

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Lindbergh STEM Academy**

School Plan for Student Achievement  
2024-2025

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

**Needs Assessment:**

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

**Accountability Measure I: Increase Achievement:**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

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

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

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-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](https://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](https://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](https://lbschools.net/departments/strategic-planning), are rooted in the following core values:

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

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

**Goal 1: Reading: Proficiency**

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

**Goal 2: Reading: Acceleration**

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

**Goal 3: Algebra Proficiency**

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

**Goal 4: College & Career Readiness**

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

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

**DCAC Recommendations:**

**Recommendation 1:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

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

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

**DELAC Recommendations:**

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

**Title I Schools**

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

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

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

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

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

35% Met/Exceeded on 2024 ELA SBAC (increase of 4% from prior year and 6% cohort change)  
43% of students achieved accelerated growth  
6% increase in cohort and 2% increase in 2-year growth for African American students  
9% increase in cohort and 5% increase in 2-year growth for English learner students

Increasing ELA achievement is a priority at Lindbergh. ELA teachers will meet weekly to collaboratively plan instruction focused on student engagement and formative assessment. ELA teachers will use the SBAC blueprint and release questions to ensure that their instruction is rigorous. Additionally, ELA teachers will analyze data, including subgroup data, from iReady, Edulastic, and IABs to determine next steps for instruction.

### ELA Goals

With ELA teachers meeting weekly to collaboratively plan instruction focused on student engagement, 42% of students will be Met/Exceeded on the ELA SBAC, an improvement of 7%, and 35% of African American students will be Met/Exceeded on the ELA SBAC, an improvement of 10%. Additionally, with planned scaffolds and designated ELD instruction, 42% of English Learners will be Met/Exceeded on the ELA SBAC, a 8% improvement. Teachers will analyze data from iReady, Edulastic, and IABs to monitor progress and determine next steps.

## Comprehensive Needs Assessment: Mathematics

### Math Findings

19% Met/Exceeded on 2024 ELA SBAC (increase of 3% from prior year and 6% cohort change)  
43% of students achieved accelerated growth  
1% increase in cohort and 3% decrease in 2-year growth for African American students  
9% increase in cohort and 5% increase in 2-year growth for English learner students

Increasing mathematics achievement is a priority at Lindbergh. Mathematics teachers will meet weekly to collaboratively plan instruction focused on student engagement and formative assessment. Additionally, mathematics teachers will analyze data from iReady, Edulastic, and IABs to determine next steps for instruction. To support students in learning mathematics, we have created a multi-tiered system of support with specific interventions built into the school day.

**Math Goals**

With mathematics teachers meeting weekly to collaboratively plan instruction focused on student engagement, 25% will be Met/Exceeded on the Math SBAC, an improvement of 6%. Teachers will analyze data from iReady, Edulastic, and IABs to monitor progress and determine next steps.

**Comprehensive Needs Assessment: English Learners**

**English Learner Findings**

34% of EL + RFEP students were Met/Exceeded on 2024 ELA SBAC  
22% of EL + RFEP students were Met/Exceeded on 2024 Math SBAC

Supporting our English learners and increasing their achievement is a priority at Lindbergh. Teachers collaborate to plan scaffolds to support English learners. To provide Designated ELD, we have College and Career Readiness (CCR) electives for our English learners that are focused on reading, writing, speaking, and listening. Additionally, our Family Community Facilitator connects with newcomer students weekly and supports families of English learners to provide resources.

**English Learner Goals**

With planned scaffolds and designated ELD instruction, 42% of English Learners will be Met/Exceeded on the ELA SBAC, a 8% improvement, and 25% of English Learners will be Met/Exceeded on the Math SBAC, a 3% improvement. Teachers will collaborate to analyze data and monitor progress during planning sessions and meetings throughout the year.

**Comprehensive Needs Assessment: Culture/Climate Domain**



## Culture/Climate Findings

2023-24 Suspension Rate: 11.7%  
2023-24 Chronic Absenteeism Rate: 29.5%  
Spring 2024 Pulse Survey Student:  
Agency: 80%  
Belonging: 73%  
Identity: 77%

To improve our culture and climate, our focus is on increasing the sense of belonging for all stakeholders, improving attendance, and reducing suspensions. We have a restorative school-wide discipline plan that focuses on building positive relationships and community with students in and out of the classroom. This plan is a multi-tiered system of support with interventions to support students based on their need. Teachers collaborate and analyze data, including subgroup data, to increase a sense of belonging for students and decrease suspensions.

## Culture/Climate Goals

By implementing a trauma-informed, restorative school-wide discipline plan that focuses on building positive relationships and community, Lindbergh will work to meet the following goals:

- Students' sense of belonging will be at least 80% on the Pulse Survey.
- Students' sense of identity will be at least 80% on the Pulse Survey.
- Students' sense of agency will be at least 82% on the Pulse Survey.
- Chronic absenteeism rate will be below 25%.
- Suspension rate will be below 9.0%.
- Suspension rate of English learner students will be below 10.0%

The leadership team, consisting of administrators and teacher leaders, will engage in a Collaborative Data Study to monitor progress towards our goals and determine next steps. Teachers collaborate and analyze data, including sub group data, to increase a sense of belonging for students.

## Comprehensive Needs Assessment: SPSA Effectiveness

| <b>SPSA Effectiveness</b> |  |                           |  |   |
|---------------------------|--|---------------------------|--|---|
| <b>Area</b>               | <b>Prior Year Goal</b>   | <b>Status</b>             | <b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>   | <b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>   |
| ELA                       | 1) With ELA teachers meeting weekly to collaboratively plan instruction focused on student engagement, 40% will be Met/Exceeded on the ELA SBAC, an improvement of 10%. Teachers will analyze data from iReady and Edulastic to monitor progress and determine next steps. | Goal Partially or Not Met | We did not meet our goal of having at least 40% of our students met or exceeded on the 2024 ELA SBAC. 35% of our students met or exceeded on the 2024 ELA SBAC. Although we did not reach our SBAC goals, 56% of our students had above or accelerated growth on SBAC. This demonstrates that our 50% assistant principal position and staff professional development positively impacted student growth in ELA. | To support us in reaching our ELA student achievement goals this year, teachers will meet weekly to collaboratively plan instruction focused on student engagement and formative assessment. They will analyze data from iReady, IABs, and Edulastic to determine next steps for instruction. To support students who are below grade level, teachers are implementing small group instruction as a classroom intervention. |

