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 acheivement. 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 | LCFF $24,324 Substitute teacher full day ( 32 ) for 3 days - LCFF 100% | 07/01/2023 - 06/30/2024 Quarterly | Department Head Principal | SBAC data Quarter/Semester Grades Student Samples Agenda and Minutes |

| | | | | | |
|---|---|---|---|---|---|
| | hour prep time, for planning/preparation. | | | | |

## Accountability Measure 3: Professional Development

# Teacher Involvement

## Describe Teacher Involvement

## Accountability Measure 4: Parent & Community

# Parent and Community

| Parent and Community Involvement | | | | | |
|---|---|---|---|---|---|
| **Identified Need(s)** | **Program & Materials** | **Funding Source & Cost** | **Time Frame** | **Personnel** | **Method for Assessing Effectiveness** |
| Improve Parent involvement by building community resource to address language barrier from home-to-school. EL Reclassification\|40, Culture-Climate Survey (Parent)\|30, SEL Survey\|30 | 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. | Title 1 $14,097 Teacher Hourly P Schedule ( 1 ) for 180 hours annually - Title 1 100% | 06/30/2023 - 07/01/2024 Weekly | Principal Program Facilitator Teacher | Course Evaluation Pre- & Post- Course results |
| Lindsey has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach our families in preparation for the new school year. Basic Services\|100 | 2 Intermdiate 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 $706 Hourly - Intermediate Office Assistant ( 1 ) for 20 hours annually - Par Inv 100% | 06/30/2023 - 07/01/2024 Daily | Principal Office Supervisor | Number of parents/families serviced |

| | | | | | |
|---|---|---|---|---|---|
| To build connect with students and families Attendance/Chronic Absenteeism Rate\|20, Culture-Climate Survey (Parent)\|40, Core Curriculum\|40 | Each teacher from each department will coordinate and facilitate a Falcon Family Fun Night in which parents and students will receive Title 1 information and other pertinent information for school success along with fun games and activities to build sense of belonging. | Par Inv $3,459 Teacher Hourly Extra Comp ( 40 ) for 1 hours annually - Par Inv 100% | 08/01/2023 - 07/01/2024 Monthly | teachers, department chairs and administrators | CORE survey data |
| Lindsey has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach our families in preparation for the new school year. Attendance/Chronic Absenteeism Rate\|60, Culture-Climate Survey (Parent)\|40 | 1 Intermdiate 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. | Par Inv $1,413 Title 1 $1,575 Hourly - Senior Office Assistant ( 1 ) for 40 hours annually - Title 1 100% Hourly - Intermediate Office Assistant ( 1 ) for 40 hours annually - Par Inv 100% | 07/15/2023 - 06/25/2024 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) | 315587 |
| Title I Parent and Family Involvement (3008) | 5712 |

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

| Share | Services | Amount |
|---|---|---|
| Administrative Share | Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; Research LROIX Development. | NA |
| Centralized Services Share | Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Family Resource Centers, Kinder Festival, APEX Online, Youth Orchestra. | NA |

| State Programs * | Allocation |
|---|---|
| LCFF | 85120 |

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

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

**Administrative Share & Reservations Title I Program Administration**
**Equity, Engagement & Partnerships** (EEP), **Office of Curriculum Instruction and Professional Development (OCIPD), State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, DELAC and EL Services, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

**Parent Involvement** (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

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

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

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

**Centralized Services**

**Homework Helpline 562.437.2859**
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

**Travel/Conferences**
Enables staff to develop requisite knowledge about the program(s) they lead.

**Education Celebration**
The annual Education Celebration features K-8 schools to engage parents about site programs and features.

**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.

**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.

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

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

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

**Assistance to Schools**
Supplemental technology support and devices to school sites

## School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|---|---|---|---|
| Staff | Principal | Danyett Armstrong-Lee | |
| Staff | Classroom Teacher | Alfredo Serrato | 06-14-2024 |
| Staff | Classroom Teacher | Maira Yepez | 06-13-2025 |
| Staff | Classroom Teacher | Cindy Pitts | 06-13-2025 |
| Staff | Classroom Teacher | Carl Hatch | 06-13-2025 |
| Staff | Non Classroom Teacher | Karla Granados | 06-14-2024 |
| Community | Parent | Susana [redacted] | 06-14-2024 |
| Community | Parent | Hilda [redacted] | 06-14-2024 |
| Community | Parent | Miasha [redacted] | 06-14-2024 |
| Community | Student | [redacted] | 06-14-2024 |
| Community | Student | [redacted] | 06-14-2024 |
| Community | Student | [redacted] | 06-13-2025 |

## English Learner Advisory Committee Membership

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

| Position | Representing | Name |
|---|---|---|
| Chair | Parent of EL Student (required) | Belen [redacted] |
| DELAC Representative | Parent of EL Student (required) | Susana [redacted] |
| Principal or Designee | Staff Member (required) | Karla Granados |
| Secretary | Parent of EL Student (required) | Maria [redacted] |

| Name | Representing |
|---|---|

# ELAC Recommendations

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

| Question | Answer |
|---|---|
| 1. Does the school have more than 20 EL students enrolled? | Y |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | 09/18/2025 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | Supervision for SPED students because incidents are taking place when they are unsupervised and students are sometimes unable to express what is happening<br>Cameras to increase safety and help with investigations<br>Additional staff/hours for before and after school supervision<br>Tutoring support specifically for EL students who may struggle with the english language and completing their assignments |
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply): | SBAC Reading Results for EL students<br>SBAC Math for EL students<br>EL Student Grades<br>RFEP Student Grades<br>Other: CORE Survey data and Lindsey EL parent survey data |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 09/25/2023 |

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

# Assurances & Approval

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

Assurances:

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

LBUSD Board of Education Approval Date: 12/06/2023

Signatures:

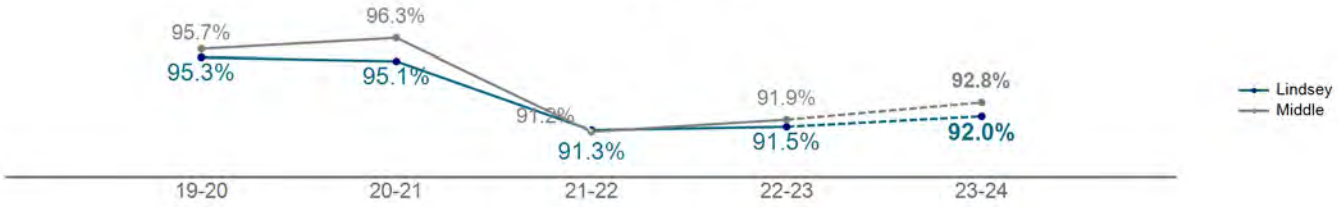
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

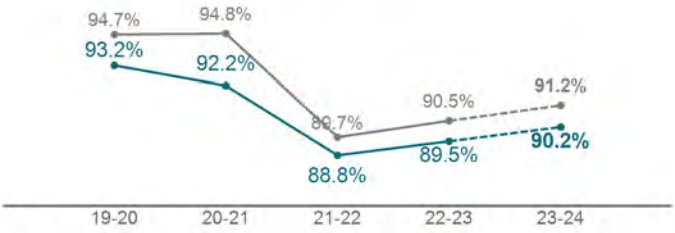
ELAC Chair: _____ Printed Name: _____ Date: _____

# Attendance Rate

## Lindsey
## All Students
## N = 752




## African American
## N = 138

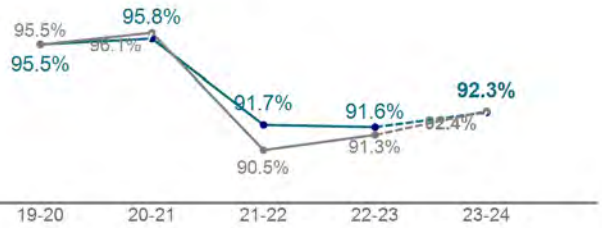



## Asian
## N = 23

## Filipino

Subgroup with fewer than 20 students.

## Hispanic
## N = 532




## Pacific Islander

Subgroup with fewer than 20 students.

## White

Subgroup with fewer than 20 students.

## Native American

Subgroup with fewer than 20 students.

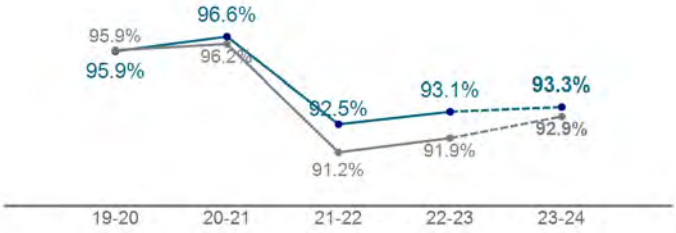
## Other

Subgroup with fewer than 20 students.

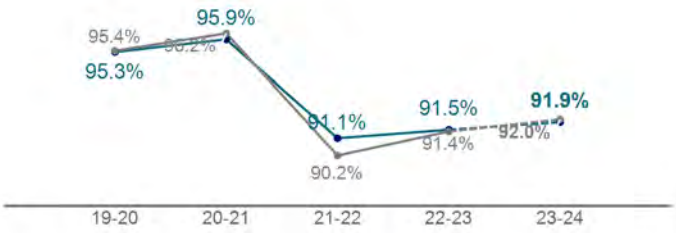
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

# Attendance Rate

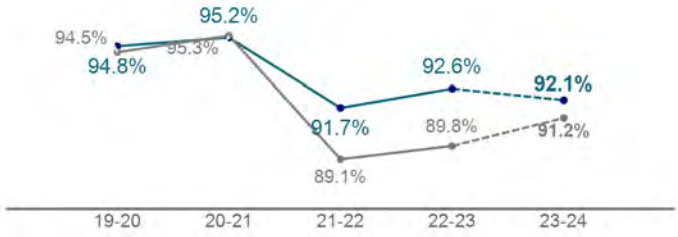
**EL + RFEP**
**N = 353**



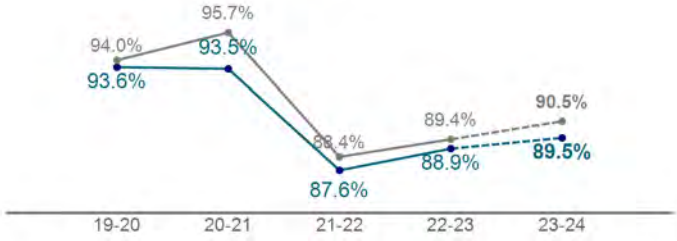

**Low SES**
**N = 607**



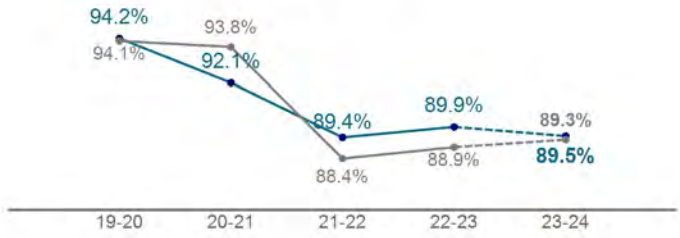

**English Learner**
**N = 147**



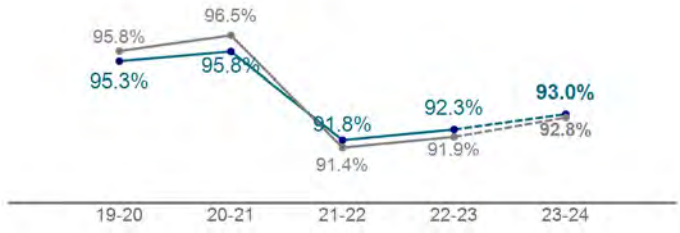

**Special Education**
**N = 100**



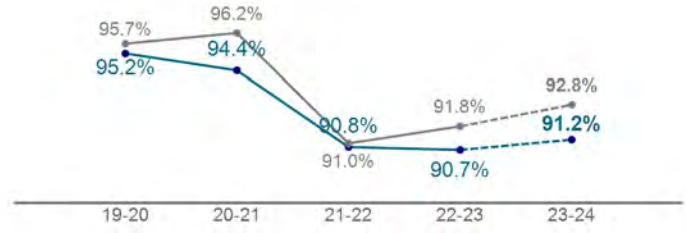

**Homeless or Foster Youth**
**N = 102**




**Female**
**N = 369**




**Male**
**N = 383**




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.

Submit Feedback

About this report

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

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

| Category | | # Students | Percent by Category | Current Chronic Rate | 21-22 Chronic Rate | Chonic + At-Risk Rate | MS Chronic Rate |
|---|---|---|---|---|---|---|---|
| **All Students** | 761 | 761 | 11 18 14 19 38 | 28.5% | 18.7% | 42.3% | 26.3% |
| **Grade** | Gr. 06 | 258 | 8 12 14 22 44 | 20.2% | 17.5% | 34.1% | 23.5% |
| | Gr. 07 | 249 | 11 20 15 17 36 | 31.3% | 19.0% | 46.6% | 27.5% |
| | Gr. 08 | 254 | 13 22 12 19 35 | 34.3% | 19.5% | 46.5% | 28.0% |
| **Ethnicity** | African American | 121 | 16 23 14 19 28 | 38.8% | 27.8% | 52.9% | 34.0% |
| | American Indian | 1 | 100 | 0.0% | | 0.0% | 28.6% |
| | Asian | 18 | 17 17 67 | 0.0% | 6.3% | 16.7% | 12.1% |
| | Cambodian | 17 | 6 6 18 71 | 5.9% | 6.7% | 11.8% | 13.8% |
| | Filipino | 14 | 14 86 | 0.0% | 0.0% | 0.0% | 7.1% |
| | Hispanic | 565 | 10 18 14 19 39 | 27.1% | 16.3% | 41.4% | 28.6% |
| | Pacific Islander | 14 | 29 29 7 36 | 57.1% | 50.0% | 64.3% | 39.5% |
| | White | 11 | 27 9 27 36 | 27.3% | 18.2% | 36.4% | 20.3% |
| | Other | 17 | 18 18 12 18 35 | 35.3% | 36.4% | 47.1% | 17.7% |
| **Gender** | Female | 382 | 9 17 13 18 43 | 26.4% | 17.3% | 39.3% | 26.6% |
| | Male | 376 | 12 19 15 21 34 | 30.3% | 19.3% | 45.2% | 26.0% |
| | Nonbinary | 3 | 67 33 | 66.7% | 100.0% | 66.7% | 33.3% |

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

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

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

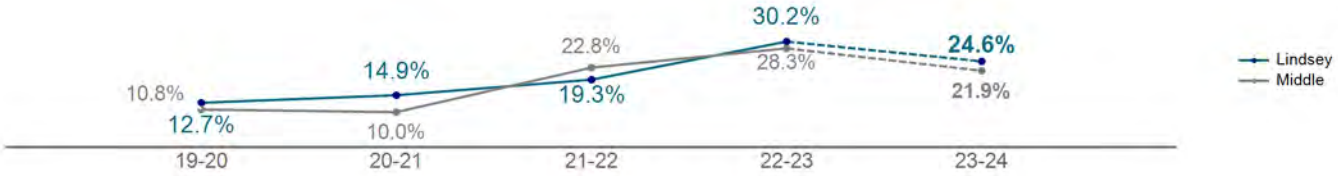
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Special Populations** | Low SES | 740 | 11 | 18 | 13 | 20 | 39 | 28.2% | 19.7% | 41.6% | 28.4% |
| | ELL | 153 | 7 | 17 | 18 | 16 | 42 | 23.5% | 13.4% | 41.2% | 35.3% |
| | RFEP | 234 | 5 | 14 | 12 | 24 | 45 | 19.2% | 12.8% | 31.2% | 20.8% |
| | EL + RFEP | 387 | 6 | 15 | 14 | 21 | 44 | 20.9% | 13.0% | 35.1% | 26.2% |
| | Special Ed. | 77 | 14 | 27 | 17 | 13 | 29 | 41.6% | 25.0% | 58.4% | 35.8% |
| | Spec Ed. Speech/RSP | 44 | 11 | 32 | 18 | 7 | 32 | 43.2% | 14.3% | 61.4% | 30.4% |
| | Homeless/Foster | 100 | 16 | 23 | 13 | 16 | 32 | 39.0% | 30.8% | 52.0% | 42.3% |
| | Foster | 5 | 20 | 20 | | 20 | 40 | 40.0% | 66.7% | 40.0% | 45.9% |
| | Homeless | 95 | 16 | 23 | 14 | 16 | 32 | 38.9% | 27.4% | 52.6% | 41.9% |
| | GATE/Excel | 149 | 6 | 11 | 10 | 25 | 48 | 17.4% | 13.9% | 27.5% | 14.3% |

The percentages may not equal 100% due to rounding.

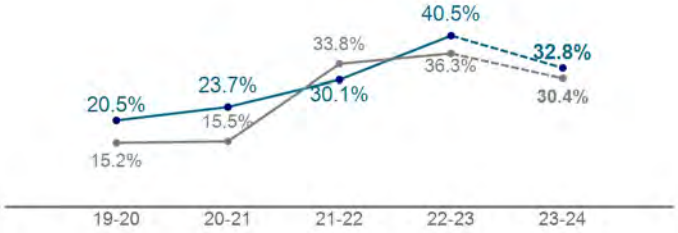
# Percent of Students in the Moderately or Severely Chronic Categories



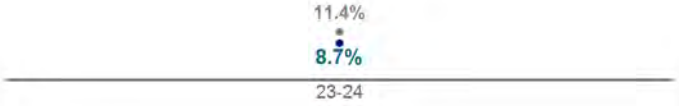
## Lindsey
## All Students
## N = 741




## African American
## N = 134



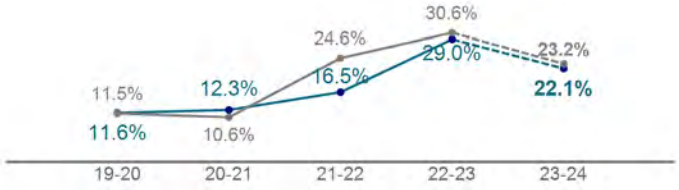

## Asian
## N = 23




## 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.

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

# Percent of Students in the Moderately or Severely Chronic Categories



**Native American**

Subgroup with fewer than 20 students.

**Other**

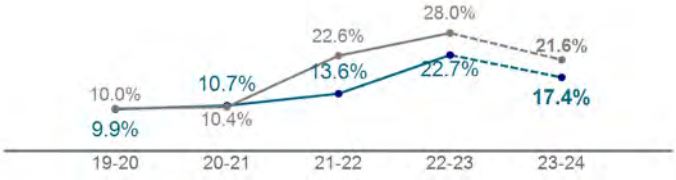
Subgroup with fewer than 20 students.

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

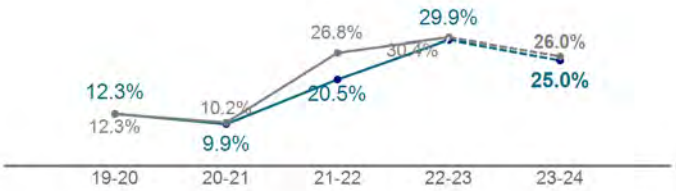
# Percent of Students in the Moderately or Severely Chronic Categories



**EL + RFEP**
**N = 350**

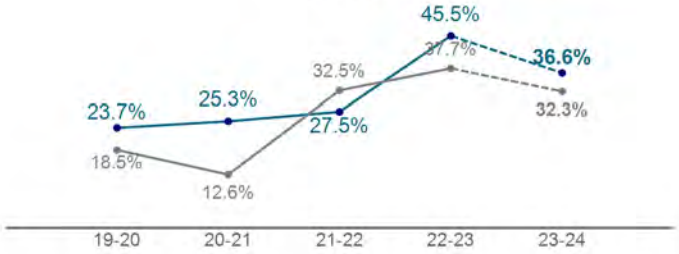



**Low SES**
**N = 608**




**English Learner**
**N = 147**

**Special Education**
**N = 101**



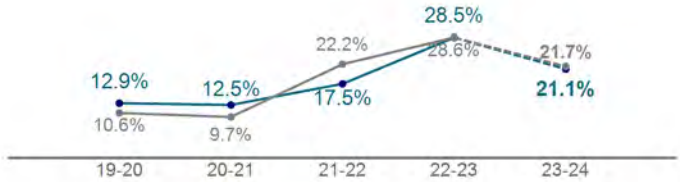

**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

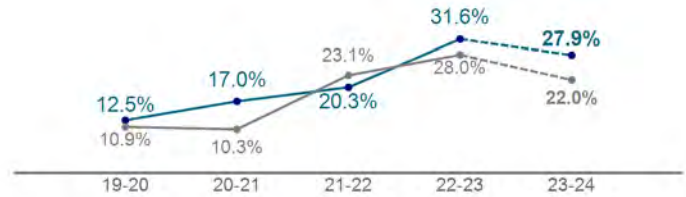
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**
**N = 361**




**Male**
**N = 380**




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

# SBAC ELA 2023 :: School Data by Subgroup

## Lindsey

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **All Students** | 720 | 720 | 68% | 37 | 31 | 26 | 6 | 32% | ↓4 | | ↓5 |
| | | All Middle | 54% | 29 | 25 | 29 | 16 | 46% | ↓1 | | ↓2 |
| | | District | 52% | 29 | 23 | 26 | 22 | 48% | ↑- | | ↓1 |
| **Grade** | Gr. 06 | 250 | 69% | 42 | 28 | 22 | 9 | 31% | ↓3 | | ↓7 |
| | | All Middle | 57% | 30 | 27 | 27 | 16 | 43% | ↓2 | | ↓8 |
| | | District | 56% | 29 | 27 | 27 | 17 | 44% | ↓2 | | ↓8 |
| | Gr. 07 | 230 | 67% | 35 | 33 | 27 | 5 | 33% | ↓6 | | ↓- |
| | | All Middle | 51% | 28 | 24 | 32 | 17 | 49% | ↓1 | | ↑4 |
| | | District | 50% | 27 | 23 | 32 | 18 | 50% | ↓2 | | ↑4 |
| | Gr. 08 | 240 | 68% | 35 | 33 | 28 | 5 | 32% | ↓2 | | ↓7 |
| | | All Middle | 55% | 29 | 25 | 30 | 16 | 45% | ↓- | | ↓4 |
| | | District | 53% | 28 | 25 | 30 | 17 | 47% | ↓1 | | ↓4 |
| **Ethnicity** | Hispanic | 543 | 67% | 36 | 31 | 27 | 6 | 33% | ↓4 | | ↓5 |
| | | All Middle | 60% | 32 | 28 | 28 | 11 | 40% | ↓1 | | ↓3 |
| | | District | 58% | 33 | 25 | 26 | 16 | 42% | ↓- | | ↓1 |
| | African American | 106 | 83% | 54 | 29 | 13 | 4 | 17% | ↓7 | | ↓5 |
| | | All Middle | 70% | 43 | 27 | 22 | 8 | 30% | ↓3 | | ↓3 |
| | | District | 67% | 42 | 25 | 21 | 12 | 33% | ↓- | | ↓1 |
| | Asian | 18* | 56% | 33 | 22 | 39 | 6 | 44% | ↓6 | | - |
| | | All Middle | 36% | 17 | 19 | 35 | 29 | 64% | ↓2 | | ↓- |
| | | District | 34% | 17 | 18 | 30 | 36 | 66% | ↑- | | ↑1 |
| | Cambodian | 17* | 47% | 24 | 24 | 41 | 12 | 53% | ↑14 | | - |
| | | All Middle | 39% | 18 | 21 | 35 | 26 | 61% | ↑- | | ↑1 |
| | | District | 39% | 19 | 20 | 32 | 29 | 61% | ↑1 | | ↑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 2023 :: School Data by Subgroup

## Lindsey

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ethnicity | Filipino | 14* | 43% | 43 | 29 | 29 | | 57% | ↑10 | | - |
| | | All Middle | 32% | 10 | 21 | 34 | 35 | 68% | ↑2 | | ↑2 |
| | | District | 28% | 11 | 17 | 31 | 41 | 72% | ↑2 | | ↑1 |
| | Other | 14* | 50% | 21 | 29 | 36 | 14 | 50% | - | | - |
| | | All Middle | 36% | 16 | 20 | 34 | 30 | 64% | ↑- | | ↓1 |
| | | District | 33% | 16 | 17 | 29 | 38 | 67% | ↑1 | | ↓- |
| | Pacific Islander | 13* | 62% | 38 | 23 | 31 | 8 | 38% | ↓12 | | - |
| | | All Middle | 60% | 31 | 29 | 36 | 5 | 40% | ↓- | | ↓3 |
| | | District | 63% | 31 | 32 | 28 | 9 | 38% | ↓2 | | ↓2 |
| | White | 11* | 64% | 27 | 36 | 27 | 9 | 36% | ↓4 | | - |
| | | All Middle | 27% | 12 | 15 | 37 | 36 | 73% | ↑- | | ↓2 |
| | | District | 26% | 11 | 15 | 30 | 44 | 74% | ↑1 | | ↓2 |
| | American Indian | 1* | 100% | 100 | | | | 0% | - | | - |
| | | All Middle* | 47% | 32 | 16 | 47 | 5 | 53% | ↑26 | | ↑17 |
| | | District | 41% | 25 | 16 | 41 | 18 | 59% | ↑18 | | ↑11 |
| Gender | Female | 359 | 62% | 30 | 32 | 30 | 8 | 38% | ↓6 | | ↓4 |
| | | All Middle | 49% | 25 | 24 | 32 | 19 | 51% | ↓2 | | ↓2 |
| | | District | 47% | 25 | 22 | 28 | 24 | 53% | ↓- | | ↓1 |
| | Male | 360 | 74% | 45 | 29 | 21 | 4 | 26% | ↓2 | | ↓5 |
| | | All Middle | 59% | 33 | 26 | 27 | 14 | 41% | ↑- | | ↓3 |
| | | District | 56% | 33 | 23 | 25 | 19 | 44% | ↑1 | | ↓1 |
| | Nonbinary | 1* | 0% | | | 100 | | 100% | ↑67 | | - |
| | | All Middle | 43% | 17 | 26 | 48 | 9 | 57% | ↓4 | | ↓7 |
| | | District | 40% | 13 | 27 | 38 | 22 | 60% | ↑6 | | ↓6 |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA 2023 :: School Data by Subgroup

## Lindsey

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Populations | EL + RFEP | 372 | 67% | 35 | 33 | 26 | 7 | 33% | ↓4 | | ↓6 |
| | | All Middle | 64% | 35 | 29 | 26 | 10 | 36% | ↓2 | | ↓2 |
| | | District | 64% | 38 | 26 | 24 | 12 | 36% | ↓1 | | ↓1 |
| | ELL | 145 | 90% | 57 | 33 | 10 | | 10% | ↑3 | | ↑1 |
| | | All Middle | 92% | 65 | 26 | 8 | | 8% | ↑3 | | ↑1 |
| | | District | 86% | 60 | 25 | 11 | 3 | 14% | ↑4 | | ↑2 |
| | RFEP | 227 | 52% | 20 | 32 | 36 | 12 | 48% | ↓8 | | ↓10 |
| | | All Middle | 48% | 18 | 30 | 36 | 16 | 52% | ↓1 | | ↓4 |
| | | District | 44% | 17 | 27 | 35 | 21 | 56% | ↑- | | ↓4 |
| | Foster | 6* | 83% | 67 | 17 | 17 | | 17% | ↓3 | | - |
| | | All Middle | 76% | 49 | 27 | 20 | 4 | 24% | ↓3 | | ↓6 |
| | | District | 75% | 50 | 25 | 16 | 9 | 25% | ↓3 | | ↓4 |
| | GATE/Excel | 145 | 30% | 7 | 23 | 48 | 22 | 70% | ↓11 | | ↓13 |
| | | All Middle | 16% | 4 | 12 | 40 | 44 | 84% | ↓3 | | ↓3 |
| | | District | 14% | 3 | 11 | 32 | 54 | 86% | ↓- | | ↓4 |
| | Homeless | 121 | 66% | 39 | 27 | 31 | 2 | 34% | ↑4 | | ↑6 |
| | | All Middle | 68% | 40 | 28 | 25 | 7 | 32% | ↓3 | | ↓2 |
| | | District | 64% | 40 | 24 | 24 | 12 | 36% | ↓1 | | - |
| | Homeless/Foster | 127 | 67% | 40 | 27 | 30 | 3 | 33% | ↑4 | | ↑6 |
| | | All Middle | 69% | 41 | 28 | 25 | 7 | 31% | ↓3 | | ↓3 |
| | | District | 65% | 41 | 24 | 23 | 12 | 35% | ↓1 | | ↓- |
| | Low SES | 703 | 68% | 37 | 31 | 25 | 6 | 32% | ↓3 | | ↓5 |
| | | All Middle | 59% | 32 | 27 | 28 | 13 | 41% | ↑1 | | ↓2 |
| | | District | 59% | 34 | 25 | 25 | 16 | 41% | ↑1 | | ↓1 |

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

# SBAC ELA 2023 :: School Data by Subgroup

## Lindsey

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| Special Populations | Special Ed. | 78 | 95% | 83 | 12 | 5 | | 5% | ↑1 | | ↑3 |
| | | All Middle | 87% | 66 | 21 | 10 | 3 | 13% | ↑1 | | ↑- |
| | | District | 84% | 65 | 19 | 11 | 5 | 16% | ↑1 | | ↑1 |
| | Spec Ed. Speech/RSP | 45 | 93% | 80 | 13 | 7 | | 7% | ↑1 | | ↑2 |
| | | All Middle | 82% | 57 | 25 | 14 | 4 | 18% | ↑1 | | ↑- |
| | | District | 79% | 56 | 23 | 14 | 7 | 21% | ↑2 | | ↑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 2023 :: School Data by Subgroup

## Lindsey

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

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Math 2023 :: School Data by Subgroup

## Lindsey

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

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

# SBAC Math 2023 :: School Data by Subgroup

## Lindsey

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

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

# SBAC Math 2023 :: School Data by Subgroup

## Lindsey

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| Special Populations | Special Ed. | 78 | 99% | 96 | 3 | 1 | | 1% | ↑1 | | - |
| | | All Middle | 92% | 79 | 13 | 5 | 3 | 8% | ↑1 | | ↑1 |
| | | District | 88% | 72 | 16 | 8 | 5 | 12% | ↑2 | | ↓1 |
| | Spec Ed. Speech/RSP | 45 | 98% | 96 | 2 | 2 | | 2% | ↑2 | | - |
| | | All Middle | 89% | 72 | 17 | 7 | 4 | 11% | ↑1 | | ↑1 |
| | | District | 84% | 64 | 20 | 10 | 6 | 16% | ↑2 | | ↓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 2023 :: School Data by Subgroup

## Lindsey

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

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

# SBAC Science 2023 :: School Data by Subgroup

## Lindsey

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

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Science 2023 :: School Data by Subgroup

## Lindsey

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

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | **All Students** | 687 | 687 | 15 | 41 / 14 / 12 / 33 |
| | | | All Middle | 16 | 40 / 13 / 13 / 33 |
| | | | District | 25 | 34 / 15 / 16 / 34 |
| | **Grade** | Gr. 06 (Minimum Growth Target: 27) | 240 | 9 | 47 / 15 / 14 / 25 |
| | | | All Middle | 11 | 43 / 16 / 16 / 25 |
| | | | District | 11 | 43 / 16 / 16 / 25 |
| | | Gr. 07 (Minimum Growth Target: 25) | 219 | 29 | 31 / 18 / 15 / 37 |
| | | | All Middle | 29 | 32 / 14 / 16 / 38 |
| | | | District | 29 | 32 / 14 / 16 / 38 |
| | | Gr. 08 (Minimum Growth Target: 14) | 228 | 9 | 45 / 9 / 8 / 37 |
| | | | All Middle | 7 | 46 / 8 / 8 / 38 |
| | | | District | 7 | 45 / 8 / 8 / 38 |
| | **Ethnicity** | Hispanic | 525 | 14 | 42 / 14 / 12 / 32 |
| | | | All Middle | 15 | 41 / 12 / 14 / 33 |
| | | | District | 24 | 35 / 15 / 16 / 34 |
| | | African American | 96 | 19 | 41 / 9 / 16 / 34 |
| | | | All Middle | 16 | 41 / 13 / 12 / 33 |
| | | | District | 24 | 36 / 16 / 15 / 33 |
| | | Asian | 17^ | - | 29 / 12 / 6 / 53 |
| | | | All Middle | 23 | 36 / 15 / 13 / 36 |
| | | | District | 33 | 30 / 16 / 16 / 38 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | Ethnicity | Cambodian | 16^ | - | 19 13 13 56 |
| | | | All Middle | 24 | 35 13 14 38 |
| | | | District | 33 | 30 16 17 37 |
| | | Other | 13^ | - | 31 15 15 38 |
| | | | All Middle | 18 | 40 14 12 34 |
| | | | District | 29 | 32 16 17 35 |
| | | Pacific Islander | 13^ | - | 38 23 8 31 |
| | | | All Middle | 21 | 35 16 15 34 |
| | | | District | 26 | 32 17 18 33 |
| | | White | 11^ | - | 36 27 18 18 |
| | | | All Middle | 14 | 40 16 13 31 |
| | | | District | 26 | 33 16 16 35 |
| | | Filipino | 11^ | - | 64 9 9 18 |
| | | | All Middle | 20 | 37 14 12 36 |
| | | | District | 29 | 32 14 16 37 |
| | | American Indian | 1^ | - | 100 0 |
| | | | All Middle^ | 19 | 44 11 11 33 |
| | | | District | 35 | 26 18 11 45 |
| | Gender | Female | 344 | 14 | 42 17 13 28 |
| | | | All Middle | 15 | 41 13 13 33 |
| | | | District | 27 | 34 15 16 34 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | Gender | Male | 342 | 17 | 40 / 11 / 12 / 37 |
| | | | All Middle | 16 | 40 / 13 / 13 / 34 |
| | | | District | 24 | 35 / 15 / 16 / 34 |
| | | Nonbinary | 1^ | - | 100 / 0 |
| | | | All Middle | 21 | 29 / 19 / 5 / 48 |
| | | | District | 21 | 33 / 15 / 8 / 44 |
| | Special Populations | EL + RFEP | 363 | 16 | 42 / 12 / 12 / 35 |
| | | | All Middle | 16 | 40 / 11 / 14 / 35 |
| | | | District | 24 | 36 / 13 / 15 / 36 |
| | | ELL | 137 | 28 | 31 / 12 / 14 / 42 |
| | | | All Middle | 21 | 36 / 11 / 14 / 39 |
| | | | District | 31 | 31 / 16 / 18 / 35 |
| | | RFEP | 226 | 9 | 48 / 11 / 11 / 30 |
| | | | All Middle | 14 | 42 / 11 / 14 / 33 |
| | | | District | 19 | 39 / 12 / 14 / 36 |
| | | Foster | 6^ | - | 67 / 17 / 17 / 0 |
| | | | All Middle | 18 | 44 / 13 / 14 / 29 |
| | | | District | 21 | 40 / 12 / 20 / 29 |
| | | GATE/Excel | 144 | 2 | 49 / 14 / 13 / 25 |
| | | | All Middle | 14 | 41 / 13 / 15 / 31 |
| | | | District | 25 | 34 / 15 / 18 / 33 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | Special Populations | Homeless | 109 | 23 | 32 / 17 / 15 / 36 |
| | | | All Middle 16 | | 40 / 14 / 14 / 32 |
| | | | District 26 | | 33 / 16 / 17 / 34 |
| | | Homeless/Foster | 115 | 20 | 34 / 17 / 15 / 34 |
| | | | All Middle 16 | | 40 / 14 / 14 / 32 |
| | | | District 25 | | 34 / 16 / 17 / 33 |
| | | Low SES | 675 | 15 | 41 / 14 / 12 / 33 |
| | | | All Middle 16 | | 40 / 13 / 13 / 34 |
| | | | District 25 | | 35 / 15 / 16 / 34 |
| | | Special Ed. | 73 | 23 | 33 / 14 / 14 / 40 |
| | | | All Middle 18 | | 39 / 12 / 12 / 36 |
| | | | District 25 | | 35 / 15 / 15 / 35 |
| | | Spec Ed. Speech/RSP | 43 | 1 | 44 / 19 / 7 / 30 |
| | | | All Middle 15 | | 42 / 12 / 12 / 34 |
| | | | District 26 | | 35 / 15 / 16 / 34 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | **All Students** | 686 | 686 | 1 | 50 / 10 / 12 / 27 |
| | | | All Middle | 10 | 43 / 13 / 13 / 32 |
| | | | District | 16 | 38 / 19 / 18 / 24 |
| | **Grade** | Gr. 06 (Minimum Growth Target: 24) | 239 | -6 | 52 / 14 / 13 / 20 |
| | | | All Middle | 15 | 39 / 16 / 15 / 30 |
| | | | District | 17 | 38 / 16 / 16 / 31 |
| | | Gr. 07 (Minimum Growth Target: 17) | 218 | 17 | 44 / 9 / 9 / 39 |
| | | | All Middle | 11 | 43 / 11 / 11 / 36 |
| | | | District | 11 | 43 / 11 / 10 / 36 |
| | | Gr. 08 (Minimum Growth Target: 19) | 229 | -6 | 55 / 8 / 13 / 24 |
| | | | All Middle | 4 | 46 / 11 / 12 / 31 |
| | | | District | 5 | 46 / 11 / 12 / 31 |
| | **Ethnicity** | Hispanic | 524 | 1 | 49 / 11 / 12 / 27 |
| | | | All Middle | 8 | 44 / 12 / 12 / 31 |
| | | | District | 15 | 39 / 19 / 18 / 24 |
| | | African American | 96 | 3 | 51 / 10 / 11 / 27 |
| | | | All Middle | 9 | 44 / 13 / 12 / 32 |
| | | | District | 14 | 40 / 19 / 17 / 24 |
| | | Asian | 17^ | - | 65 / 6 / 12 / 18 |
| | | | All Middle | 13 | 40 / 12 / 14 / 34 |
| | | | District | 19 | 36 / 19 / 20 / 26 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | Ethnicity | Cambodian | 16^ | - | 63 13 25 |
| | | | All Middle | 10 | 41 13 13 33 |
| | | | District | 19 | 36 19 20 25 |
| | | Other | 13^ | - | 38 8 54 |
| | | | All Middle | 16 | 38 15 13 34 |
| | | | District | 22 | 34 22 19 26 |
| | | Pacific Islander | 13^ | - | 69 8 23 |
| | | | All Middle | 10 | 48 6 15 31 |
| | | | District | 13 | 42 17 18 24 |
| | | White | 11^ | - | 45 18 36 |
| | | | All Middle | 17 | 36 15 13 36 |
| | | | District | 18 | 34 22 19 24 |
| | | Filipino | 11^ | - | 73 18 9 |
| | | | All Middle | 21 | 38 11 14 37 |
| | | | District | 22 | 36 17 22 26 |
| | | American Indian | 1^ | - | 100 0 |
| | | | All Middle^ | 14 | 44 6 6 44 |
| | | | District | 17 | 39 16 13 32 |
| | Gender | Female | 342 | 2 | 48 11 11 29 |
| | | | All Middle | 9 | 43 12 13 31 |
| | | | District | 16 | 38 19 19 24 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | Gender | Male | 343 | - | 53 / 10 / 12 / 26 |
| | | | All Middle 11 | | 42 / 13 / 12 / 33 |
| | | | District 16 | | 38 / 20 / 18 / 25 |
| | | Nonbinary | 1^ | - | 100 / 0 |
| | | | All Middle 10 | | 41 / 5 / 14 / 41 |
| | | | District 5 | | 38 / 20 / 18 / 25 |
| | Special Populations | EL + RFEP | 365 | 3 | 48 / 11 / 14 / 27 |
| | | | All Middle 8 | | 44 / 12 / 13 / 31 |
| | | | District 11 | | 41 / 18 / 17 / 24 |
| | | ELL | 138 | 3 | 48 / 12 / 13 / 28 |
| | | | All Middle 9 | | 45 / 11 / 10 / 34 |
| | | | District 22 | | 35 / 19 / 19 / 28 |
| | | RFEP | 227 | 3 | 48 / 11 / 14 / 26 |
| | | | All Middle 7 | | 44 / 13 / 14 / 30 |
| | | | District 6 | | 46 / 17 / 15 / 23 |
| | | Foster | 6^ | - | 50 / 17 / 33 |
| | | | All Middle 11 | | 49 / 9 / 6 / 35 |
| | | | District 19 | | 39 / 16 / 19 / 25 |
| | | GATE/Excel | 144 | -1 | 53 / 12 / 13 / 23 |
| | | | All Middle 16 | | 37 / 15 / 15 / 33 |
| | | | District 19 | | 35 / 21 / 20 / 25 |