|                 |   |                           |  |   |
|-----------------|---|---------------------------|--|---|
| Math            | 1) With mathematics teachers meeting weekly to collaboratively plan instruction focused on student engagement, 30% will be Met/Exceeded on the Math SBAC, an improvement of 14%. Teachers will analyze data from iReady and Edulastic to monitor progress and determine next steps.   | Goal Partially or Not Met | We did not meet our goal to have at least 30% of our students met or exceeded on the 2024 Math SBAC. 19% of our students met or exceeded on the 2024 Math SBAC. This was 3% growth from the prior year and 6% cohort change. Although we did not reach our SBAC goals, 54% of our students had above or accelerated growth on SBAC. This demonstrates that our 50% assistant principal position and staff professional development positively impacted student growth in mathematics.  | To support us in reaching our math student achievement goals this year, math teachers will meet weekly to collaboratively plan instruction focused on student engagement and analyze data from iReady, IABs, and Edulastic to determine next steps for instruction. To support students in learning mathematics, we have created a multi-tiered system of support with specific interventions during the school day.  |
| English Learner | 1) With planned scaffolds and designated ELD instruction, 29% of English Learners will be Met/Exceeded on the ELA SBAC, a 10% improvement, and 24% of English Learners will be Met/Exceeded on the Math SBAC, a 14% improvement. Teachers will use ELlevation to analyze data and monitor progress during planning sessions and meetings throughout the year. | Goal Partially or Not Met | We did meet our goal for our English learners in ELA, but not in mathematics. 34% of our English learners met or exceeded on the 2024 ELA SBAC, while 22% of our English learners met or exceeded on the 2024 Math SBAC. Although we did not reach our SBAC goal for math, 55% of our students had above or accelerated growth in ELA and 64% of our students had above or accelerated growth in mathematics on SBAC. This demonstrates that our 50% assistant principal position and staff professional development positively impacted our English learners. | To support increasing academic achievement in ELA and math for our English learners, teachers will collaborate to analyze data and plan scaffolds to support English learners. Our College and Career Readiness (CCR) electives for our English learners will focus on reading, writing, speaking, and listening. Additionally, our Family Community Facilitator will connect with newcomers and support families of English learners to provide resources. |

|                 |   |                           |  |  |
|-----------------|---|---------------------------|--|--|
| Culture/Climate | 1) By implementing a restorative school-wide discipline plan that focuses on building positive relationships and community, Lindbergh will work to meet the following goals: Students sense of belonging will be at least 78% on the Pulse Survey. Students sense of identity will be at least 81% on the Pulse Survey. Students sense of agency will be at least 81% on the Pulse Survey. Chronic absenteeism rate will be below 25%. Suspension rate will be below 14.2%. The leadership team, consisting of administrators and teacher leaders, will engage in a Collaborative Data Study twice to monitor progress towards our goals. | Goal Partially or Not Met | We partially reached our culture/climate goals for the 2023-24 school year. We made significant improvements in our suspension data, specifically with our African American students. In addition, all subgroups improved in attendance. Thus, our 50% assistant principal, bilingual Intermediate Office Assistant, recreation aides, and staff professional development had a strong positive impact on our culture and climate. | To support our culture/climate goals this year, we are continuing to focus on restorative practices and trauma-informed practices. Our wildly important goal is to increase students' sense of belonging. We have a full-time Wellness Center to support students' overall wellness and social and emotional needs. Our Where Everyone Belong (WEB) program provides peer mentoring to students and welcomes 6th graders into our school community. Our bilingual Intermediate Office Assistant works with families to increase attendance and frequently meets with chronically absent students to set goals and monitor progress towards those goals. Additionally, our teacher committees will use data to monitor progress and work towards improving our culture and climate at Lindbergh. The committees include Attendance; Student Engagement and Belonging; Community School Council; and Academic Interventions. |
|-----------------|---|---------------------------|--|--|

## Program Impact

| Program   | ELA Impact             | Math Impact                   | EL Impact              | Climate Impact         |
|---|------------------------|-------------------------------|------------------------|------------------------|
| <p>.50 Assistant Principal - Our school goals include increasing student achievement, increasing sense of belonging, reducing our suspension rate, and reducing our chronic absenteeism. Lindbergh is designated a Comprehensive Support and Improvement school by the State of California. A full-time AP is critical to the success of our school and for us to improve in the areas listed by the state. The additional 50% position will focus on the following:</p> <ul style="list-style-type: none"> <li>- Student discipline and grade-level support focusing on SEL, equity, and restorative practices</li> <li>- Attendance outreach for chronically absent students, including “porch visits”</li> <li>- Family outreach to increase sense of belonging and support students’ social and emotional well being</li> <li>- Use restorative practices to support school culture/climate goals and action plans</li> <li>- Outreach to students with multiple Ds/Fs</li> <li>- Establish a pipeline between feeder elementary schools and Jordan High School</li> <li>- Additional supervision to address concerns revealed in the CORE and Pulse Surveys</li> <li>- Targeted support to chronically misbehaved students with the highest rate of suspensions by meeting with the parents, observing the student in the classroom, behavior contracts, etc.; provide targeted classroom support to students with highest rates of office referrals</li> <li>- Partner with IIC TOSA and Counselor to plan, implement, and progress monitor school-wide interventions (IN 1)</li> </ul> | Strong Positive Impact | Strong Positive Impact        | Strong Positive Impact | Strong Positive Impact |
| <p>100% Bilingual IOA - This bilingual IOA position will focus on attendance and family outreach. The State of California has designated Lindbergh a Comprehensive Support and Improvement school based on several metrics, including chronic absenteeism. In order to improve our attendance, this bilingual IOA position will analyze weekly attendance data to look for trends in chronic absenteeism. The person in this position will call families of students who are chronically absent to offer support and build positive relationships. This position will also call families of students who are improving in attendance to encourage them to continue making improvements. This position will mentor students who are chronically absent through goal setting, checking in with students regularly, and creating incentives. This position will also send daily School Messengers to families about attendance. Furthermore, this position will work directly with families, including Spanish speaking families, through various outreach efforts in order to increase families’ sense of belonging to Lindbergh. One of our school goals is to increase enrollment of resident students, and this position contributes to positive interactions with families. (IN 2)</p>  | Somewhat Impactful     | (Does not apply to this goal) | Strong Positive Impact | Strong Positive Impact |