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
# Lindsey



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | Special Populations | Homeless | 111 | 7 | 46 / 11 / 11 / 32 |
| | | | All Middle 6 | | 46 / 13 / 12 / 29 |
| | | | District 13 | | 40 / 19 / 17 / 24 |
| | | Homeless/Foster | 117 | 6 | 46 / 11 / 10 / 32 |
| | | | All Middle 6 | | 46 / 13 / 12 / 29 |
| | | | District 13 | | 40 / 19 / 17 / 24 |
| | | Low SES | 674 | 2 | 50 / 11 / 12 / 28 |
| | | | All Middle 9 | | 44 / 12 / 12 / 32 |
| | | | District 15 | | 39 / 19 / 18 / 24 |
| | | Special Ed. | 72 | 10 | 46 / 10 / 7 / 38 |
| | | | All Middle 14 | | 41 / 12 / 9 / 38 |
| | | | District 20 | | 36 / 19 / 16 / 29 |
| | | Spec Ed. Speech/RSP | 43 | 5 | 53 / 9 / 5 / 33 |
| | | | All Middle 12 | | 42 / 13 / 10 / 35 |
| | | | District 21 | | 36 / 19 / 17 / 26 |

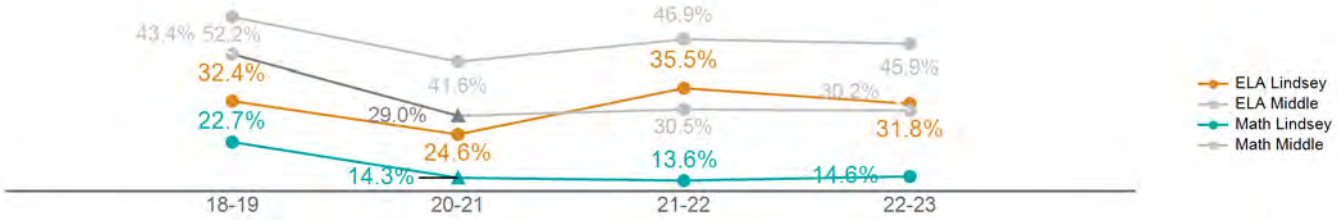
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

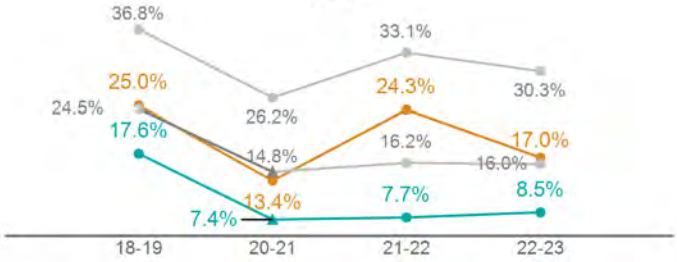
Submit Feedback

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

## Lindsey
## All Students
## N = 720




## African American
## N = 106



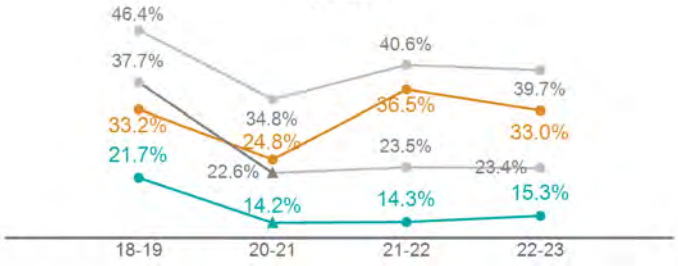

## Asian

Subgroup with fewer than 20 students.

## Filipino

Subgroup with fewer than 20 students.

## Hispanic
## N = 543




## Pacific Islander

Subgroup with fewer than 20 students.

## White

Subgroup with fewer than 20 students.

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

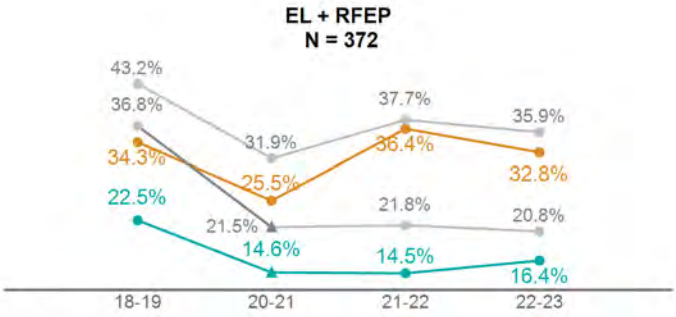
Submit Feedback

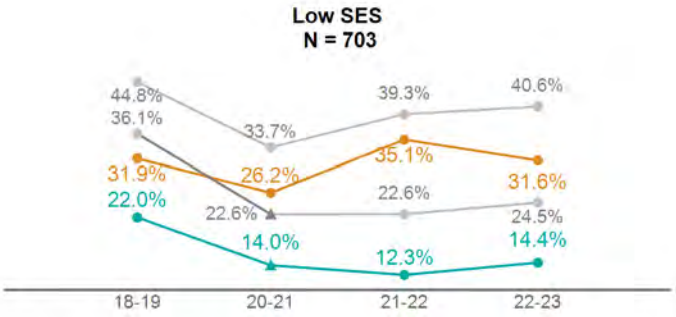
# Percent of Students with Achievement Level of Met or Exceeded in SBAC

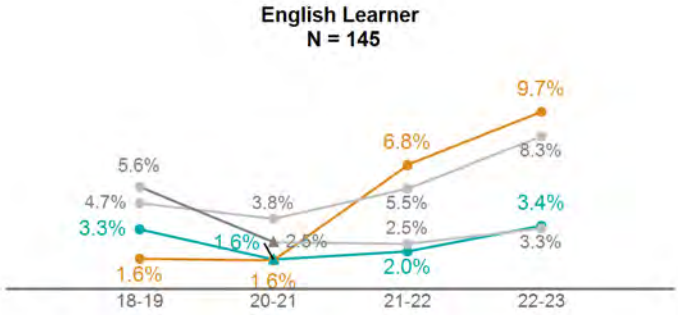
N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

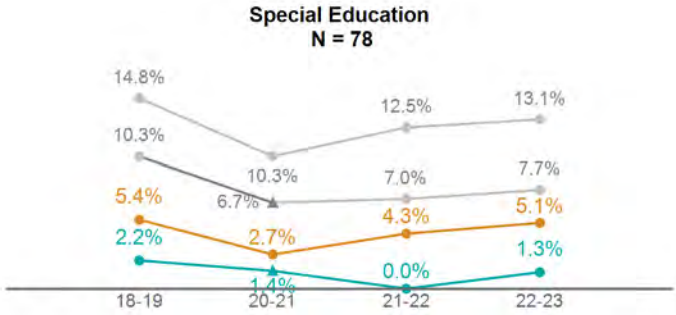
Submit Feedback

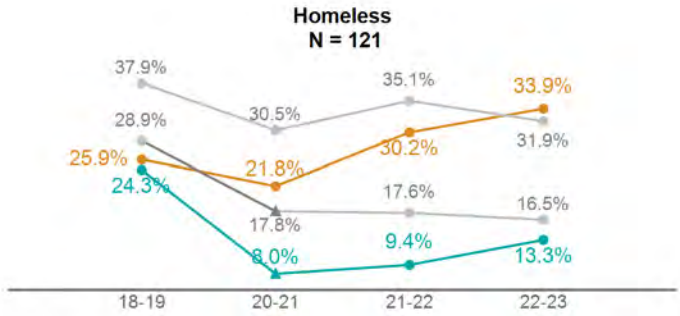
# Percent of Students with Achievement Level of Met or Exceeded in SBAC



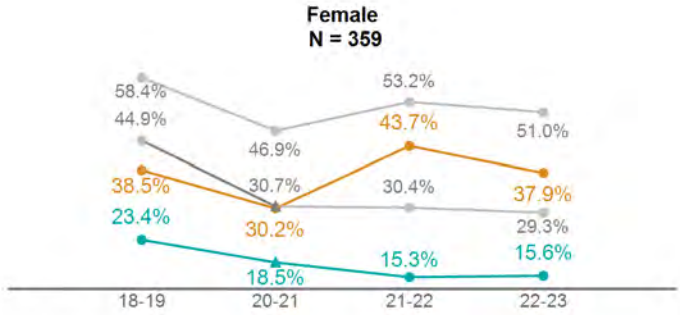



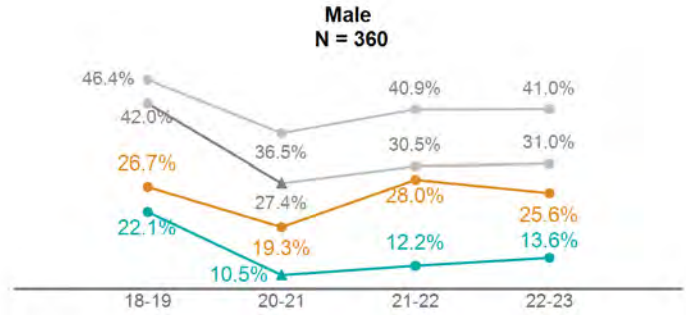




**Foster Youth**

Subgroup with fewer than 20 students.




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

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

4/8/24

## All

| School | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| All Elementary | 12,227 | 52% | 31 | 21 | 23 | 25 | 48% | ↑1 | | ↑5 |
| Addams | 380 | 64% | 42 | 22 | 25 | 11 | 36% | ↑1 | | ↑10 |
| Alvarado | 175 | 43% | 19 | 24 | 29 | 29 | 57% | ↑7 | | ↑11 |
| Barton | 215 | 77% | 59 | 18 | 17 | 7 | 23% | ↓- | | ↓1 |
| Birney | 241 | 52% | 34 | 18 | 23 | 25 | 48% | ↓1 | | ↑4 |
| Bixby | 234 | 35% | 15 | 20 | 29 | 36 | 65% | ↑7 | | ↑12 |
| Bryant | 159 | 57% | 32 | 25 | 24 | 19 | 43% | ↑3 | | ↑3 |
| Burbank | 281 | 63% | 36 | 27 | 22 | 16 | 37% | ↓2 | | ↑9 |
| Burcham | 167 | 28% | 16 | 13 | 24 | 48 | 72% | ↓2 | | ↑6 |
| Carver | 236 | 29% | 10 | 19 | 26 | 45 | 71% | ↑1 | | ↑7 |
| Chavez | 165 | 68% | 50 | 18 | 23 | 8 | 32% | ↑2 | | ↑3 |
| Cleveland | 217 | 23% | 6 | 16 | 30 | 47 | 77% | ↑- | | ↑1 |
| Dooley | 384 | 59% | 33 | 26 | 23 | 19 | 41% | ↑6 | | ↑6 |
| Edison | 199 | 65% | 41 | 24 | 25 | 10 | 35% | ↑6 | | ↑16 |
| Emerson | 158 | 29% | 12 | 17 | 20 | 51 | 71% | ↓- | | ↓2 |
| Fremont | 203 | 20% | 9 | 11 | 29 | 52 | 80% | ↑7 | | ↑11 |
| Gant | 277 | 21% | 9 | 12 | 25 | 55 | 79% | ↓4 | | ↑1 |
| Garfield | 285 | 56% | 38 | 18 | 25 | 19 | 44% | ↑4 | | ↑13 |
| Gompers | 148 | 41% | 29 | 11 | 30 | 30 | 59% | ↑7 | | ↑10 |
| Grant | 456 | 63% | 42 | 21 | 23 | 14 | 37% | ↑- | | ↑2 |
| Harte | 406 | 64% | 41 | 23 | 21 | 15 | 36% | ↑4 | | ↑6 |
| Henry | 385 | 34% | 12 | 22 | 25 | 41 | 66% | ↑- | | ↑4 |
| Herrera | 337 | 60% | 36 | 23 | 23 | 17 | 40% | ↓2 | | ↑6 |
| Holmes | 172 | 42% | 21 | 22 | 26 | 31 | 58% | ↑6 | | ↑11 |

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| **All High** | 4,776 | 48% | 27 | 21 | 28 | 24 | 52% | ↑2 | | ↓9 |
| **Browning** | 58 | 78% | 62 | 16 | 19 | 3 | 22% | ↓20 | | ↓30 |
| **Cabrillo** | 416 | 61% | 33 | 28 | 28 | 11 | 39% | ↑1 | | ↓1 |
| **CAMS** | 162 | 1% | | | 16 | 83 | 99% | ↑1 | | ↑2 |
| **EPHS** | 262 | 71% | 43 | 29 | 24 | 5 | 29% | ↑4 | | ↓8 |
| **Jordan** | 422 | 71% | 44 | 27 | 21 | 9 | 29% | ↓2 | | ↓10 |
| **Lakewood** | 603 | 56% | 31 | 24 | 27 | 17 | 44% | ↓4 | | ↓11 |
| **McBride** | 165 | 31% | 9 | 22 | 40 | 29 | 69% | ↓4 | | ↓9 |
| **Millikan** | 755 | 35% | 16 | 18 | 34 | 32 | 65% | ↑10 | | ↓10 |
| **Polytechnic** | 906 | 48% | 29 | 19 | 26 | 26 | 52% | ↑4 | | ↓7 |
| **Reid** | 53 | 98% | 77 | 21 | 2 | | 2% | ↓2 | | ↓10 |
| **Renaissance** | 91 | 47% | 21 | 26 | 29 | 24 | 53% | ↑19 | | ↓18 |
| **Sato** | 120 | 4% | | 3 | 2 | 39 | 57 96% | ↓1 | | ↑2 |
| **Wilson** | 763 | 45% | 23 | 21 | 31 | 24 | 55% | ↓4 | | ↓14 |

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| District | 32,805 | 66% | 40 | 26 | 19 | 15 | 34% | ↑1 | | ↓5 |

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

4/8/24

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Submit Feedback

# Lindsey

# 2022-2023

**Count of Unique Student-Incidents by Action Type (disposition type).**
**Each student is counted once per incident; each incident is categorized based on the most severe outcome f**

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

Submit Feedback

# Lindsey

# 2021-2022

**Count of Unique Student-Incidents by Action Type (disposition type).**
**Each student is counted once per incident; each incident is categorized based on the most severe outcome f**

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

Submit Feedback

# Lindsey

# 2020-2021

**Count of Unique Student-Incidents by Action Type (disposition type).**
**Each student is counted once per incident; each incident is categorized based on the most severe outcome f**

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

Submit Feedback

# Lindsey

## 2019-2020

**Count of Unique Student-Incidents by Action Type (disposition type).**
**Each student is counted once per incident; each incident is categorized based on the most severe outcome f**

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

Submit Feedback

# Lindsey

## 2018-2019

**Count of Unique Student-Incidents by Action Type (disposition type).**
**Each student is counted once per incident; each incident is categorized based on the most severe outcome f**

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

Submit Feedback

# Lindsey

## 2017-2018

**Count of Unique Student-Incidents by Action Type (disposition type).**
**Each student is counted once per incident; each incident is categorized based on the most severe outcome f**

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

Submit Feedback

# Lindsey

## 22-23

| Legend |
| --- |
| Exclusionary |
| Other Action |
| No Action Taken |
| Restorative Justice |

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

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

[Submit Feedback](#)

# Lindsey

## 22-23

| Legend |
| --- |
| Exclusionary |
| Other Action |
| No Action Taken |
| Restorative Justice |

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

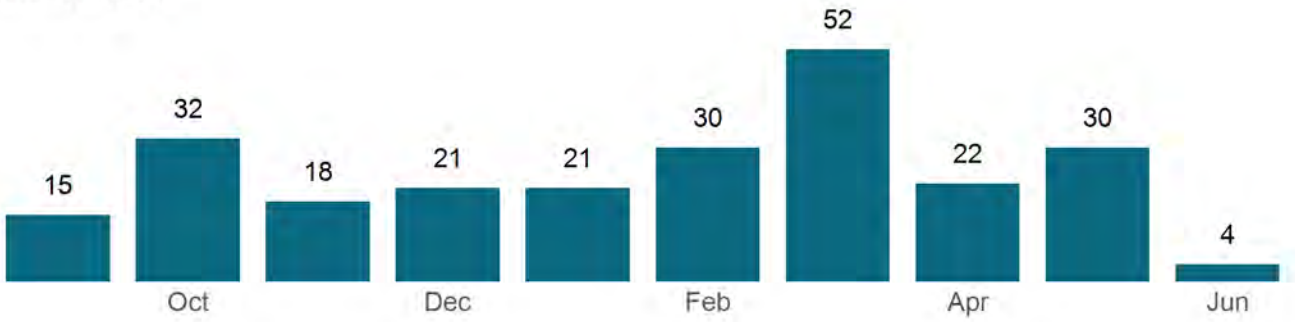
| | | YR | |
| --- | --- | --- | --- |
| Category | subgroup | # Records | Percent by Category |
| Special Populations | EL + RFEP | 72 | 75 22 3 |
| | ELL | 42 | 81 17 2 |
| | Foster | 8 | 88 13 |
| | GATE/Excel | 16 | 56 38 6 |
| | Homeless | 57 | 56 40 4 |
| | Low SES | 308 | 55 43 2 |
| | RFEP |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

[Submit Feedback ]

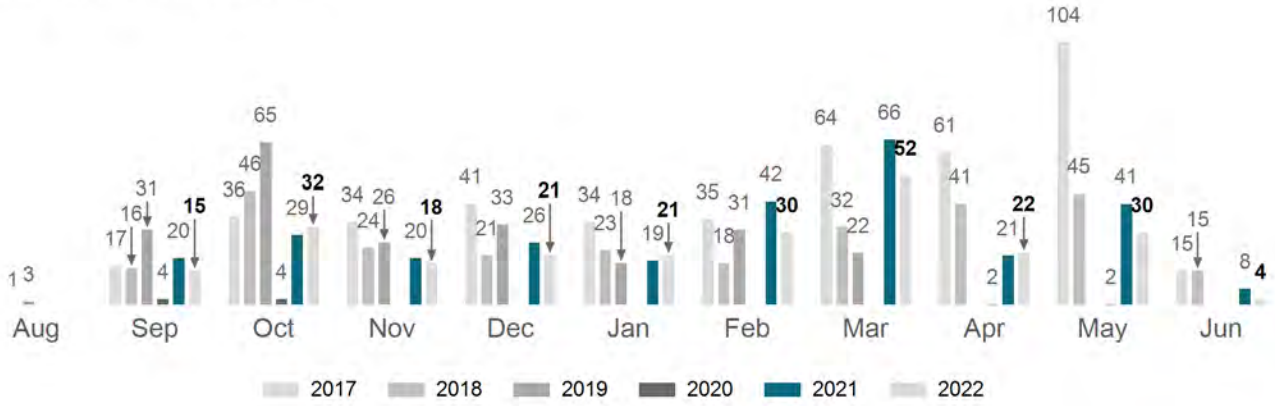
# Lindsey

## 22-23

**By Month for 22-23**




**By Month- 5-year comparison**




| | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|---|---|---|---|---|---|---|
| Aug | | 1 | 3 | | | |
| Sep | 17 | 16 | 31 | 4 | 20 | 15 |
| Oct | 36 | 46 | 65 | 4 | 29 | 32 |
| Nov | 34 | 24 | 26 | | 20 | 18 |
| Dec | 41 | 21 | 33 | | 26 | 21 |
| Jan | 34 | 23 | 18 | | 19 | 21 |
| Feb | 35 | 18 | 31 | | 42 | 30 |
| Mar | 64 | 32 | 22 | | 66 | 52 |
| Apr | 61 | 41 | | 2 | 21 | 22 |
| May | 104 | 45 | | 2 | 41 | 30 |
| Jun | 15 | 15 | | | 8 | 4 |

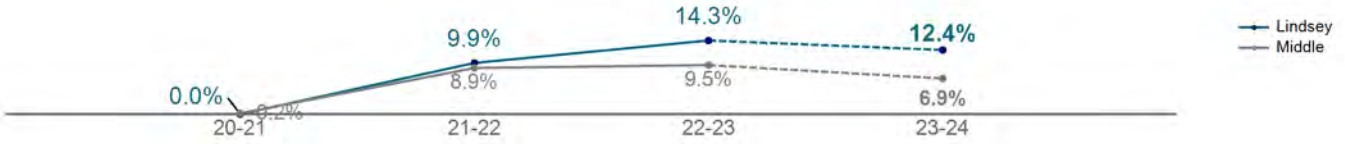
Submit Feedback

# Lindsey

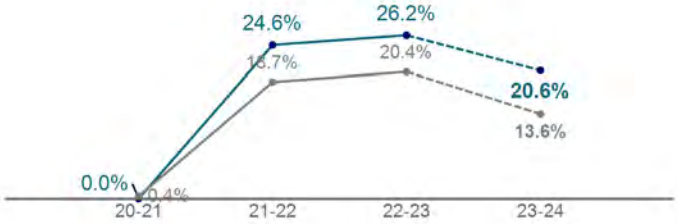
# 22-23

# Suspension Rate

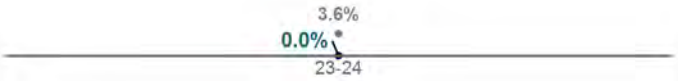
**Lindsey**
**All Students**
**N = 764**




**African American**
**N = 141**




**Asian**
**N = 24**



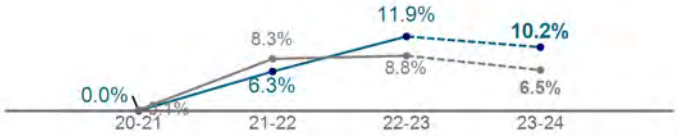

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**
**N = 538**

**Pacific Islander**

Subgroup with fewer than 20 students.




**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

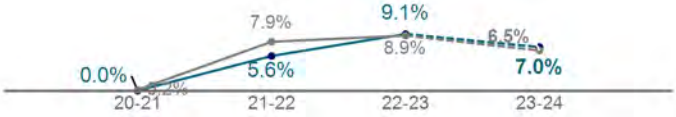
**Other**

Subgroup with fewer than 20 students.

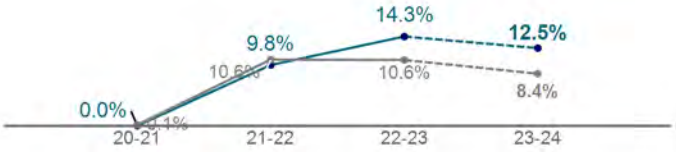
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

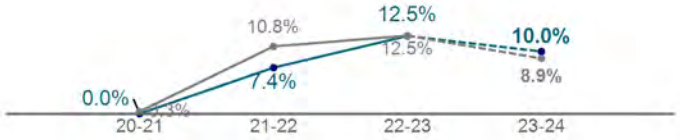
**EL + RFEP**
**N = 356**



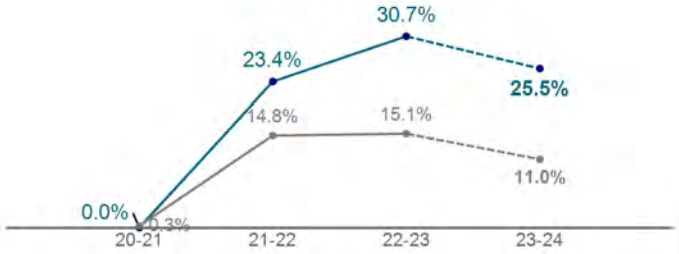

**Low SES**
**N = 617**



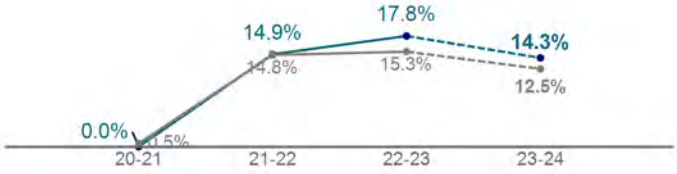

**English Learner**
**N = 150**



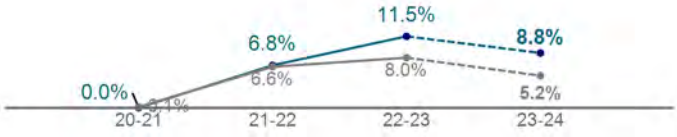

**Special Education**
**N = 102**



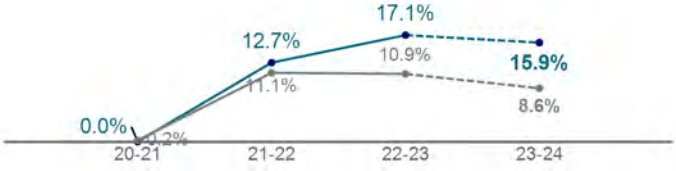

**Homeless or Foster Youth**
**N = 105**




**Female**
**N = 375**



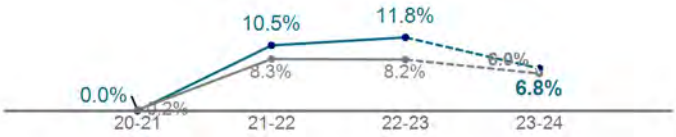

**Male**
**N = 389**



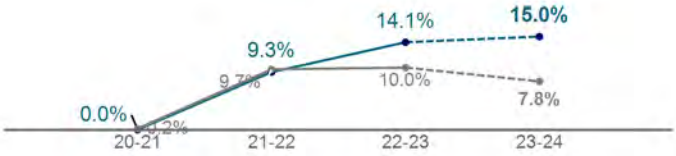

N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

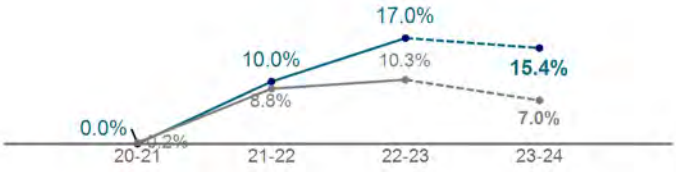
**Gr. 06**
**N = 250**




**Gr. 07**
**N = 267**




**Gr. 08**
**N = 247**




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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

**Legend**

3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

**Legend**

3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Lindsey 2022-2023 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Lindsey 2022-2023 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Lindsey 2022-2023 Grade 8

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

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

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

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

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

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

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

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

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

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

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

Report Name:District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

[Submit Feedback]

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

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

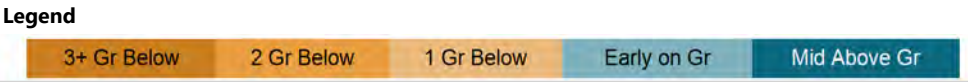
| Category | | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|
| **All Students** | 693 | 3 | 693 | 41 14 28 10 7 |
| **Grade** | Gr. 06 | 3 | 248 | 31 16 28 17 8 |
| | Gr. 07 | 3 | 217 | 41 12 36 6 5 |
| | Gr. 08 | 3 | 228 | 52 14 21 6 7 |
| **Ethnicity** | African American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

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 4/8/2024

[Submit Feedback]

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




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

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 4/8/2024

Apr 08, 2024

# ELPAC Summative Assessment Grade Level Summary 2022-2023

## Site :: Lindsey

### Site Level Overall Performance Level Summary

| 12% | 35% | 43% | 10% |
|---|---|---|---|
| Beginning Stage | Somewhat Developed | Moderately Developed | Well Developed |

### Site Level Domain Performance Level Summary

| Listening | | | Speaking | | | Reading | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 24% Beg. | 68% Some/Mod. | 8% Well Dev. | 8% Beg. | 22% Some/Mod. | 70% Well Dev. | 50% Beg. | 42% Some/Mod. | 8% Well Dev. | 17% Beg. | 75% Some/Mod. | 8% Well Dev. |

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

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

Reclassifcation Criteria

ELPAC Results (CDE Site)

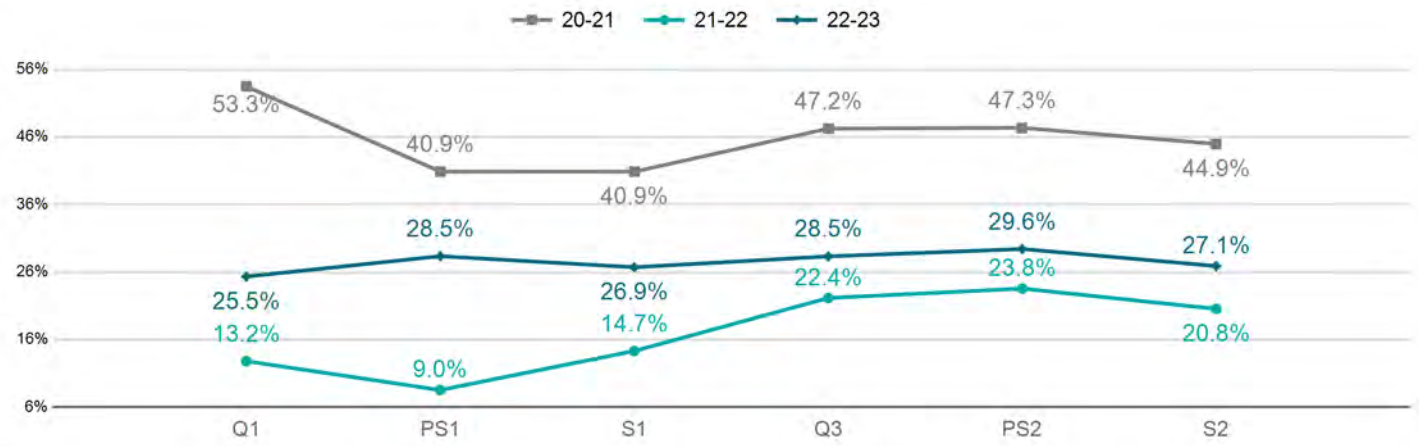
Submit Feedback

# Lindsey D/F Rate - 3 year Comparison

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

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

## Category: All Students




**Graphs for subgroups on following pages.**

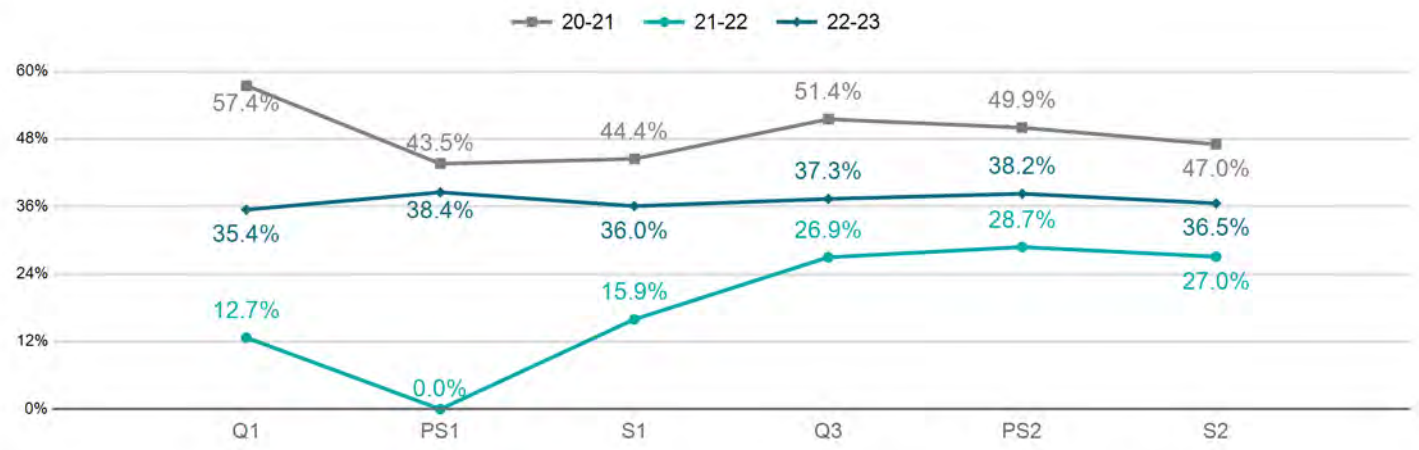
Submit Feedback

# Lindsey D/F Rate - 3 year Comparison

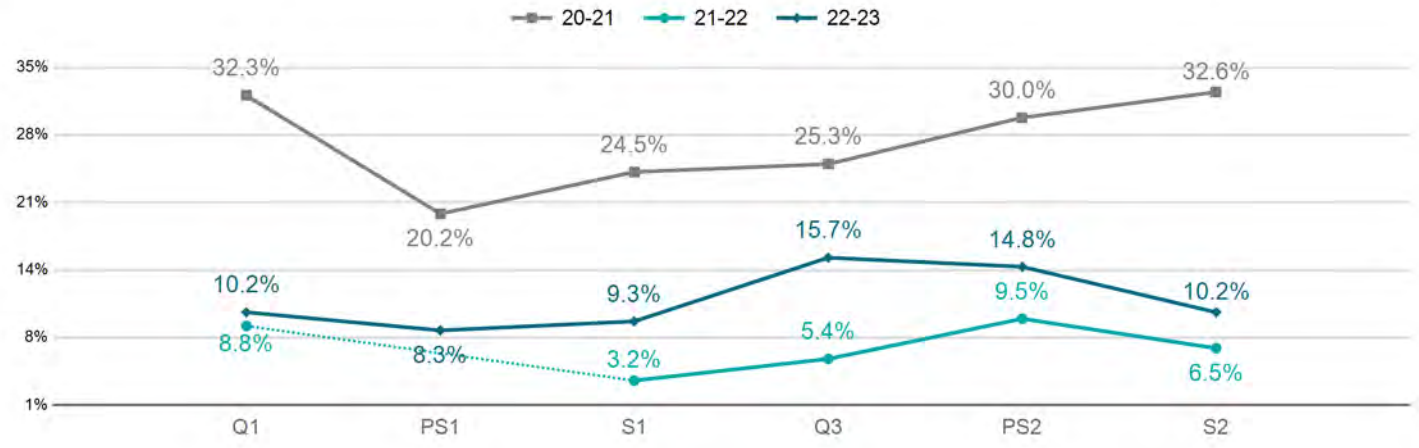
**Percent of total grades that are Ds or Fs**

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

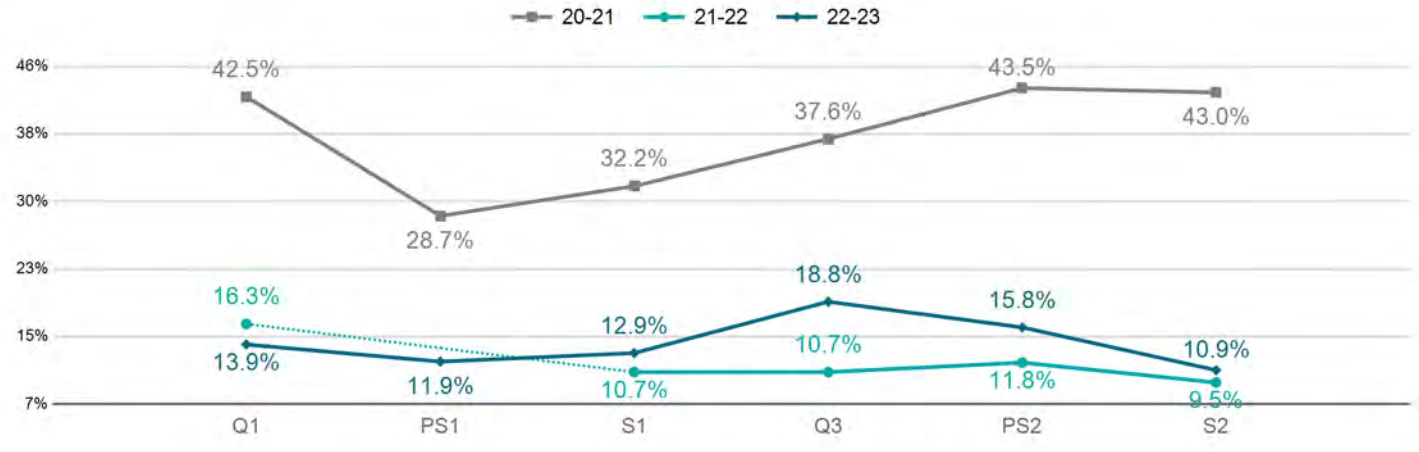
## Category: Ethnicity - Subgroup: African American




## Category: Ethnicity - Subgroup: Asian




## Category: Ethnicity - Subgroup: Cambodian



Submit Feedback

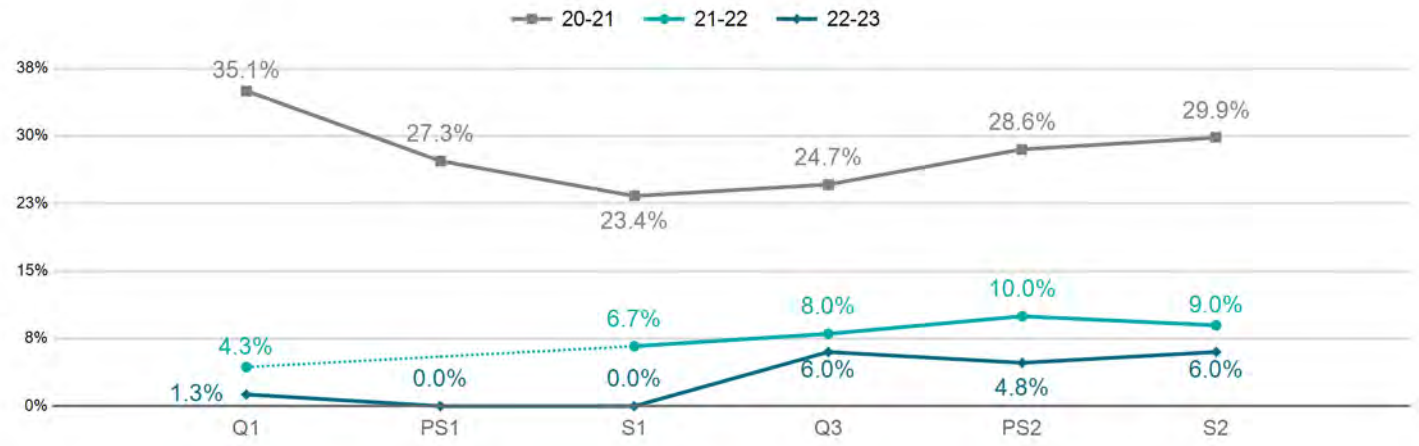
# Lindsey D/F Rate - 3 year Comparison

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

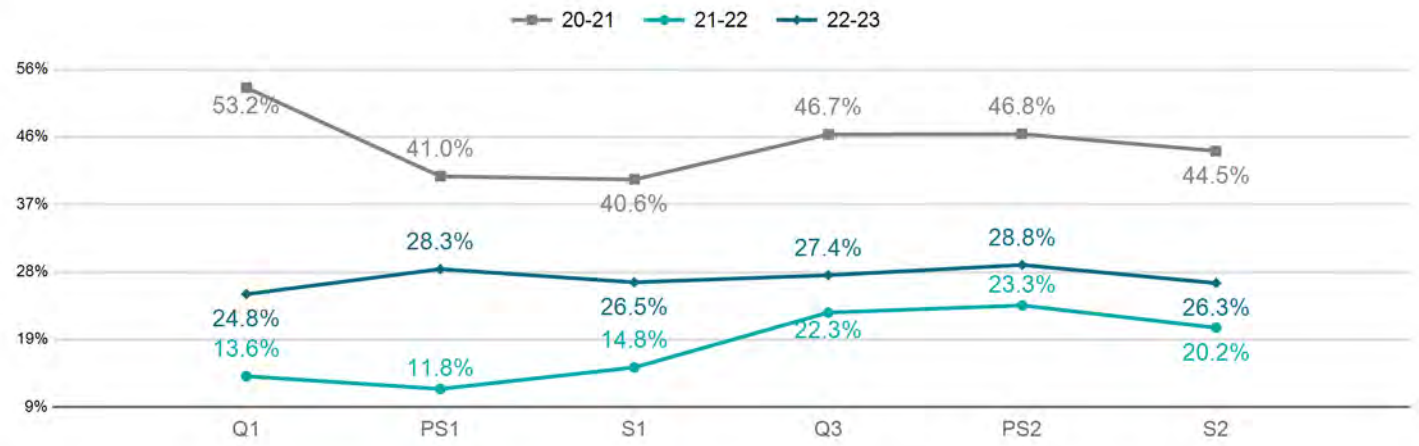
**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