|   |                               |                               |                               |                               |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Additional Hourly for Staff to Prepare for Student Orientations, School Opening, and /or Technology (IN 4)  | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact        |
| Teacher Release-Time for Field Trips: This will fund substitute teachers to cover classes while teachers attend field trips with students. (IN 5)   | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact        |
| Recreation aides will assist with supervision during breakfast, lunch, and passing periods to reduce our suspension rate and improve our CORE Survey safety data. This will help us make progress towards our culture/climate goals.<br>(IN 6)                    | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact        |
| Staff Professional Development - Teachers and staff will collaborate to make progress towards our culture/climate and academic goals. Funding will pay for sub release time, additional hourly, and materials. (PD 1)   | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact        |
| Family Engagement Events - Purchase materials to engage families through various events (PI 1)  | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact        |
| Family Community Center - Purchase materials for center to support families (PI 2)  | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact        |
| Nearpod/Flocabulary Site License for All Teachers<br>Nearpod Plus and Flocabulary are digital tools that increase student engagement and formative assessment. These tools support our academic goals in ELA and math. They also support English learners. (SM 1) | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact        | (Does not apply to this goal) |
| MobyMax License for Students in Special Education<br>MobyMax is a digital program that allows our SPED teachers to monitor IEP goals and accommodate to meet students' individual needs in SDC in reading and math. (SM 3)  | Strong Positive Impact        | Strong Positive Impact        | Strong Positive Impact        | (Does not apply to this goal) |
| Student Planners - Each student will receive a student planner to support them with organization in middle school and to foster school-home communication. (SM 4)   | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            | Somewhat Impactful            |

|  |                    |                    |                    |                               |
|--|--------------------|--------------------|--------------------|-------------------------------|
| Instructional materials and office supplies (SM 5) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | (Does not apply to this goal) |
|--|--------------------|--------------------|--------------------|-------------------------------|

## Accountability Measure 1: Increase Achievement

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

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



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

| <b>Interventions</b>   |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
| <b>Identify Data and Describe Student Needs</b>  | <b>ACTION Description of Scientifically-based Intervention</b>   | <b>List the sub-groups served</b>                                 | <b>Funding Source and Cost</b>  | <b>Time Frame and Frequency of Program</b> | <b>Personnel Delivering the Intervention</b> | <b>Progress Monitoring</b>  |
| Increase students'™ real-world experiences and engagement in learning by attending field trips<br>Culture-Climate Survey (Student-Staff) 100   | Teacher Release-Time for Field Trips: This will fund substitute teachers to cover classes while teachers attend field trips with students.                     | All Students  | LCFF \$1,082 Substitute teacher full day ( 4 ) for 1 days - LCFF 100%   | 09/01/2024 - 06/30/2025 Quarterly          | Principal                                    | Number of field trips per year Culture-Climate Survey (Student-Staff) 100   |
| Support student sense of belonging and SEL<br>Culture-Climate Survey (Student-Staff) 100   | Additional Hourly for Staff to Prepare for Student Orientations, School Opening, and /or Technology  | All Students  | LCFF \$1,613 Hourly - Campus Staff Assistant ( 2 ) for 8 hours annually - LCFF 100%<br>Teacher Hourly Extra Comp ( 2 ) for 5 hours annually - LCFF 100% | 07/01/2024 - 06/30/2025 Monthly            | Counselor CSA                                | Student orientations to increase sense of belonging Culture-Climate Survey (Student-Staff) 100  |
| 2018-19: 22.3% chronic absenteeism rate 2019-20: 18.7% chronic absenteeism rate 2020-21: 12.4% chronic absenteeism rate 2021-22: 34.5% chronic absenteeism rate 2022-23: 35.2% chronic | 50% Bilingual IOA - This bilingual IOA position will focus on attendance and family outreach. The State of California has designated Lindbergh a Comprehensive | Identified At-Risk Students, Other Targeted Students, All Parents | Title 1 \$48,341 Intermediate Office Assistant .5 FTE - Title 1 100%  | 07/01/2024 - 06/30/2025 Daily              | Bilingual IOA Office Supervisor              | Chronic absenteeism data Family outreach measures (i.e. High School Choice applications, income verification forms) Attendance/Chronic Absenteeism Rate 100 |

|  |  |                     |  |                                      |                       |   |
|--|--|---------------------|--|--------------------------------------|-----------------------|---|
| <p>absenteeism rate 2022-23 as of 1/30/24: 25.5% chronic absenteeism rate Attendance/Chronic Absenteeism Rate 100</p>  | <p>Support and Improvement school based on several metrics, including chronic absenteeism. In order to improve our attendance, this bilingual IOA position will analyze weekly attendance data to look for trends in chronic absenteeism. This position will call families of students who are chronically absent to offer support and build positive relationships. This position will mentor students who are chronically absent through goal setting, checking in with students regularly, and creating incentives.</p> |                     |  |                                      |                       |   |
| <p>2021-22: 19.3% suspension rate (district average was 8.9%) 2022-23: 16.2% suspension rate (district average was 9.5%) 2023-24 as of 1/30/24: 5.3% suspension rate (district average was 4.7%)</p> | <p>Campus Staff Assistant - Lindbergh will have two Campus Staff Assistants. District allocations is paying for 50% of each of those individuals.</p>  | <p>All Students</p> | <p>LCFF \$51,232 Title 1 \$51,233 Campus Staff Assistant 1 FTE - LCFF 50%; Title 1 50%</p> | <p>07/01/2024 - 06/30/2025 Daily</p> | <p>CSAs Principal</p> | <p>Student discipline, office referrals, suspension rate, Pulse Surveys, attendance Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50</p> |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <p>Suspension/Exclusion Rate 50, Culture-Climate Survey (Student-Staff) 50</p> | <p>Lindbergh is paying for the other half of those two CSAs “ 25% out of LCFF and 25% from Title 1. CSAs will support Lindbergh in meeting our goals by focusing on the following: - Building positive relationships with students to create a positive, safe campus environment - Using restorative practices to intervene in student conflict and other discipline incidents - Attendance outreach for chronically absent students, including home visits and check ins - Additional supervision to address concerns revealed in the CORE and Pulse Surveys - Targeted support to students with the highest rate of suspensions by working with students, teachers,</p> |  |  |  |  |  |
|--|---|--|--|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| staff, and parents -<br>Collaborate with<br>Student Support<br>Team to refer<br>students to<br>counseling services |  |  |  |  |  |
|--|--|--|--|--|--|

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

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

**Accountability Measure 2: Organizational Climate**

## Organizational Climate

| 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

| Identified Need(s)  | Planned Staff Development  | Funding Source & Cost   | Dates/Hours of Training Session   | Personnel                      | Tools Used for Monitoring Implementation & Effectiveness  |
|---|--|---|-----------------------------------|--------------------------------|---|
| Professional development needed to make progress towards our culture/climate and academic goals. This will support learning for all students and support specific subgroups (ELs, students with disabilities). D/F Rate 40, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40 | Staff Professional Development - Teachers and staff will collaborate to make progress towards our culture/climate and academic goals. Funding will pay for sub release time, additional hourly, and materials. | Title 1 \$5,061 Teacher Hourly Extra Comp ( 18 ) for 2 hours annually - Title 1 100% Hourly - Campus Staff Assistant ( 2 ) for 20 hours annually - Title 1 100% | 07/01/2024 - 06/30/2025 Quarterly | Principal Department Heads IIC | Quarterly meetings with department Heads Informal observations Student D-F rates SBAC data Culture/climate data |



**Describe Teacher Involvement**

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

**Accountability Measure 4: Parent & Community**

**Parent and Community Involvement**

| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |
|--------------------|---------------------|-----------------------|------------|-----------|------------------------------------|
|--------------------|---------------------|-----------------------|------------|-----------|------------------------------------|

No supplemental budgeted items have been approved.