## Category: Ethnicity - Subgroup: Filipino




## Category: Ethnicity - Subgroup: Hispanic



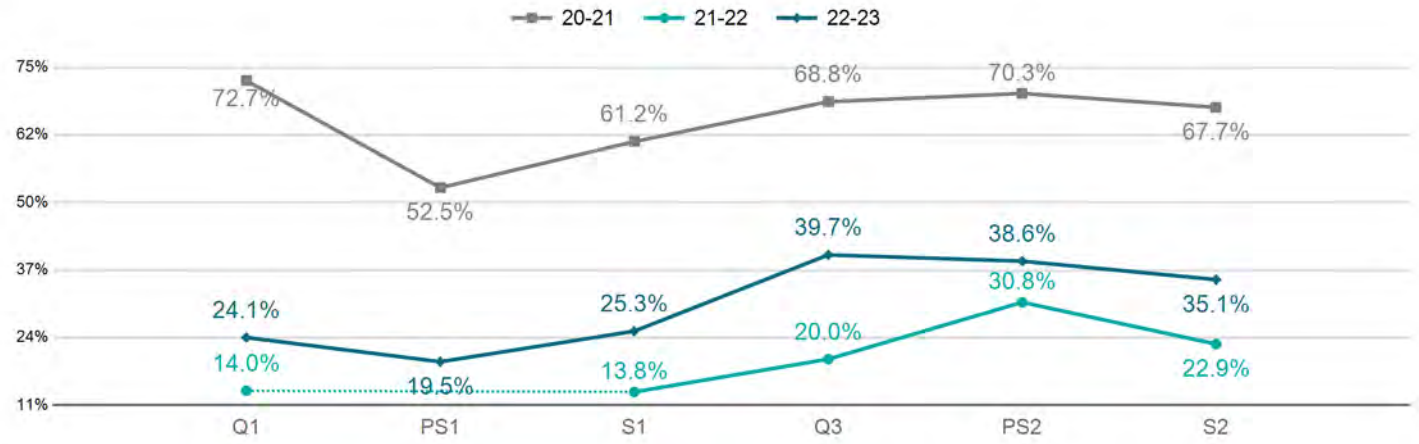

## Category: Ethnicity - Subgroup: Pacific Islander

Submit Feedback

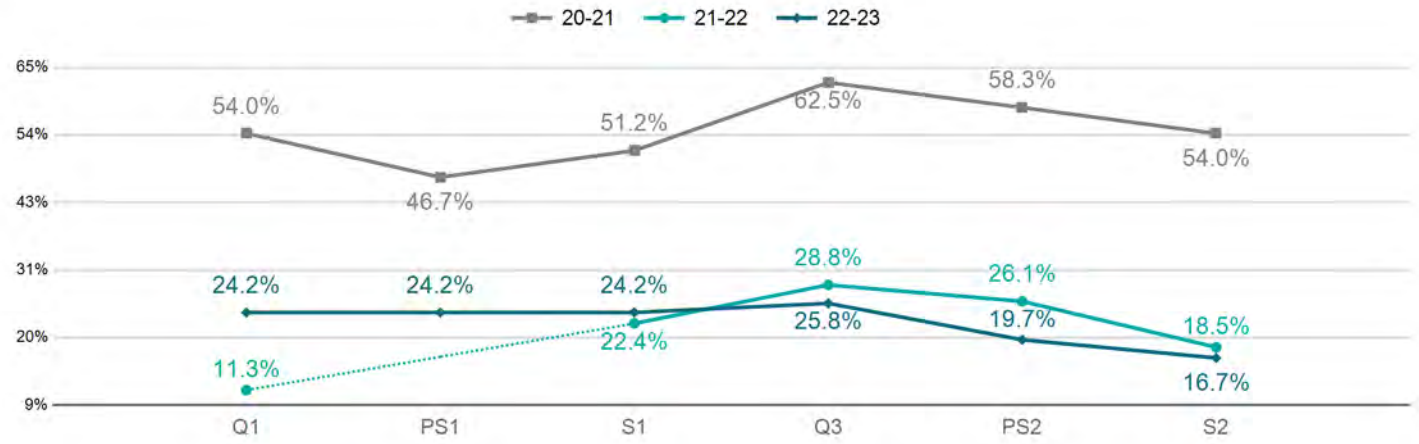
# Lindsey D/F Rate - 3 year Comparison

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

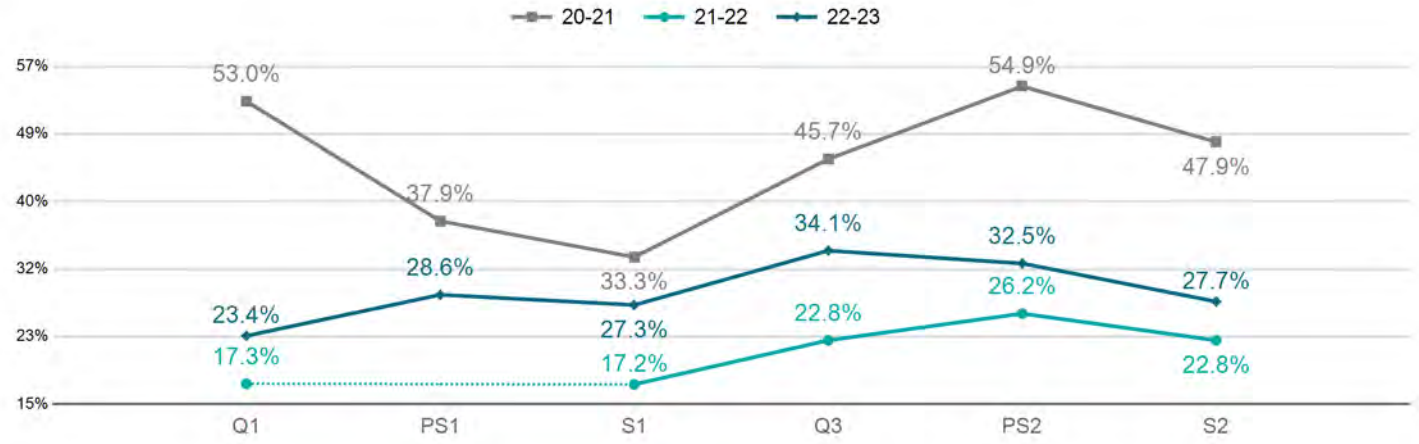
**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial




## Category: Ethnicity - Subgroup: White




## Category: Ethnicity - Subgroup: Other



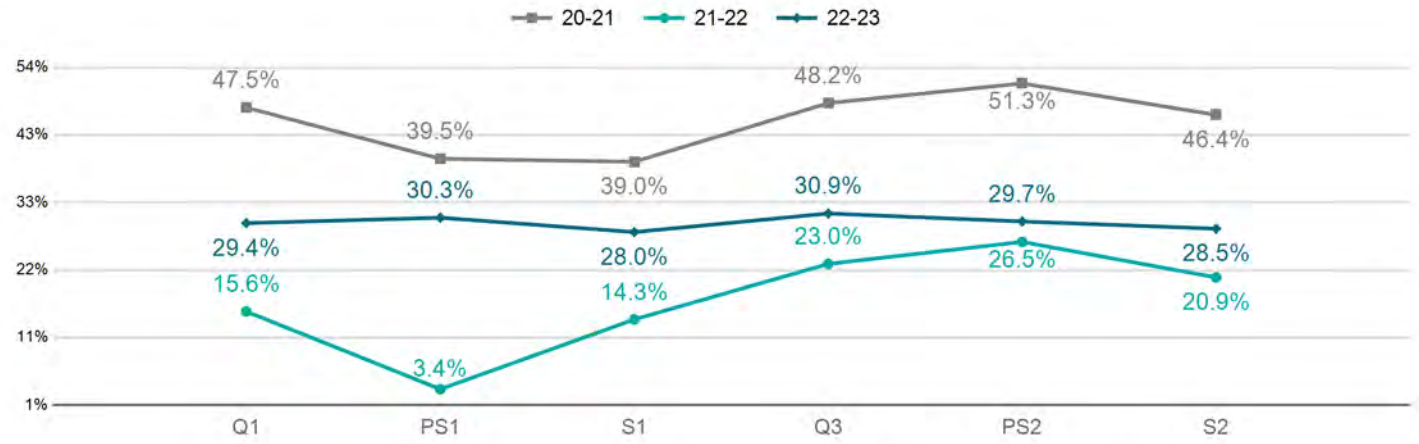
Submit Feedback

# Lindsey D/F Rate - 3 year Comparison

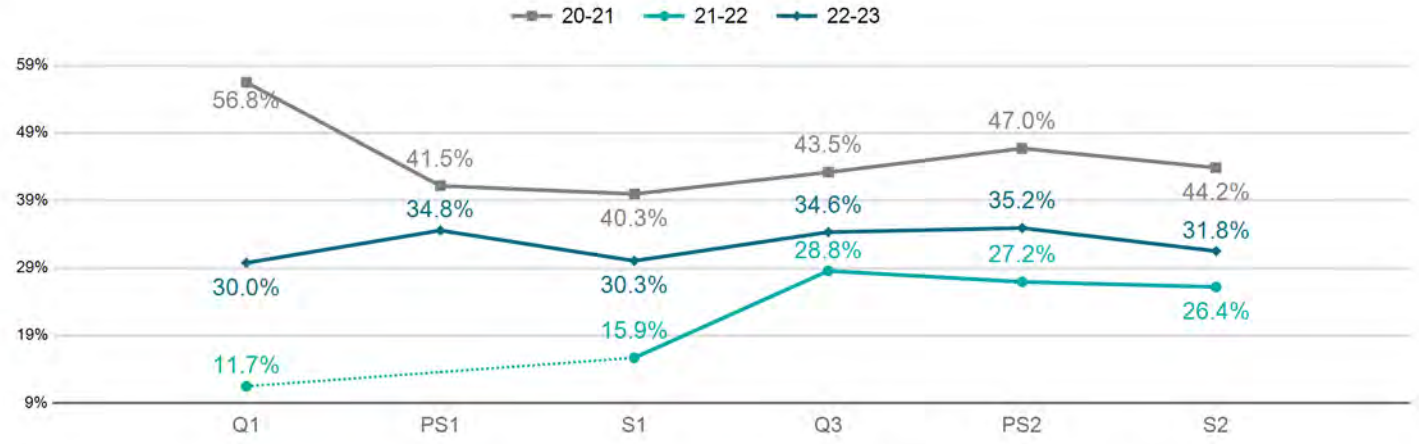
**Percent of total grades that are Ds or Fs**

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

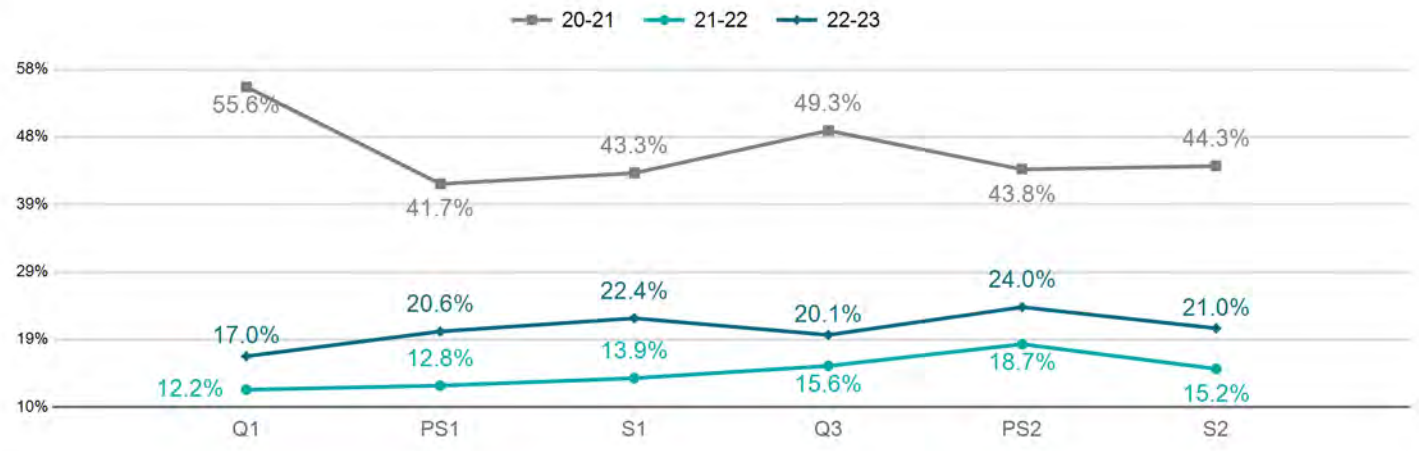
## Category: Grade - Subgroup: Gr. 06




## Category: Grade - Subgroup: Gr. 07




## Category: Grade - Subgroup: Gr. 08



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# Lindsey D/F Rate - 3 year Comparison

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

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

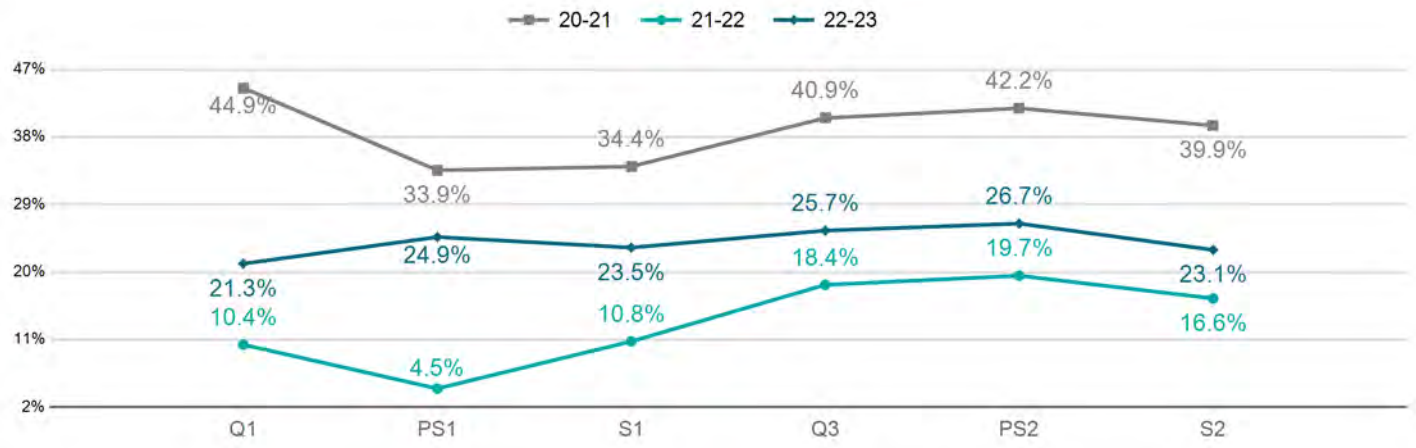
Submit Feedback

# Lindsey D/F Rate - 3 year Comparison

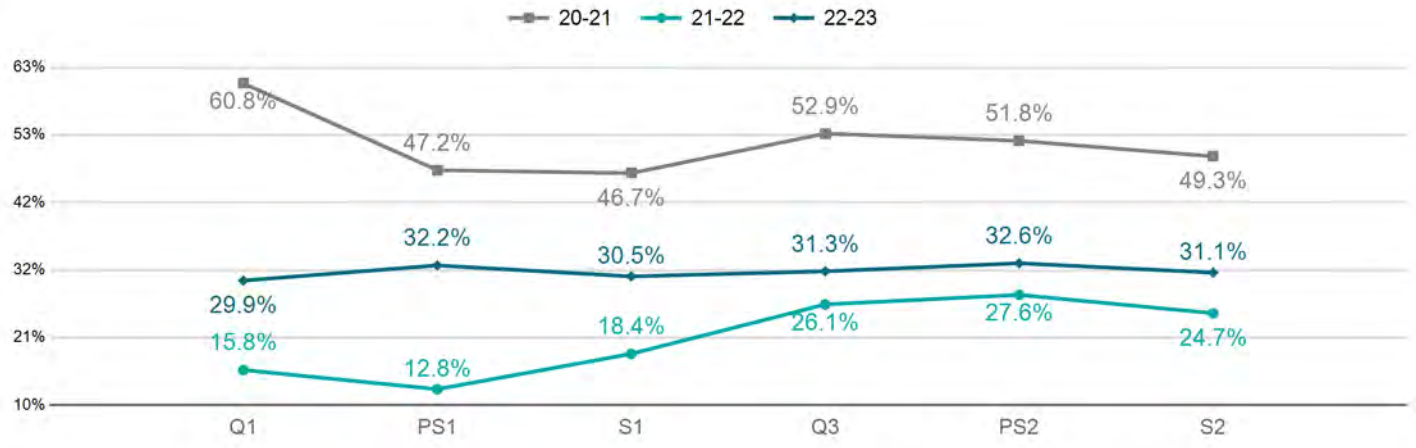
**Percent of total grades that are Ds or Fs**

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

## Category: Gender - Subgroup: Female




## Category: Gender - Subgroup: Male



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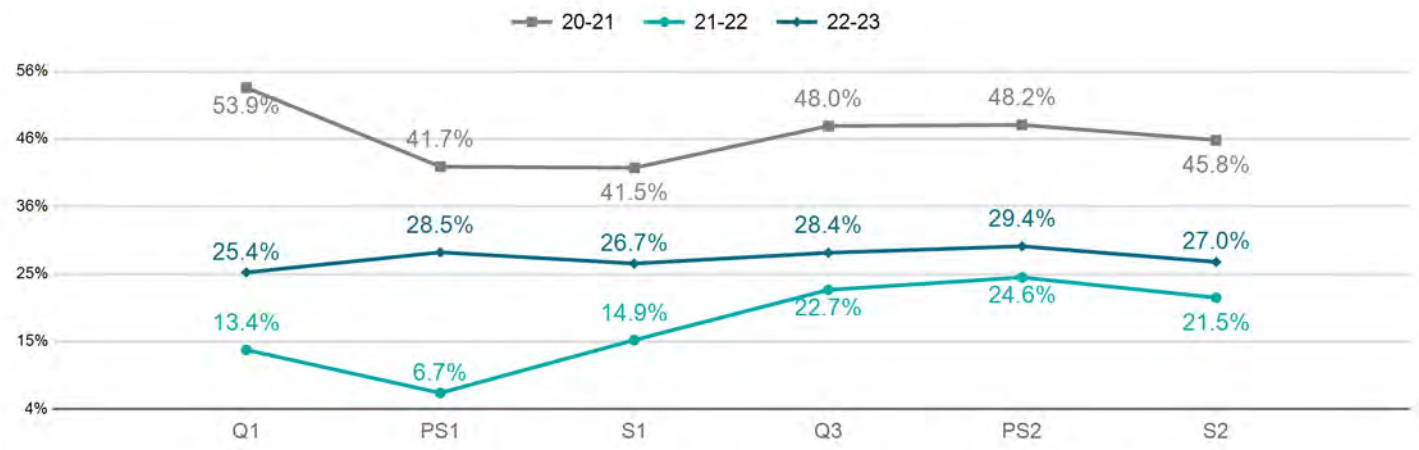
# Lindsey D/F Rate - 3 year Comparison

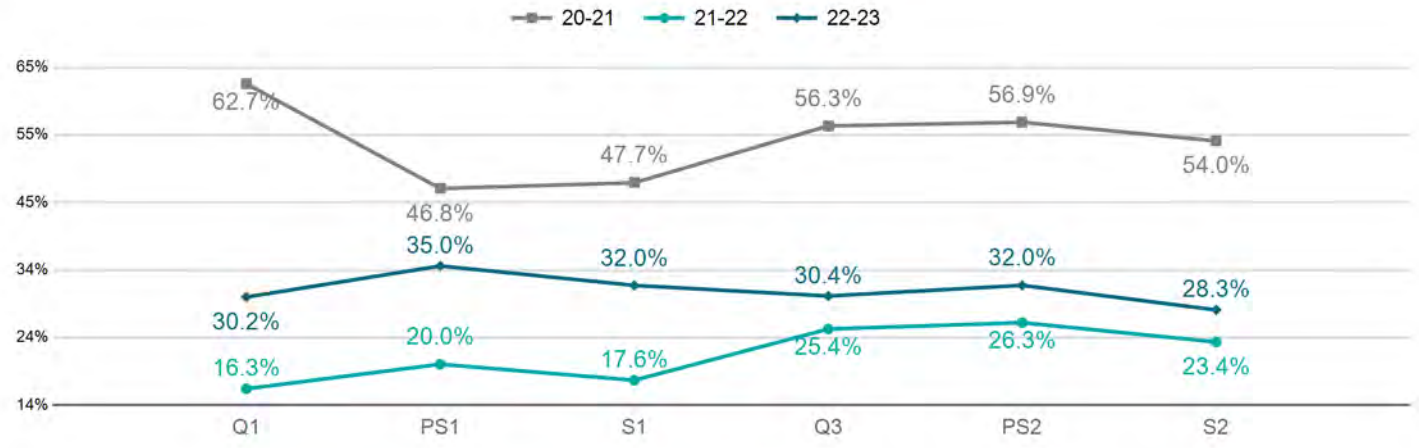
**Percent of total grades that are Ds or Fs**

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

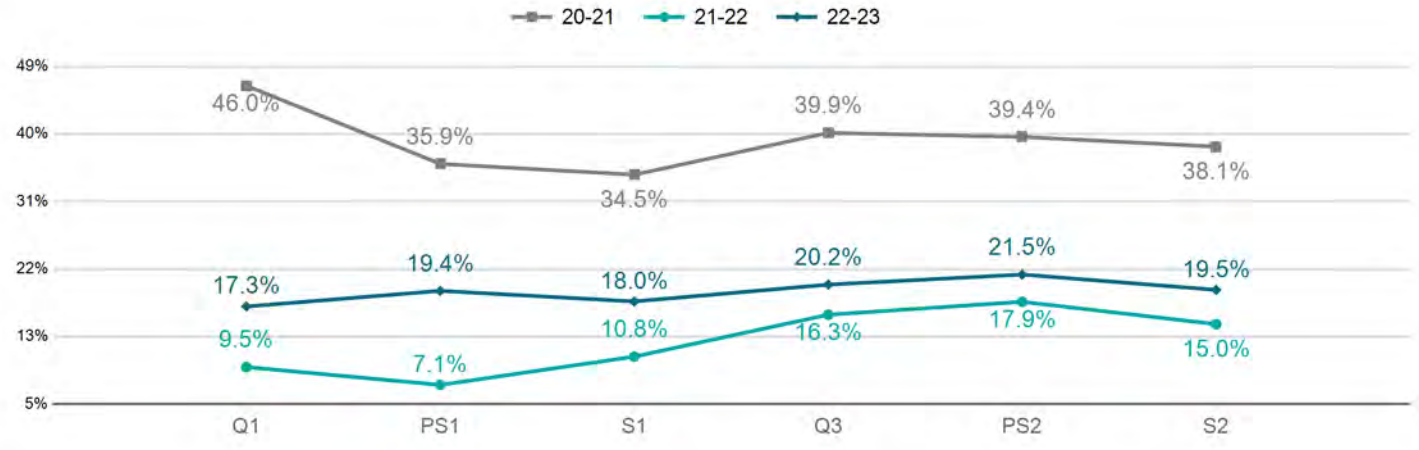
## Category: Special Populations - Subgroup: Low SES




## Category: Special Populations - Subgroup: ELL




## Category: Special Populations - Subgroup: RFEP



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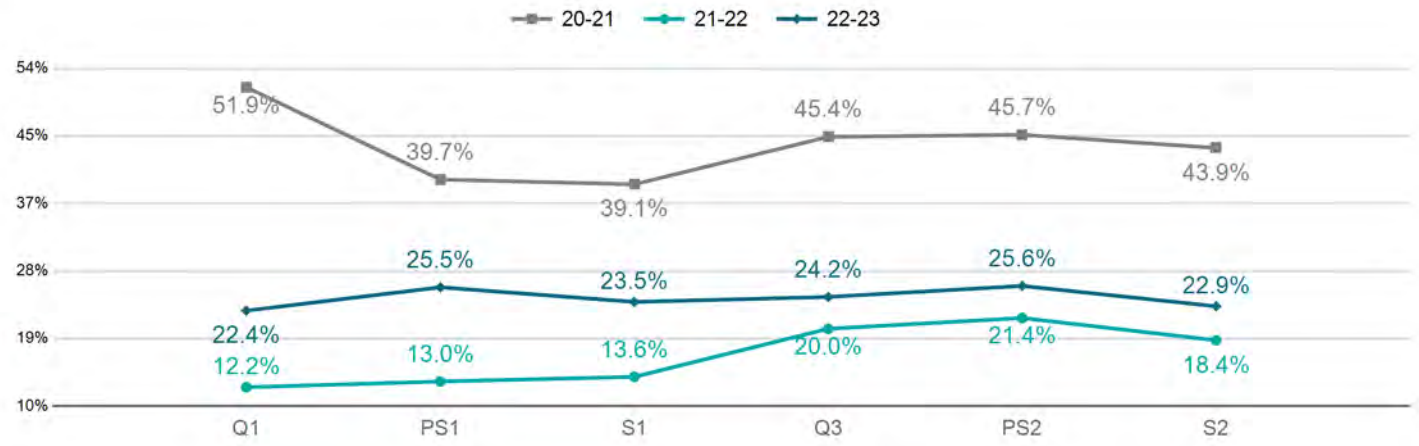
# Lindsey D/F Rate - 3 year Comparison

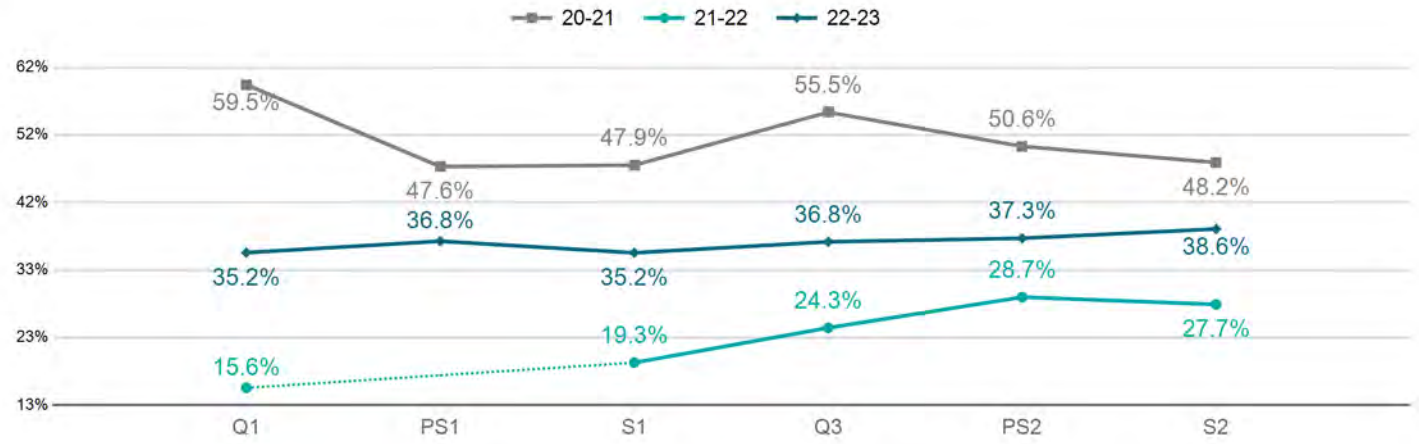
**Percent of total grades that are Ds or Fs**

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

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




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




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

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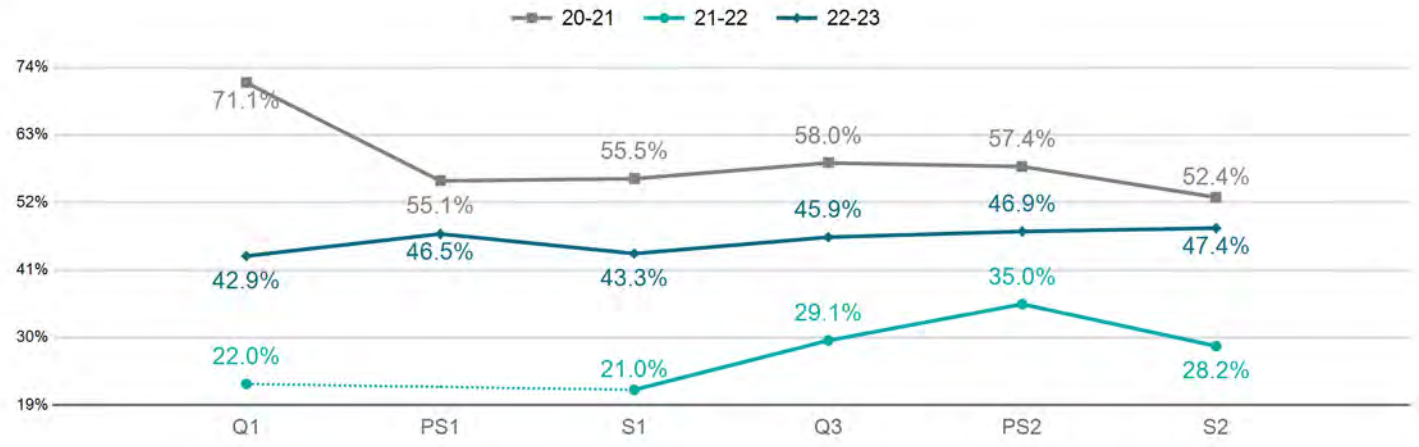
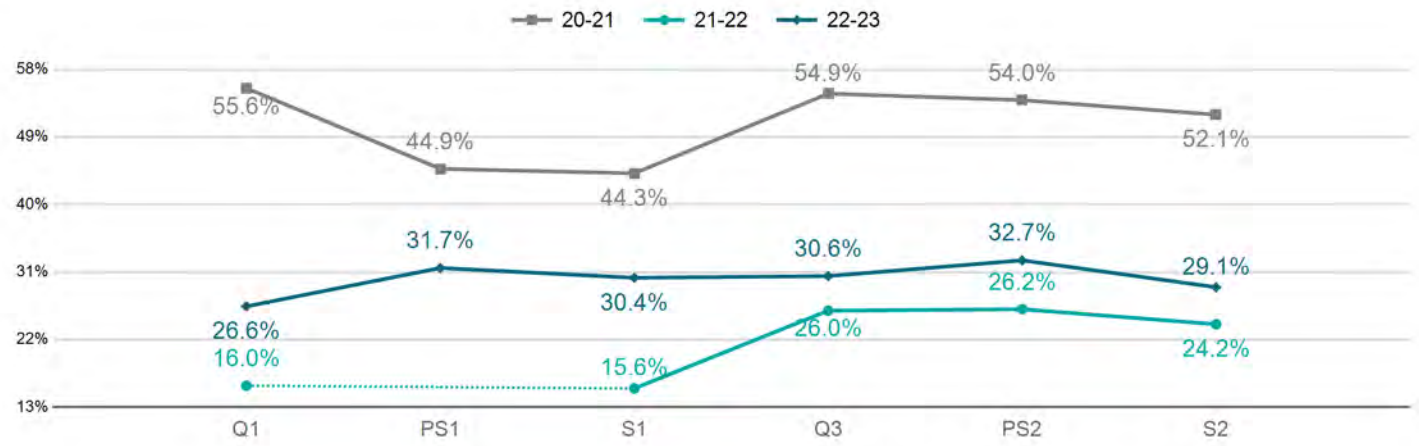
# Lindsey D/F Rate - 3 year Comparison

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

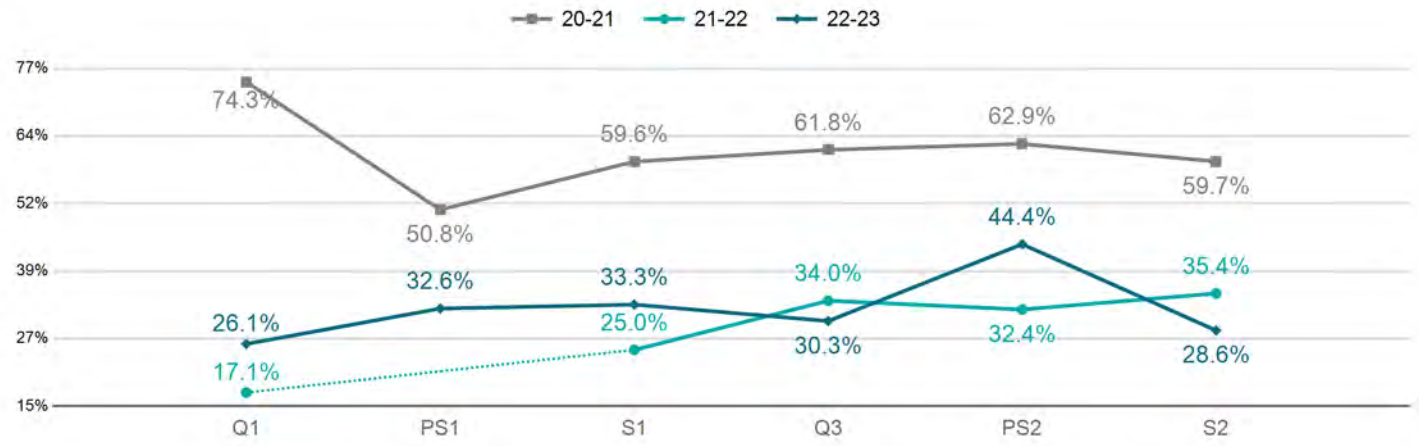
**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial




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




## Category: Special Populations - Subgroup: Foster




## Category: Special Populations - Subgroup: Homeless

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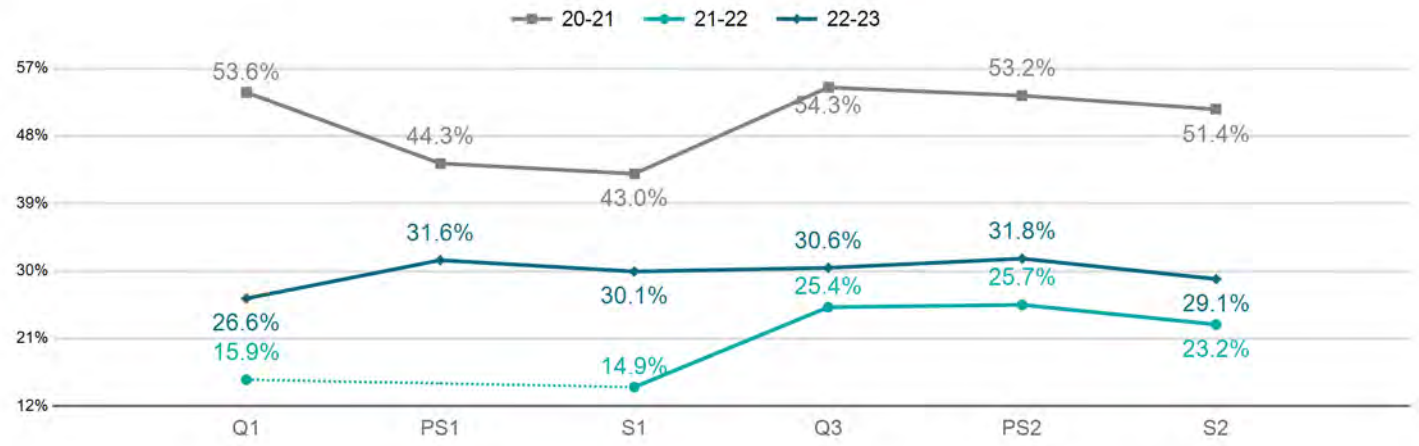
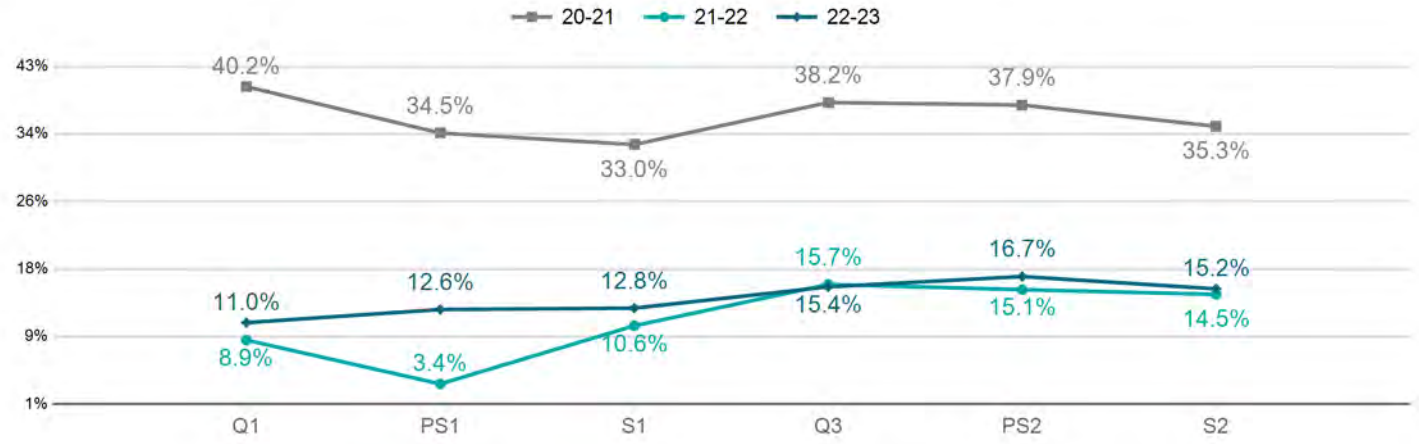
# Lindsey D/F Rate - 3 year Comparison

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

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




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



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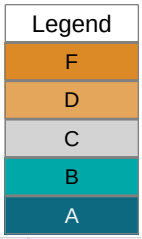
# Grade Distribution - Lindsey
# 2022-2023 S2