### School Budget for Categorical Programs

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

| Federal Programs (to Consolidate)            | Allocation |
|--|------------|
| Title I (3010)                               | 124993     |
| Title I Parent and Family Involvement (3008) | 3946       |

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

| Share                      | Services  | Amount |
|----------------------------|---|--------|
| Administrative Share       | Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development. | NA     |
| Centralized Services Share | Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra<br>Travel/Conferences, CORE   | NA     |

| State Programs * | Allocation |
|------------------|------------|
| LCFF             | 53900      |

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

Midyear Adjustments:

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

### **Title I Reservations**

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

### **Administrative Share & Reservations Title I Program Administration**

**Parent Involvement** (additional funds beyond the required 1%)

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

### **Homeless Education**

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

### **Research/TISB LROIX Development**

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

### **Program Administration and Personnel to provide leadership:**

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

### **Centralized Services**

#### **Family Resource Centers**

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

**Youth Orchestra**

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

**Assistance to Schools****Counselors**

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

**Facilitators**

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

**Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

**CORE**

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

**APEX Online**

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

**Foster Youth Transportation**

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

**Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

| Member Group | Representing            | Name               | Elected Term Ends |
|--------------|-------------------------|--------------------|-------------------|
| Staff        | Principal               | Stacey Benuzzi     |                   |
| Staff        | Classroom Teacher       | Janette Campion    | 06-12-2025        |
| Staff        | Classroom Teacher       | Donell Wright      | 06-12-2025        |
| Staff        | Classroom Teacher       | Kelsey Bright      | 06-12-2026        |
| Staff        | Classroom Teacher       | Jacob Kittleson    | 06-12-2026        |
| Staff        | Other School Personnel  | Catalina Yang      | 06-12-2026        |
| Community    | Parent/Community Member | ████████ Trinidad  | 06-12-2025        |
| Community    | Parent/Community Member | ████████ Boyd      | 06-12-2025        |
| Community    | Parent/Community Member | ████████ Mendoza   | 06-12-2026        |
| Community    | Student                 | V ██████████       | 06-12-2026        |
| Community    | Student                 | ██████████████████ | 06-12-2025        |
| Community    | Student                 | H ██████████       | 06-12-2025        |

## 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) | ████████ Rodriguez          |
| DELAC Representative  | Parent of EL Student (required) | ████████████████████ Matute |
| Principal or Designee | Staff Member (required)         | Sandra Velasco              |
| Secretary             | Staff Member (required)         | Sandra Velasco              |

| Name                          | Representing         |
|-------------------------------|----------------------|
| ████████ Rodriguez            | Parent of EL Student |
| ████████ Alarcon              | Parent of EL Student |
| ████████ Herrera              | Parent of EL Student |
| ████████ Escalante            | Parent of EL Student |
| ████████████████████ Bahinska | Parent of EL Student |
| ████████ Cruz                 | Parent of EL Student |
| ████████ Reyes                | Parent of EL Student |
| ████████ Murcia               | Parent of EL Student |
| ████████ Cervantes            | Parent of EL Student |





## ELAC Recommendations

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

| Question   | Answer     |
|--|------------|
| 1. Does the school have more than 20 EL students enrolled?     | Y          |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | 10/14/2024 |

|  |  |
|--|--|
| <p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p> | <p>Task #1 Single Plan for Student Achievement:<br/> Recommendation 1: Increase the current goal percentages in both Language Arts and Mathematics.<br/> Recommendation 2: Monitor how many teachers are using Ellevation to support language development progress.<br/> Recommendation 3: Create a set of applications to provide as resources for students to use at home.</p> <p>Task #2 Comprehensive Needs Assessment<br/> Recommendation 1: Host information workshops to explain to students and parents how the ELPAC is organized and its expectations.<br/> Recommendation 2: Promote ELAC on social media.<br/> Recommendation 3: Send regular emails and Messengers explaining budgets and expenditures.</p> <p>Task #3 Language Census<br/> Recommendation 1: Small group support during school hours.<br/> Recommendation 2: Promote and support reading in collaboration with librarian for students who are learning English.<br/> Recommendation 3: Provide computers for students in a language lab setting.</p> <p>Task #4 Importance of Regular School Attendance<br/> Recommendations</p> |
| <p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>         | <p>SBAC Reading Results for EL students<br/> SBAC Math for EL students<br/> RFEP Student Grades<br/> CELDT/ELPAC Results<br/> Reclassification Data<br/> Language Census Data<br/> EL Attendance Rates</p>   |

|   |  |
|---|--|
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 10/22/2024   |
| 6. What was SSC's response to ELAC recommendations?   | School Site Council acknowledges the receipt of the recommendations and is committed to using the provided recommendations to guide the continuous work to support English Learners on campus. |

## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/22/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/08/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 10/01/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

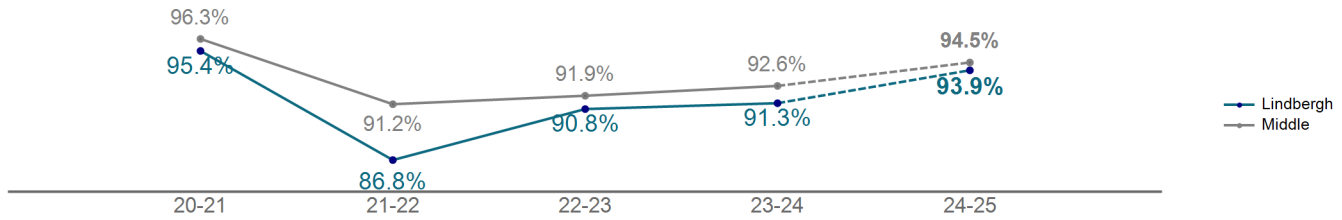
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

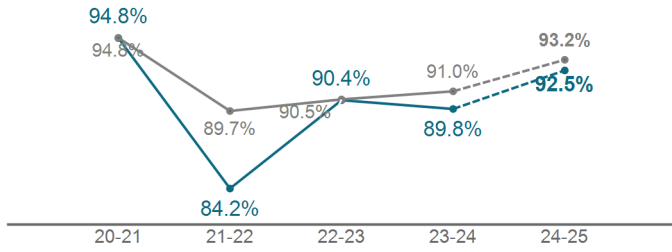
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

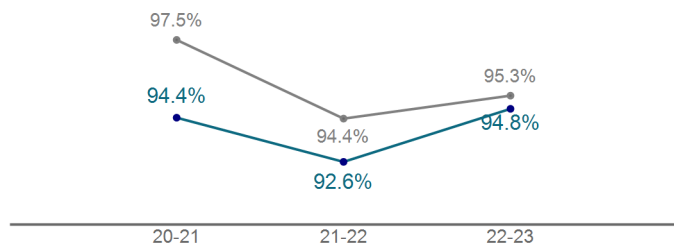
Lindbergh  
All Students  
N = 422



**African American**  
N = 84



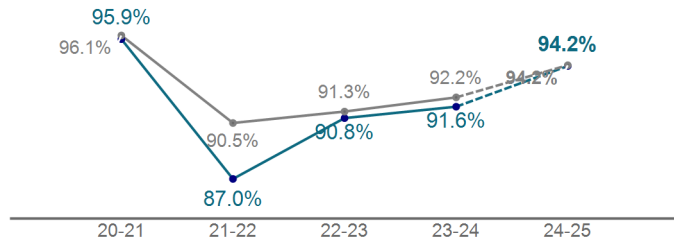
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 279



**Pacific Islander**

Subgroup with fewer than 20 students.

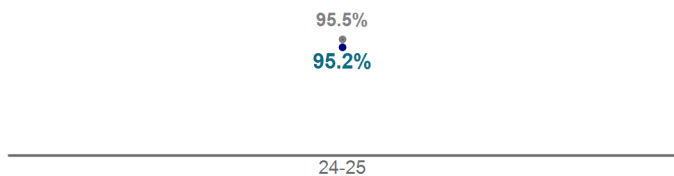
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

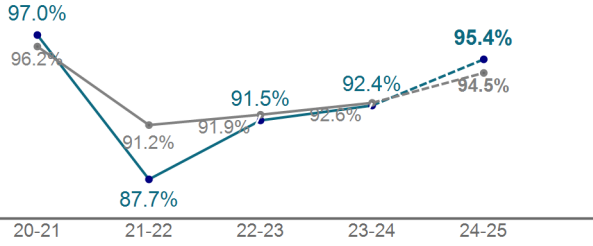
**Other**  
N = 20



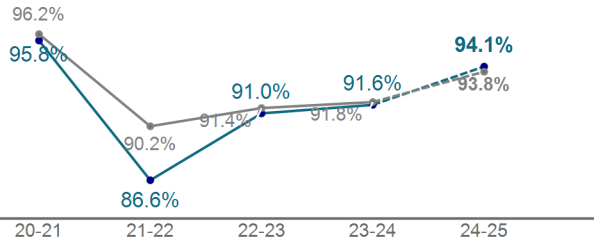
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Attendance Rate

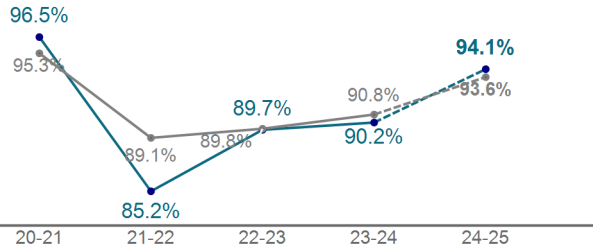
**EL + RFEP**  
N = 159



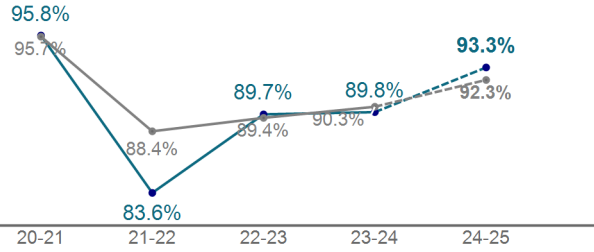
**Low SES**  
N = 375



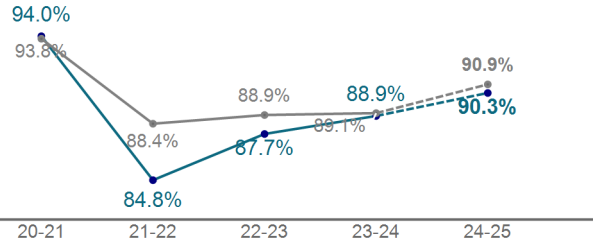
**English Learner**  
N = 80



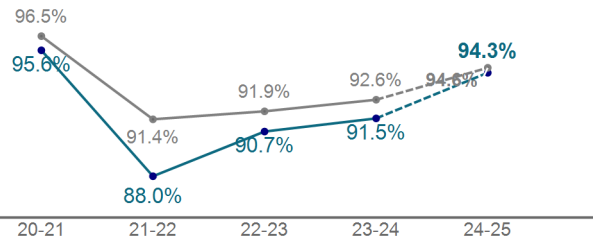
**Special Education**  
N = 66



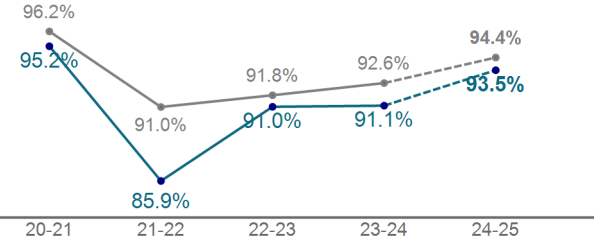
**Homeless or Foster Youth**  
N = 48



**Female**  
N = 193



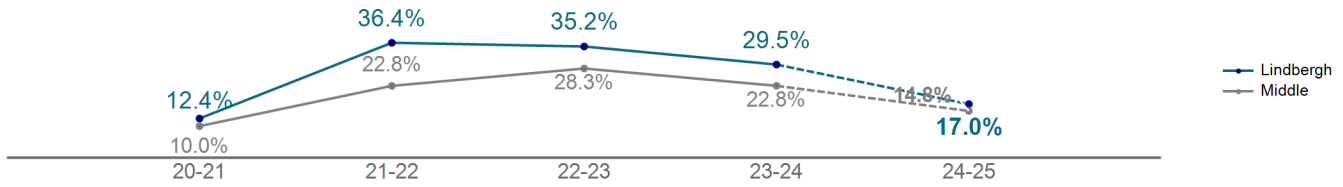
**Male**  
N = 228



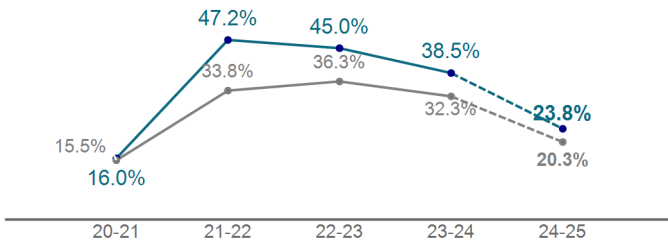
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