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




| Category | | Count of Marks | Percent by Category | D/F Rate | A/B/C Rate |
|---|---|---|---|---|---|
| **All Students** | 4,272 | 4,272 | 12 15 19 22 29 | 26.8% | 73.2% |
| **Grade** | Gr. 06 | 1,500 | 12 17 18 21 30 | 28.5% | 71.5% |
| | Gr. 07 | 1,363 | 17 15 19 21 25 | 31.3% | 68.7% |
| | Gr. 08 | 1,409 | 8 13 20 25 32 | 20.8% | 79.2% |
| **Ethnicity** | African American | 622 | 16 20 22 20 20 | 36.5% | 63.5% |
| | American Indian | 6 | 33 17 17 17 17 | 50.0% | 50.0% |
| | Asian | 108 | 4 6 13 24 47 | 10.2% | 89.8% |
| | Cambodian | 101 | 3 8 18 23 44 | 10.9% | 89.1% |
| | Filipino | 83 | 6 8 18 64 | 6.0% | 94.0% |
| | Hispanic | 3,227 | 12 14 19 22 30 | 26.0% | 74.0% |
| | Pacific Islander | 77 | 9 26 17 30 18 | 35.1% | 64.9% |
| | White | 66 | 9 8 29 15 38 | 16.7% | 83.3% |
| | Other | 83 | 13 14 25 27 20 | 27.7% | 72.3% |
| **Gender** | Female | 2,135 | 9 14 19 23 33 | 23.0% | 77.0% |
| | Male | 2,131 | 15 16 20 21 25 | 30.8% | 69.2% |
| | Nonbinary | 6 | 17 17 67 | 0.0% | 100.0% |
| **Special Populations** | Low SES | 4,170 | 12 15 19 22 29 | 26.7% | 73.3% |
| | ELL | 870 | 13 14 18 20 23 | 27.6% | 72.4% |
| | RFEP | 1,344 | 7 12 18 24 39 | 19.5% | 80.5% |
| | EL + RFEP | 2,214 | 10 13 18 22 32 | 22.7% | 77.3% |
| | Special Ed. | 474 | 22 16 20 18 23 | 38.6% | 61.4% |
| | Spec Ed. Speech/RSP | 270 | 25 22 22 15 15 | 47.4% | 52.6% |
| | Homeless/Foster | 742 | 14 15 17 23 28 | 29.0% | 71.0% |
| | Foster | 35 | 17 11 20 37 14 | 28.6% | 71.4% |
| | Homeless | 707 | 14 15 17 23 28 | 29.0% | 71.0% |
| | GATE/Excel | 862 | 6 9 14 22 48 | 15.1% | 84.9% |

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 4/8/2024

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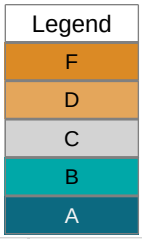
# Grade Distribution - Lindsey
# 2022-2023 PS2

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




| Category | | Count of Marks | Percent by Category | D/F Rate | A/B/C Rate |
|---|---|---|---|---|---|
| **All Students** | 4,392 | 4,392 | 14 15 18 21 28 | 28.9% | 71.1% |
| **Grade** | Gr. 06 | 1,527 | 15 15 17 21 29 | 29.5% | 70.5% |
| | Gr. 07 | 1,409 | 18 16 19 19 23 | 34.1% | 65.9% |
| | Gr. 08 | 1,456 | 9 14 19 24 31 | 23.4% | 76.6% |
| **Ethnicity** | African American | 644 | 19 19 22 20 18 | 37.9% | 62.1% |
| | American Indian | 6 | 50 17 17 17 | 66.7% | 33.3% |
| | Asian | 108 | 6 8 12 31 36 | 14.8% | 85.2% |
| | Cambodian | 101 | 6 10 16 30 34 | 15.8% | 84.2% |
| | Filipino | 83 | 5 13 16 63 | 4.8% | 95.2% |
| | Hispanic | 3,319 | 13 15 17 22 29 | 28.1% | 71.9% |
| | Pacific Islander | 83 | 18 19 20 22 18 | 37.3% | 62.7% |
| | White | 66 | 9 11 27 14 38 | 19.7% | 80.3% |
| | Other | 83 | 13 19 22 20 25 | 32.5% | 67.5% |
| **Gender** | Female | 2,222 | 12 15 17 22 32 | 26.3% | 73.7% |
| | Male | 2,164 | 16 16 19 21 24 | 31.7% | 68.3% |
| | Nonbinary | 6 | 17 17 17 50 | 16.7% | 83.3% |
| **Special Populations** | Low SES | 4,275 | 14 15 18 21 28 | 28.7% | 71.3% |
| | ELL | 893 | 15 15 15 21 22 | 30.2% | 69.8% |
| | RFEP | 1,373 | 8 13 17 23 37 | 21.4% | 78.6% |
| | EL + RFEP | 2,266 | 11 14 16 23 31 | 24.9% | 75.1% |
| | Special Ed. | 475 | 23 14 19 19 25 | 37.1% | 62.9% |
| | Spec Ed. Speech/RSP | 271 | 29 17 19 18 15 | 46.5% | 53.5% |
| | Homeless/Foster | 780 | 17 15 15 23 27 | 32.2% | 67.8% |
| | Foster | 54 | 26 19 15 19 13 | 44.4% | 55.6% |
| | Homeless | 726 | 17 15 15 23 28 | 31.3% | 68.7% |
| | GATE/Excel | 879 | 6 11 15 23 45 | 16.6% | 83.4% |

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 4/8/2024

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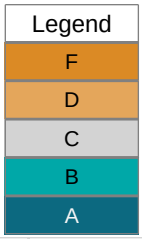
# Grade Distribution - Lindsey
# 2022-2023 Q3

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




| Category | | Count of Marks | Percent by Category | D/F Rate | A/B/C Rate |
|---|---|---|---|---|---|
| **All Students** | 4,292 | 4,292 | 14 14 16 21 32 | 28.1% | 71.9% |
| **Grade** | Gr. 06 | 1,517 | 16 15 16 19 31 | 30.9% | 69.1% |
| | Gr. 07 | 1,359 | 18 16 17 21 25 | 33.6% | 66.4% |
| | Gr. 08 | 1,416 | 8 12 16 23 39 | 19.9% | 80.1% |
| **Ethnicity** | African American | 609 | 21 17 20 21 21 | 37.3% | 62.7% |
| | American Indian | 6 | 33 33 17 17 | 66.7% | 33.3% |
| | Asian | 108 | 7 8 15 20 44 | 15.7% | 84.3% |
| | Cambodian | 101 | 6 13 16 18 43 | 18.8% | 81.2% |
| | Filipino | 83 | 6 8 13 69 | 6.0% | 94.0% |
| | Hispanic | 3,260 | 14 13 16 21 33 | 26.9% | 73.1% |
| | Pacific Islander | 78 | 15 24 24 15 21 | 39.7% | 60.3% |
| | White | 66 | 8 18 17 15 41 | 25.8% | 74.2% |
| | Other | 82 | 13 21 20 20 27 | 34.1% | 65.9% |
| **Gender** | Female | 2,156 | 12 13 16 20 36 | 25.4% | 74.6% |
| | Male | 2,130 | 16 15 17 21 28 | 30.9% | 69.1% |
| | Nonbinary | 6 | 17 83 | 16.7% | 83.3% |
| **Special Populations** | Low SES | 4,187 | 14 14 16 21 32 | 28.0% | 72.0% |
| | ELL | 875 | 15 14 15 20 24 | 29.5% | 70.5% |
| | RFEP | 1,358 | 8 12 16 21 43 | 20.1% | 79.9% |
| | EL + RFEP | 2,233 | 11 13 15 21 35 | 23.8% | 76.2% |
| | Special Ed. | 468 | 21 15 16 21 26 | 36.5% | 63.5% |
| | Spec Ed. Speech/RSP | 270 | 27 19 15 21 18 | 45.6% | 54.4% |
| | Homeless/Foster | 742 | 16 14 16 20 30 | 30.2% | 69.8% |
| | Foster | 33 | 9 21 24 24 18 | 30.3% | 69.7% |
| | Homeless | 709 | 17 14 16 20 31 | 30.2% | 69.8% |
| | GATE/Excel | 874 | 5 10 14 20 50 | 15.3% | 84.7% |

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 4/8/2024

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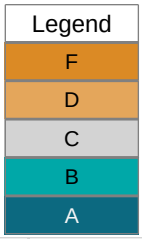
# Grade Distribution - Lindsey
# 2022-2023 S1

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




| Category | | Count of Marks | Percent by Category | D/F Rate | A/B/C Rate |
|---|---|---|---|---|---|
| **All Students** | 4,318 | 4,318 | 12 15 19 24 27 | 26.7% | 73.3% |
| **Grade** | Gr. 06 | 1,500 | 13 15 20 24 24 | 28.0% | 72.0% |
| | Gr. 07 | 1,388 | 13 17 20 21 25 | 30.0% | 70.0% |
| | Gr. 08 | 1,430 | 10 13 17 26 32 | 22.0% | 78.0% |
| **Ethnicity** | African American | 625 | 19 17 22 21 19 | 35.8% | 64.2% |
| | American Indian | 6 | 33 33 17 17 | 66.7% | 33.3% |
| | Asian | 108 | 2 7 22 25 38 | 9.3% | 90.7% |
| | Cambodian | 101 | 3 10 21 28 34 | 12.9% | 87.1% |
| | Filipino | 83 | 11 24 55 | 0.0% | 100.0% |
| | Hispanic | 3,270 | 11 15 19 24 27 | 26.1% | 73.9% |
| | Pacific Islander | 83 | 10 16 23 33 19 | 25.3% | 74.7% |
| | White | 66 | 9 15 14 24 36 | 24.2% | 75.8% |
| | Other | 77 | 8 19 18 31 23 | 27.3% | 72.7% |
| **Gender** | Female | 2,179 | 10 13 19 23 31 | 23.3% | 76.7% |
| | Male | 2,133 | 14 16 19 24 23 | 30.1% | 69.9% |
| | Nonbinary | 6 | 50 50 | 0.0% | 100.0% |
| **Special Populations** | Low SES | 4,224 | 12 15 19 24 27 | 26.5% | 73.5% |
| | ELL | 887 | 14 17 18 21 17 | 30.9% | 69.1% |
| | RFEP | 1,362 | 7 11 18 25 38 | 18.0% | 82.0% |
| | EL + RFEP | 2,249 | 10 14 18 23 29 | 23.1% | 76.9% |
| | Special Ed. | 438 | 19 16 18 25 21 | 35.2% | 64.8% |
| | Spec Ed. Speech/RSP | 252 | 24 19 20 20 16 | 43.3% | 56.7% |
| | Homeless/Foster | 764 | 14 16 15 24 25 | 30.1% | 69.9% |
| | Foster | 57 | 23 11 18 19 30 | 33.3% | 66.7% |
| | Homeless | 707 | 13 16 15 24 25 | 29.8% | 70.2% |
| | GATE/Excel | 874 | 5 8 13 27 46 | 12.8% | 87.2% |

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 4/8/2024

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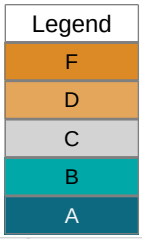
# Grade Distribution - Lindsey
# 2022-2023 PS1

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




| Category | | Count of Marks | Percent by Category | D/F Rate | A/B/C Rate |
|---|---|---|---|---|---|
| **All Students** | 4,259 | 4,259 | 13 15 17 25 27 | 27.8% | 72.2% |
| **Grade** | Gr. 06 | 1,484 | 16 15 18 25 24 | 30.3% | 69.7% |
| | Gr. 07 | 1,369 | 15 18 17 22 24 | 33.3% | 66.7% |
| | Gr. 08 | 1,406 | 8 12 16 27 35 | 20.0% | 80.0% |
| **Ethnicity** | African American | 606 | 19 19 20 21 20 | 38.1% | 61.9% |
| | American Indian | 6 | 50 17 17 17 | 66.7% | 33.3% |
| | Asian | 108 | 7 15 35 36 | 8.3% | 91.7% |
| | Cambodian | 101 | 4 8 17 37 30 | 11.9% | 88.1% |
| | Filipino | 77 | 16 29 53 | 0.0% | 100.0% |
| | Hispanic | 3,237 | 12 15 17 24 28 | 27.4% | 72.6% |
| | Pacific Islander | 82 | 7 12 26 34 21 | 19.5% | 80.5% |
| | White | 66 | 12 12 15 23 36 | 24.2% | 75.8% |
| | Other | 77 | 12 17 18 38 16 | 28.6% | 71.4% |
| **Gender** | Female | 2,147 | 11 14 17 25 31 | 24.3% | 75.7% |
| | Male | 2,106 | 15 17 18 24 23 | 31.4% | 68.6% |
| | Nonbinary | 6 | 17 17 50 | 33.3% | 66.7% |
| **Special Populations** | Low SES | 4,187 | 13 15 17 25 27 | 27.8% | 72.2% |
| | ELL | 869 | 16 17 17 20 18 | 32.7% | 67.3% |
| | RFEP | 1,358 | 7 12 16 27 37 | 19.3% | 80.7% |
| | EL + RFEP | 2,227 | 11 14 16 24 30 | 24.5% | 75.5% |
| | Special Ed. | 437 | 19 17 14 22 26 | 36.6% | 63.4% |
| | Spec Ed. Speech/RSP | 254 | 23 23 13 20 20 | 46.1% | 53.9% |
| | Homeless/Foster | 723 | 16 15 16 24 25 | 31.0% | 69.0% |
| | Foster | 46 | 17 15 11 24 33 | 32.6% | 67.4% |
| | Homeless | 677 | 16 15 17 25 24 | 30.9% | 69.1% |
| | GATE/Excel | 862 | 5 7 13 26 48 | 12.5% | 87.5% |

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 4/8/2024

Submit Feedback

# Grade Distribution - Lindsey
# 2022-2023 Q1

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

Legend: F, D, C, B, A

| Category | | Count of Marks | Percent by Category | D/F Rate | A/B/C Rate |
|---|---|---|---|---|---|
| **All Students** | 4,236 | 4,236 | 12 13 16 23 33 | 25.3% | 74.7% |
| **Grade** | Gr. 06 | 1,476 | 17 13 17 23 28 | 29.4% | 70.6% |
| | Gr. 07 | 1,372 | 14 16 18 21 28 | 29.6% | 70.4% |
| | Gr. 08 | 1,388 | 6 10 14 25 43 | 16.6% | 83.4% |
| **Ethnicity** | African American | 608 | 19 16 19 22 24 | 35.2% | 64.8% |
| | American Indian | 6 | 50 17 17 17 | 66.7% | 33.3% |
| | Asian | 108 | 4 6 14 29 42 | 10.2% | 89.8% |
| | Cambodian | 101 | 3 11 15 30 37 | 13.9% | 86.1% |
| | Filipino | 77 | 1 16 22 58 | 1.3% | 98.7% |
| | Hispanic | 3,211 | 12 13 15 23 34 | 24.5% | 75.5% |
| | Pacific Islander | 83 | 8 16 19 23 34 | 24.1% | 75.9% |
| | White | 66 | 12 12 17 9 48 | 24.2% | 75.8% |
| | Other | 77 | 8 16 25 31 21 | 23.4% | 76.6% |
| **Gender** | Female | 2,133 | 10 11 16 24 36 | 21.2% | 78.8% |
| | Male | 2,103 | 15 14 16 22 29 | 29.4% | 70.6% |
| **Special Populations** | Low SES | 4,176 | 12 13 16 23 33 | 25.1% | 74.9% |
| | ELL | 863 | 15 14 16 21 21 | 29.4% | 70.6% |
| | RFEP | 1,350 | 7 11 14 24 43 | 17.3% | 82.7% |
| | EL + RFEP | 2,213 | 10 12 15 23 35 | 22.1% | 77.9% |
| | Special Ed. | 432 | 21 15 13 22 30 | 35.2% | 64.8% |
| | Spec Ed. Speech/RSP | 252 | 24 19 14 22 21 | 42.9% | 57.1% |
| | Homeless/Foster | 723 | 14 12 19 23 29 | 26.3% | 73.7% |
| | Foster | 46 | 15 11 13 28 33 | 26.1% | 73.9% |
| | Homeless | 677 | 14 12 19 22 29 | 26.3% | 73.7% |
| | GATE/Excel | 862 | 4 7 13 22 54 | 11.0% | 89.0% |

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

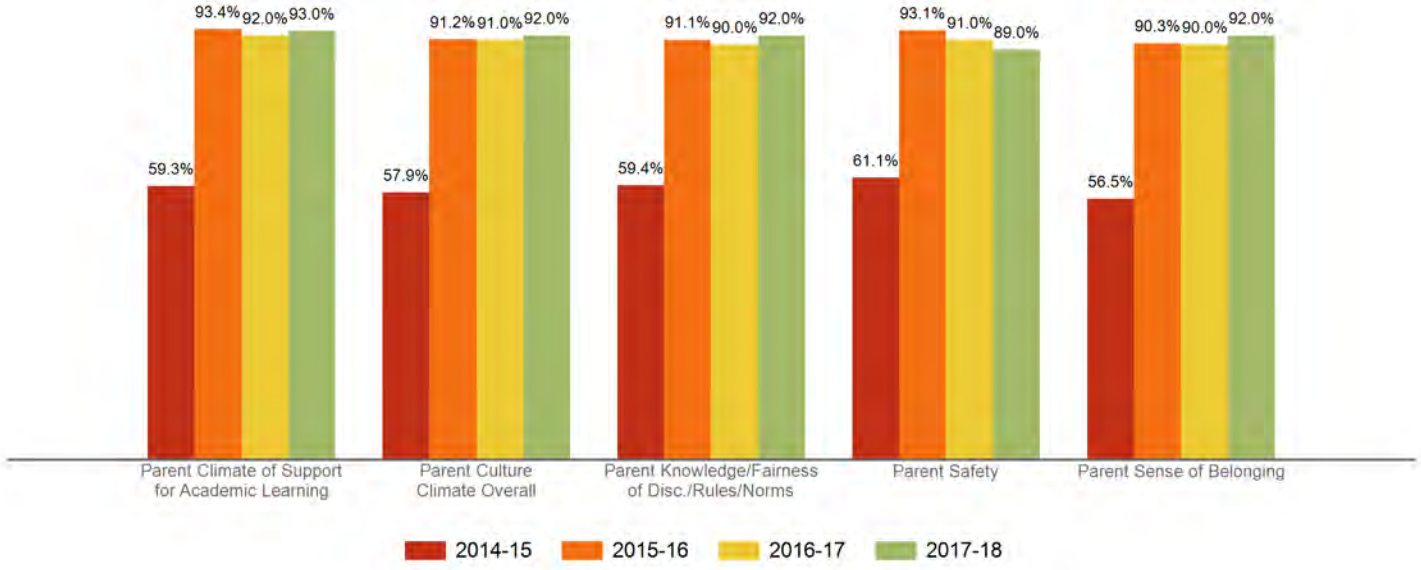
Run date: 4/8/2024

# Culture-Climate Survey (Parent)

**School Year: 22-23**

## Goals

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




## Budgeted Items

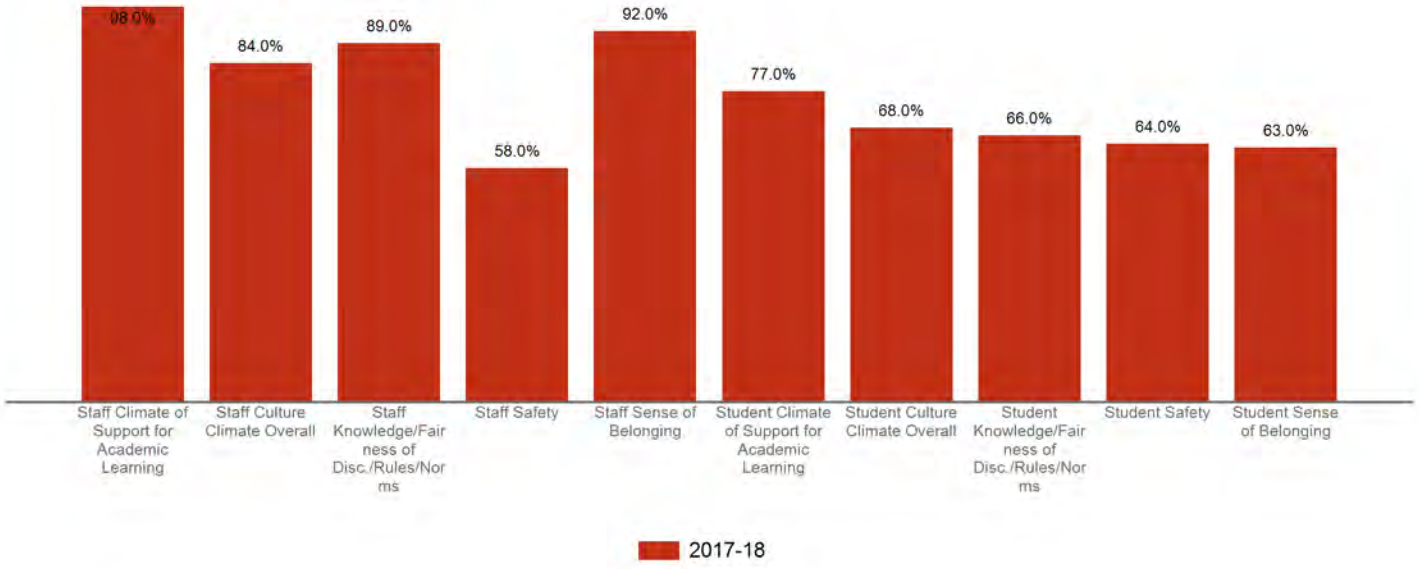
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 2 | Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session. | | Teacher Hourly P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