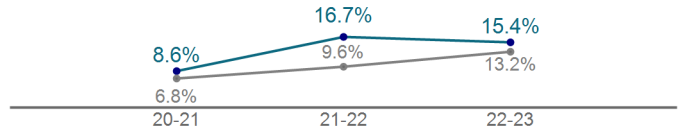
**Lindbergh  
All Students  
N = 418**



**African American  
N = 84**



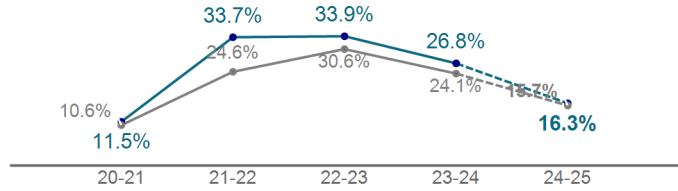
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic  
N = 276**



**Pacific Islander**

Subgroup with fewer than 20 students.

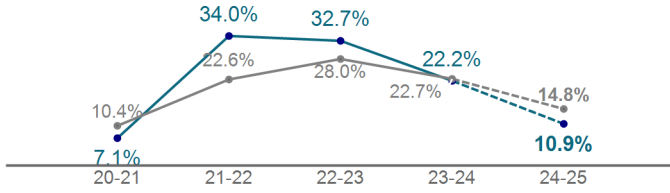
**White**

Subgroup with fewer than 20 students.

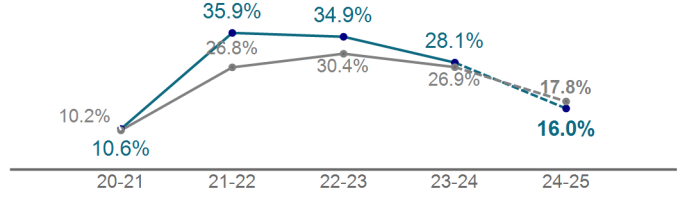
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

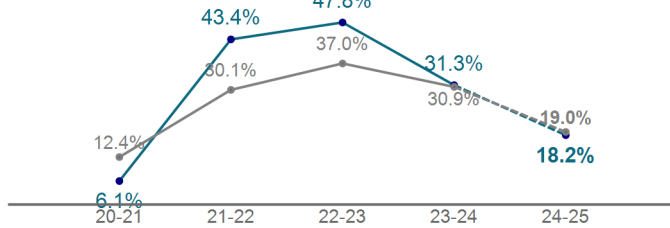
**EL + RFEP**  
N = 156



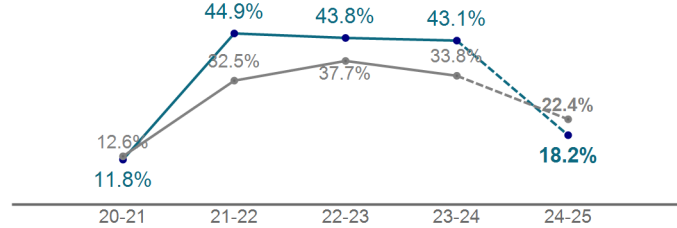
**Low SES**  
N = 375



**English Learner**  
N = 77



**Special Education**  
N = 66



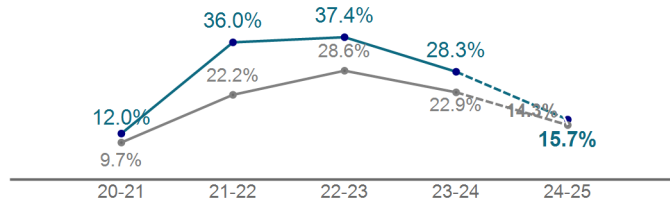
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

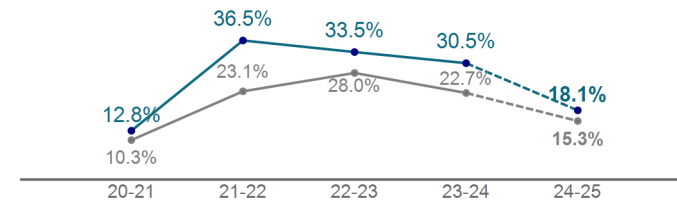
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 191



**Male**  
N = 226



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



# SBAC ELA 2024 :: School Data by Subgroup

## Lindbergh

| Category     | Tested           | Percent by Achievement Level |         |            |     |          |              |     | 2 yr | 3 yr | % Cohort |
|--------------|------------------|------------------------------|---------|------------|-----|----------|--------------|-----|------|------|----------|
|              |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg  | Chg  |          |
| All Students | 388              | 65%                          | 35      | 30         | 26  | 9        | 35%          | ↑4  |      | ↑6   |          |
|              | All Middle       | 52%                          | 27      | 24         | 31  | 17       | 48%          | ↑3  |      | ↑1   |          |
|              | District         | 51%                          | 29      | 22         | 27  | 23       | 49%          | ↑1  |      | ↑2   |          |
| Grade        | Gr. 06           | 142                          | 65%     | 35         | 30  | 29       | 6            | 35% | ↑11  |      | -        |
|              |                  | All Middle                   | 56%     | 29         | 27  | 28       | 16           | 44% | ↑1   |      | ↓7       |
|              |                  | District                     | 55%     | 29         | 26  | 28       | 17           | 45% | ↑1   |      | ↓6       |
|              | Gr. 07           | 122                          | 63%     | 39         | 24  | 28       | 9            | 37% | ↑8   |      | ↑13      |
|              |                  | All Middle                   | 49%     | 27         | 22  | 32       | 19           | 51% | ↑2   |      | ↑8       |
|              |                  | District                     | 48%     | 27         | 21  | 32       | 20           | 52% | ↑2   |      | ↑8       |
|              | Gr. 08           | 124                          | 69%     | 32         | 36  | 21       | 10           | 31% | ↓6   |      | ↑6       |
|              |                  | All Middle                   | 50%     | 25         | 25  | 33       | 17           | 50% | ↑5   |      | ↑1       |
|              |                  | District                     | 50%     | 25         | 24  | 32       | 18           | 50% | ↑3   |      | ↑1       |
| Ethnicity    | Hispanic         | 249                          | 63%     | 33         | 31  | 29       | 8            | 37% | ↑7   |      | ↑7       |
|              |                  | All Middle                   | 58%     | 30         | 28  | 30       | 12           | 42% | ↑3   |      | ↑-       |
|              |                  | District                     | 57%     | 33         | 25  | 27       | 16           | 43% | ↑1   |      | ↑2       |
|              | African American | 92                           | 75%     | 49         | 26  | 18       | 7            | 25% | ↑2   |      | ↑6       |
|              |                  | All Middle                   | 65%     | 39         | 26  | 26       | 9            | 35% | ↑5   |      | ↑3       |
|              |                  | District                     | 66%     | 42         | 24  | 22       | 12           | 34% | ↑2   |      | ↑3       |
|              | Asian            | 16*                          | 50%     | 13         | 38  | 31       | 19           | 50% | ↓8   |      | -        |
|              |                  | All Middle                   | 34%     | 15         | 19  | 36       | 30           | 66% | ↑1   |      | ↑1       |
|              |                  | District                     | 32%     | 15         | 18  | 29       | 38           | 68% | ↑2   |      | ↑4       |
| Cambodian    | 16*              | 50%                          | 13      | 38         | 38  | 13       | 50%          | ↑6  |      | -    |          |
|              | All Middle       | 37%                          | 16      | 21         | 35  | 28       | 63%          | ↑2  |      | ↑-   |          |
|              | District         | 37%                          | 18      | 20         | 30  | 33       | 63%          | ↑2  |      | ↑3   |          |

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested           | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |     |
|---------------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|-----|
|                     |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |     |
| Ethnicity           | Other            | 15*                          | 53%     | 33         | 20  | 40       | 7            | 47%  | ↑24  |          | -   |
|                     |                  | All Middle                   | 33%     | 15         | 17  | 34       | 33           | 67%  | ↑3   |          | ↓-  |
|                     |                  | District                     | 32%     | 16         | 15  | 28       | 41           | 68%  | ↑1   |          | ↑-  |
|                     | White            | 8*                           | 63%     | 25         | 38  | 25       | 13           | 38%  | ↓3   |          | -   |
|                     |                  | All Middle                   | 27%     | 13         | 15  | 36       | 37           | 73%  | ↓-   |          | ↓2  |
|                     |                  | District                     | 26%     | 12         | 14  | 30       | 44           | 74%  | ↑-   |          | ↓-  |
|                     | Filipino         | 4*                           | 50%     | 50         |     | 50       |              | 50%  | -    |          | -   |
|                     |                  | All Middle                   | 23%     | 10         | 13  | 38       | 39           | 77%  | ↑8   |          | ↑6  |
|                     |                  | District                     | 27%     | 13         | 14  | 32       | 42           | 73%  | ↑1   |          | ↑4  |
|                     | Pacific Islander | 4*                           | 100%    | 25         | 75  |          |              | 0%   | ↓45  |          | -   |
| All Middle          |                  | 54%                          | 24      | 30         | 35  | 11       | 46%          | ↑6   |      | ↑8       |     |
| District            |                  | 57%                          | 28      | 29         | 31  | 11       | 43%          | ↑5   |      | ↑2       |     |
| Gender              | Female           | 178                          | 61%     | 31         | 30  | 29       | 10           | 39%  | ↑4   |          | ↑6  |
|                     |                  | All Middle                   | 46%     | 22         | 24  | 34       | 20           | 54%  | ↑3   |          | ↑2  |
|                     |                  | District                     | 46%     | 24         | 22  | 29       | 25           | 54%  | ↑2   |          | ↑3  |
|                     | Male             | 210                          | 69%     | 39         | 30  | 23       | 8            | 31%  | ↑4   |          | ↑6  |
|                     |                  | All Middle                   | 57%     | 32         | 25  | 28       | 15           | 43%  | ↑2   |          | ↓1  |
|                     |                  | District                     | 55%     | 33         | 22  | 25       | 20           | 45%  | ↑1   |          | ↑1  |
|                     | Nonbinary        | All Middle                   | 42%     | 17         | 25  | 42       | 17           | 58%  | ↑2   |          | ↑12 |
| District            |                  | 46%                          | 24      | 22         | 34  | 20       | 54%          | ↓6   |      | ↑3       |     |
| Special Populations | EL + RFEP        | 155                          | 66%     | 33         | 33  | 26       | 8            | 34%  | ↑5   |          | ↑9  |
|                     |                  | All Middle                   | 62%     | 34         | 28  | 28       | 10           | 38%  | ↑2   |          | ↑1  |
|                     |                  | District                     | 63%     | 38         | 25  | 25       | 12           | 37%  | ↑1   |          | ↑3  |
|                     | ELL              | 54                           | 100%    | 74         | 26  |          |              | 0%   | ↓2   |          | -   |

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

# SBAC ELA 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested              | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |
|---------------------|---------------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|
|                     |                     | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |
| Special Populations | ELL                 | All Middle                   | 93%     | 65         | 27  | 7        | 7%          | ↓1          |                 | -            |
|                     |                     | District                     | 86%     | 61         | 25  | 11       | 3           | 14%         | ↓1              | ↑3           |
|                     | RFEP                | 101                          | 48%     | 11         | 37  | 41       | 12          | 52%         | ↑7              | ↑14          |
|                     |                     | All Middle                   | 44%     | 16         | 28  | 40       | 15          | 56%         | ↑4              | ↑2           |
|                     | Foster              | District                     | 41%     | 16         | 25  | 38       | 21          | 59%         | ↑3              | ↑3           |
|                     |                     | 7*                           | 86%     | 43         | 43  | 14       |             | 14%         | ↓16             | -            |
|                     | GATE/Excel          | All Middle                   | 78%     | 48         | 29  | 18       | 4           | 22%         | ↓2              | ↓6           |
|                     |                     | District                     | 77%     | 55         | 22  | 17       | 6           | 23%         | ↓2              | ↓3           |
|                     | Homeless            | 61                           | 18%     | 2          | 16  | 43       | 39          | 82%         | ↑9              | ↑7           |
|                     |                     | All Middle                   | 13%     | 2          | 11  | 39       | 48          | 87%         | ↑3              | ↑-           |
|                     | Homeless/Foster     | District                     | 12%     | 3          | 9   | 30       | 58          | 88%         | ↑2              | ↓1           |
|                     |                     | 35                           | 69%     | 49         | 20  | 26       | 6           | 31%         | ↓-              | -            |
|                     | Low SES             | All Middle                   | 69%     | 43         | 26  | 25       | 6           | 31%         | ↓1              | ↑1           |
|                     |                     | District                     | 69%     | 45         | 24  | 22       | 9           | 31%         | ↓5              | ↑2           |
|                     | Special Ed.         | 42                           | 71%     | 48         | 24  | 24       | 5           | 29%         | ↓3              | ↓4           |
|                     |                     | All Middle                   | 70%     | 44         | 26  | 24       | 6           | 30%         | ↓1              | -            |
|                     | Spec Ed. Speech/RSP | District                     | 70%     | 46         | 24  | 21       | 9           | 30%         | ↓5              | ↑1           |
| 352                 |                     | 67%                          | 36      | 31         | 25  | 8        | 33%         | ↑4          | ↑6              |              |
| Special Ed.         | All Middle          | 59%                          | 32      | 27         | 29  | 11       | 41%         | ↓-          | ↑1              |              |
|                     | District            | 60%                          | 35      | 25         | 25  | 15       | 40%         | ↓1          | ↑2              |              |
| Special Ed.         | 63                  | 94%                          | 75      | 19         | 6   |          | 6%          | ↓5          | -               |              |
|                     | All Middle          | 85%                          | 65      | 20         | 12  | 3        | 15%         | ↑2          | ↑1              |              |
| Spec Ed. Speech/RSP | District            | 83%                          | 64      | 19         | 11  | 6        | 17%         | ↑-          | ↑2              |              |
|                     | 40                  | 93%                          | 65      | 28         | 8   |          | 8%          | ↓9          | ↓3              |              |