# Culture-Climate Survey (Student-Staff)

**School Year: 22-23**

## Goals

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

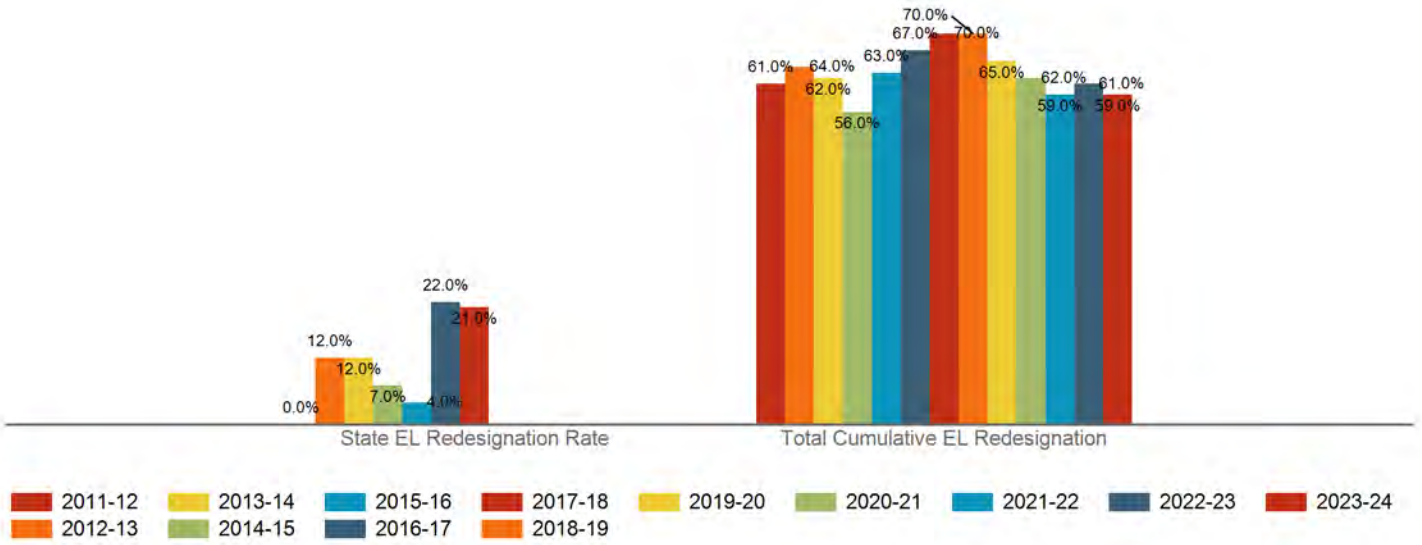



## Budgeted Items

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

# EL Reclassification

**School Year: 22-23**

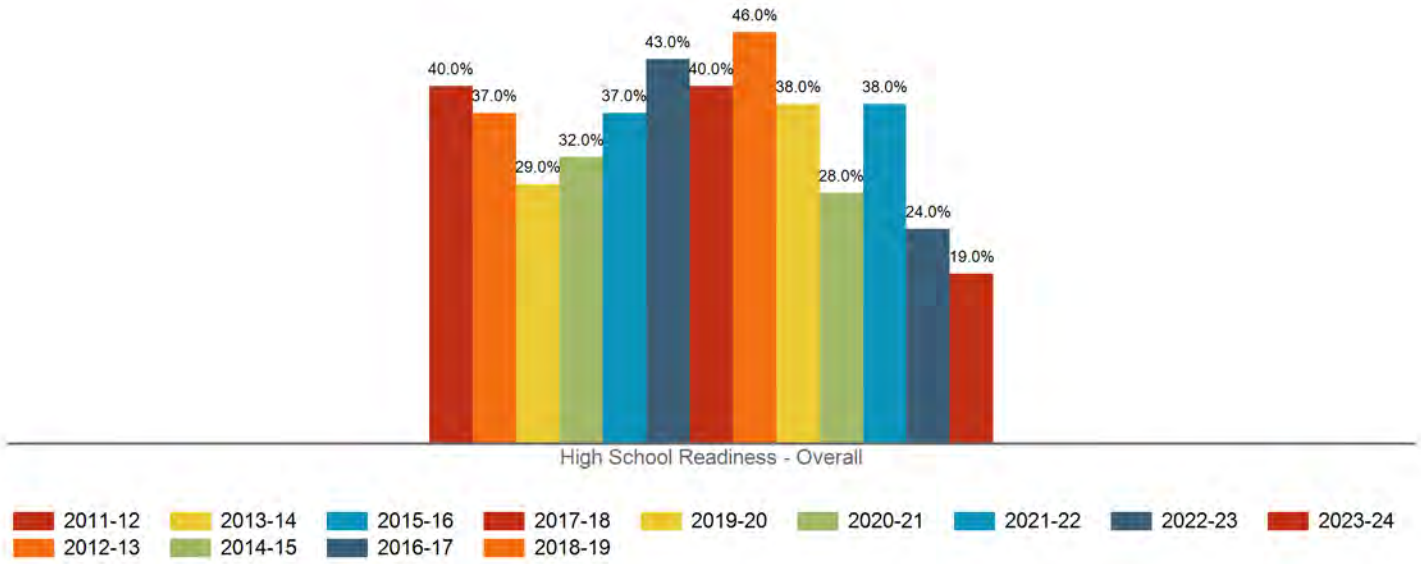



## Budgeted Items

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

# High School Readiness

**School Year: 22-23**




## Budgeted Items

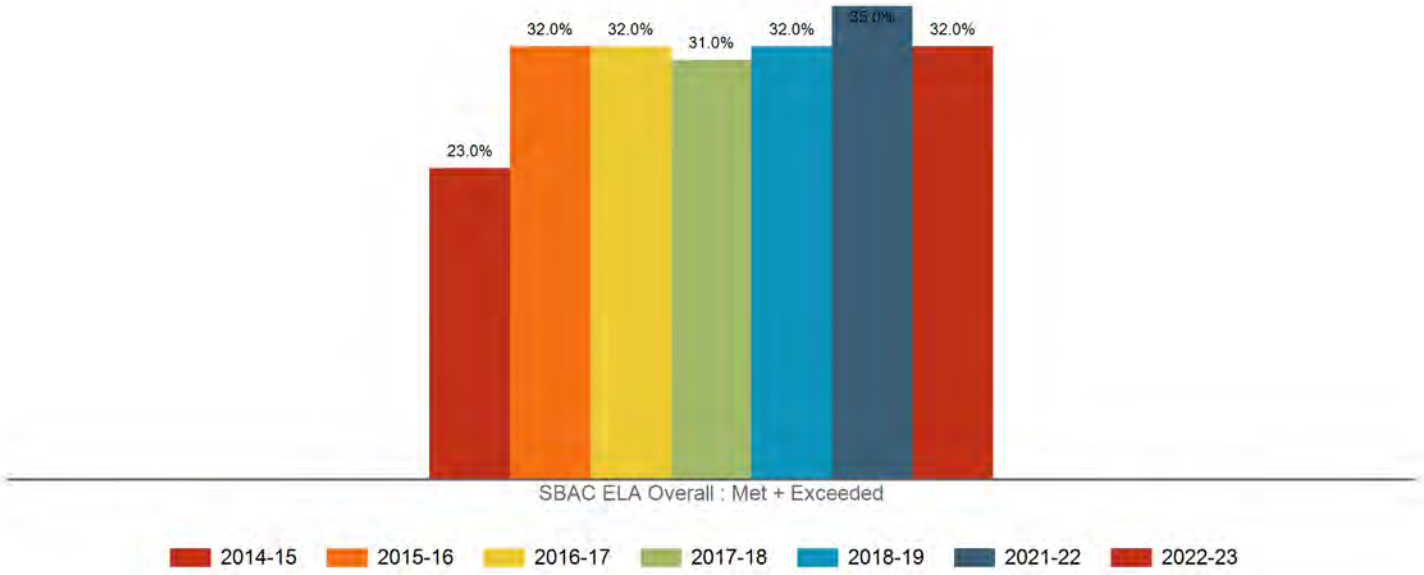
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | A 100% Intervention Coordinator TOSA to provide academic interventions, both on-site and online learning, for students that are not meeting the High School Readiness Indicators; focus on ELL and AA subgroups. TOSA will develop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

# SBAC ELA

**School Year: 22-23**

## Goals

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




## Budgeted Items

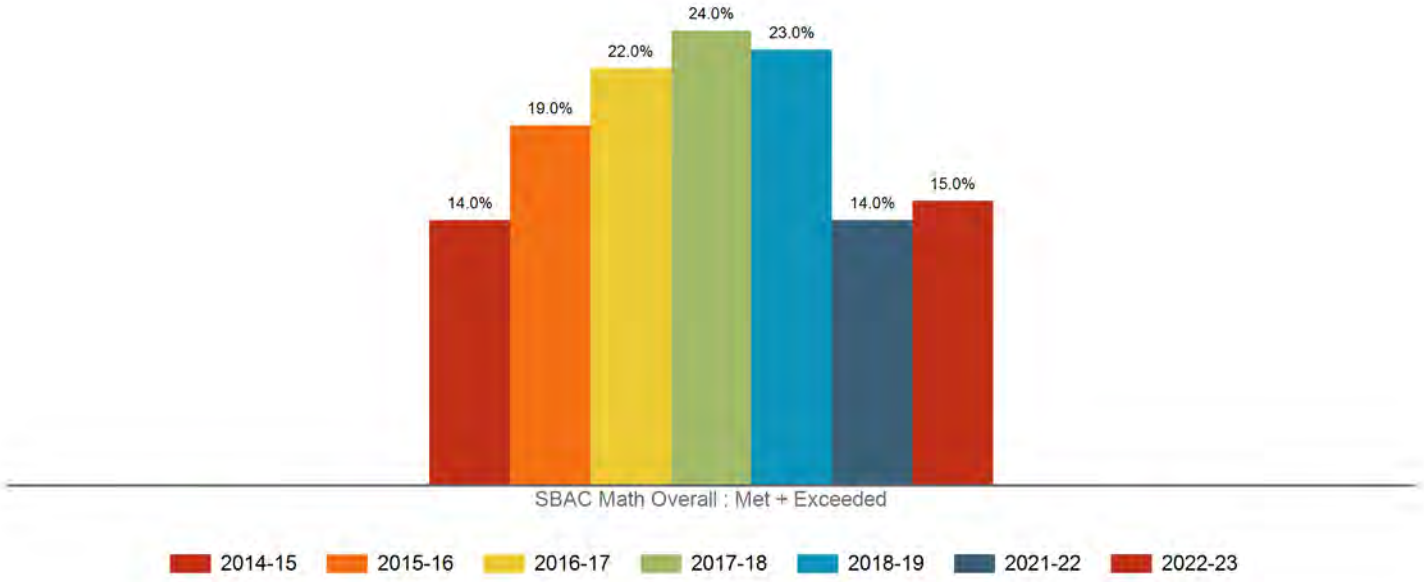
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 10 | Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday though Thursday each week for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

# SBAC Math

**School Year: 22-23**

## Goals

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




## Budgeted Items

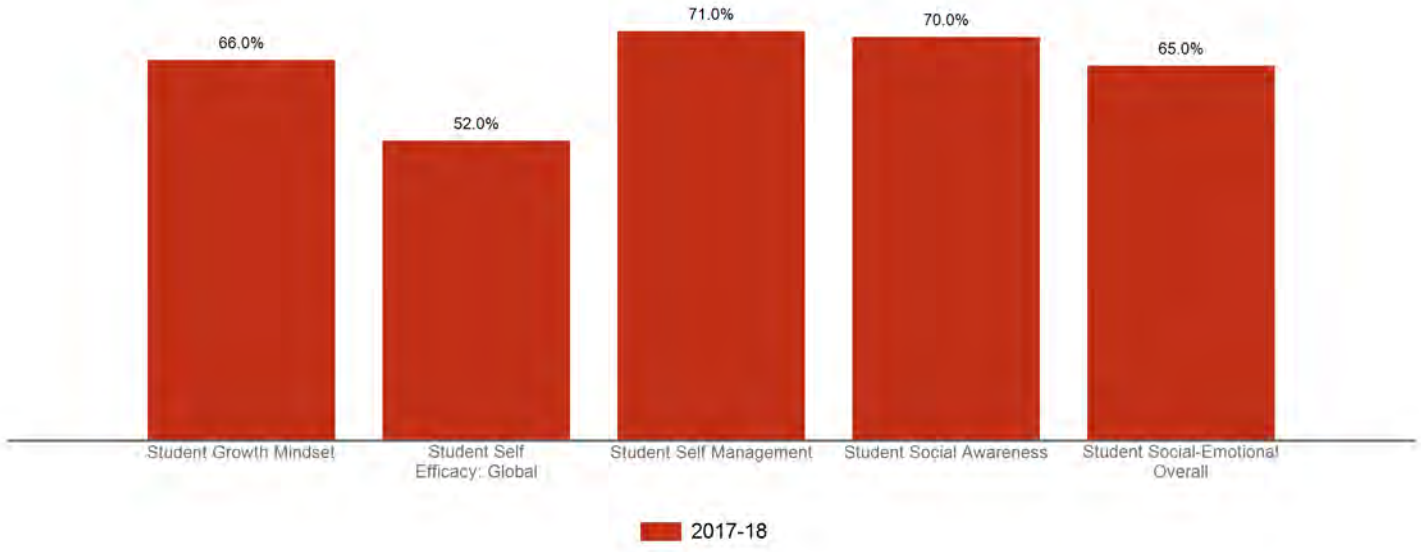
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 10 | Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday though Thursday each week for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

# SEL Survey

**School Year: 22-23**

## Goals

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




## Budgeted Items

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

# African-American

**School Year: 22-23**

## Budgeted Items

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

# African-American

## School Year: 22-23

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

# All Parents

**School Year: 22-23**

## Budgeted Items

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

# All Parents

**School Year: 22-23**

## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 7 | Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey. | $57,477 | |
| 8 | Extra Hourly for technology support to enhance professional development and daily student instruction. | $14,224 | |
| 9 | Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. -3 aides will work 2.70 additional hours/day, 351 hours annually per aide -3 aides will work additional 0.50 hours/day, 65 hours annually per aide | $33,468 | |
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| 11 | Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well. | $2,000 | |
| Total | | **$457,323** | |

# All Staff

**School Year: 22-23**

## Budgeted Items

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

# All Staff

**School Year: 22-23**

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

# All Students

**School Year: 22-23**

## Budgeted Items

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

# All Students

**School Year: 22-23**

## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
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| 10 | Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday though Thursday each week for one hour from October 2022 to June 2023. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports. | $10,219 | Teacher Hourly P Schedule |
| 11 | Academic Pentathlon is a five-event competition for grades 6 - 8. The program is designed to engage support for all students of various achievement levels in a variety of events and class subjects. Under the guidance of an adult coach, teams of students will prepare for a competition in the subject areas of fine arts, literature, math, science, and social science. Student will also receive a novel to participate in a reading competition as well. | $2,000 | |
| Total | | **$457,323** | |

# English Learners

**School Year: 22-23**

## Budgeted Items

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

# English Learners

**School Year: 22-23**

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| Total | | **$457,323** | |

# Special Education

**School Year: 22-23**

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# Special Education

## School Year: 22-23

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| Total | | **$457,323** | |

# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI)

Lindsey Academy

If ATSI, identify subgroups:

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

## Attestation:

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

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

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

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

Date Approved by SSC 10-30-23

Signature of Principal [redacted]

Signature of SSC Chair [redacted]

## Resource Inequities

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

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

☑ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

**Comments about Resource Inequities** *(optional)*

# Support for Schools as identified in LBUSD's LCAP

**Support for Identified Schools**

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

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

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

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

**Monitoring and Evaluating Effectiveness**

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

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

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

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

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

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

## As a student, I pledge to:

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

_____ _____

Student's Name Student's Signature

## As a parent, I pledge to:

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

_____ _____

Parent's Name Parent's Signature

## As a teacher, I pledge to:

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

_____

Teacher's Name

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

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

Principal's Signature

Revised 09/25/23

# Perry Lindsey Academy
# Family Involvement Guidelines

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

## PART I

Perry Lindsey Academy agrees to implement the following requirements:

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

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

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

ii. Write or update the Family Involvement Guidelines & Home-School Compacts
iii. Oral and written translations be made available for Spanish families to allow for discussions

2. Perry Lindsey Academy will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
    - At a SSC & ELAC meeting
    - Section of Newsletter
    - Annual Title I Meeting
    - Main Office Counter
    - Back to School Night
3. Perry Lindsey Academy will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
    - At SSC and ELAC meetings
    - Family information meetings
    - School site council must vote to approve the guidelines
4. Perry Lindsey Academy will convene an Annual Title I Public Meeting to inform families of the following:
    - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
    - Hold a flexible number of meetings at varying times
    - Notifications/fliers sent home in language families can understand
    - Announcement made on school marquee, through SchoolMessenger and Canvas
    - Child care provided
5. Perry Lindsey Academy will provide updated information to families about Title I programs throughout the school year:
    - Section of Newsletter
    - On Main Office Counter
    - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Perry Lindsey Academy will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Perry Lindsey Academy will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
    - Family workshops; Family surveys
    - Parent classes
    - Principal chats
    - In school newsletters
    - Back-to-School night and Open House
    - Monthly Family Fun Nights
    - At SSC & ELAC meetings
7. Perry Lindsey Academy will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
    - Coordination of Transitional Kindergarten at selected sites
    - Promotion/advertisement of the District's Kindergarten festivals

8. Perry Lindsey Academy will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
    - At School site council meetings

**PART III**

**SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

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

**PART IV**

**DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;

- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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**PART V**
**ADOPTION**

Perry Lindsey Academy's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/30/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **08/28/24**. Perry Lindsey Academy**,** when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Danyett Armstrong-Lee
Signature of Principal

10/30/23
Date

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

# Perry Lindsey Academy
## Guía de Participación Escolar para las Familias

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

**PARTE I**

Perry Lindsey Academy está de acuerdo en implementar los siguientes requisitos:

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

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

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

i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.

- En las reuniones:
  i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
  ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
  iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español para permitir discusiones

2. Perry Lindsey Academy tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
   - En la reunión del SSC y ELAC
   - Sección del Boletín Informativo
   - Reunión Anual del Título I
   - Mostrador de la Oficina Principal
   - Noche de Regreso a la Escuela
3. Perry Lindsey Academy actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
   - En las reuniones de SSC y ELAC
   - Reuniones informativas para las familias
   - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. Perry Lindsey Academy convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
   - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
   - Llevar a cabo distintas reuniones durante horarios flexibles
   - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
   - Anuncios en el tablero electrónico de la escuela, por medio de "SchoolMessenger" y Canvas
   - Se proporcionará cuidado de niños
5. Perry Lindsey Academy proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
   - Sección del boletín informativo
   - Mostrador de la Oficina Principal
   - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
6. Perry Lindsey Academy les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Perry Lindsey Academy también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
   - Talleres para las familias; encuestas para las familias
   - Pláticas con el director(a)
   - En el boletín informativo de la escuela
   - Noche de Regreso a la Escuela
   - En las reuniones del SSC y ELAC
7. Perry Lindsey Academy coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo "Head Start", "Early Head Start", escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
- Promoción/publicidad de los festivales de Kindergarten del Distrito

8. Perry Lindsey Academy entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
    - En las reuniones del Concilio del Plantel Escolar

**<u>PARTE III</u>: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE**

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

**<u>PARTE IV</u>: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS**

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad

de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

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

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**PARTE V: ADOPCIÓN**

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **30/10/23** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **28/08/24** o antes. Perry Lindsey Academy, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Danyett Armstrong-Lee
Firma del Director(a)

10/30/23
Fecha