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested     | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |     |    |
|---------------------|------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|----|
|                     |            | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      | Chg |    |
| Special Populations | Spec Ed.   | All Middle                   | 80%     | 57         | 24  | 15       | 4            | 20%  | ↑2       |     | ↑1 |
|                     | Speech/RSP | District                     | 79%     | 57         | 22  | 14       | 7            | 21%  | ↑-       |     | ↑2 |

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# SBAC Math 2024 :: School Data by Subgroup

## Lindbergh

| Category     | Tested           | Percent by Achievement Level |         |            |     |          |              | 2 yr | 3 yr | % Cohort |     |
|--------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|-----|
|              |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg  | Chg      |     |
| All Students | 388              | 81%                          | 50      | 30         | 15  | 5        | 19%          | ↑3   |      | ↑6       |     |
|              | All Middle       | 68%                          | 42      | 26         | 17  | 15       | 32%          | ↑2   |      | ↓-       |     |
|              | District         | 64%                          | 38      | 25         | 19  | 17       | 36%          | ↑2   |      | ↓2       |     |
| Grade        | Gr. 06           | 140                          | 79%     | 51         | 29  | 16       | 5            | 21%  | ↑11  |          | ↑9  |
|              | All Middle       | 68%                          | 39      | 29         | 17  | 16       | 32%          | ↑-   |      | ↓2       |     |
|              | District         | 67%                          | 39      | 29         | 17  | 16       | 33%          | ↓1   |      | ↓2       |     |
|              | Gr. 07           | 130                          | 78%     | 42         | 37  | 16       | 5            | 22%  | ↑4   |          | ↑11 |
|              | All Middle       | 66%                          | 41      | 25         | 19  | 15       | 34%          | ↑2   |      | ↑2       |     |
|              | District         | 65%                          | 40      | 25         | 19  | 16       | 35%          | ↑2   |      | ↑1       |     |
|              | Gr. 08           | 118                          | 85%     | 59         | 25  | 12       | 3            | 15%  | ↓4   |          | ↓2  |
|              | All Middle       | 69%                          | 46      | 23         | 15  | 16       | 31%          | ↑4   |      | ↓1       |     |
|              | District         | 68%                          | 45      | 23         | 15  | 16       | 32%          | ↑4   |      | ↓1       |     |
| Ethnicity    | Hispanic         | 244                          | 79%     | 47         | 32  | 15       | 6            | 21%  | ↑6   |          | ↑7  |
|              | All Middle       | 74%                          | 47      | 27         | 15  | 10       | 26%          | ↑2   |      | ↓-       |     |
|              | District         | 71%                          | 43      | 27         | 18  | 12       | 29%          | ↑2   |      | ↓2       |     |
|              | African American | 94                           | 93%     | 65         | 28  | 7        | 7%           | ↓3   |      | ↑1       |     |
|              | All Middle       | 83%                          | 59      | 24         | 11  | 6        | 17%          | ↑1   |      | ↓1       |     |
|              | District         | 80%                          | 55      | 25         | 13  | 7        | 20%          | ↑2   |      | ↓2       |     |
|              | Asian            | 17*                          | 71%     | 29         | 41  | 29       | 29%          | ↓3   |      | -        |     |
|              | All Middle       | 50%                          | 28      | 22         | 22  | 28       | 50%          | ↑2   |      | ↓1       |     |
|              | District         | 45%                          | 24      | 22         | 21  | 33       | 55%          | ↑3   |      | ↓2       |     |
|              | Cambodian        | 17*                          | 76%     | 29         | 47  | 24       | 24%          | ↓3   |      | -        |     |
|              | All Middle       | 53%                          | 30      | 24         | 21  | 25       | 47%          | ↑3   |      | ↓1       |     |
|              | District         | 50%                          | 26      | 24         | 23  | 28       | 50%          | ↑5   |      | ↓2       |     |

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# SBAC Math 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested           | Percent by Achievement Level |         |            |     |          |              |     | 2 yr | 3 yr | % Cohort |
|---------------------|------------------|------------------------------|---------|------------|-----|----------|--------------|-----|------|------|----------|
|                     |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg  | Chg  |          |
| Ethnicity           | Other            | 15*                          | 67%     | 40         | 27  | 20       | 13           | 33% | ↑17  |      | -        |
|                     |                  | All Middle                   | 48%     | 24         | 24  | 22       | 30           | 52% | ↑2   |      | ↓1       |
|                     |                  | District                     | 43%     | 22         | 21  | 23       | 34           | 57% | ↑2   |      | ↓2       |
|                     | White            | 8*                           | 88%     | 50         | 38  | 13       | 13%          | ↑13 |      | -    |          |
|                     |                  | All Middle                   | 41%     | 18         | 23  | 23       | 36           | 59% | ↓2   |      | ↓2       |
|                     |                  | District                     | 38%     | 17         | 21  | 25       | 37           | 62% | ↓-   |      | ↓4       |
|                     | Pacific Islander | 5*                           | 80%     | 80         | 20  |          | 20%          | ↓7  |      | -    |          |
|                     |                  | All Middle                   | 75%     | 45         | 30  | 16       | 9            | 25% | ↑4   |      | -        |
|                     |                  | District                     | 70%     | 43         | 28  | 21       | 9            | 30% | ↑5   |      | ↓2       |
| Filipino            | 5*               | 20%                          | 20      | 60         | 20  | 80%      | ↑30          |     | -    |      |          |
|                     | All Middle       | 38%                          | 17      | 21         | 26  | 36       | 62%          | ↑13 |      | ↑9   |          |
|                     | District         | 38%                          | 18      | 20         | 27  | 35       | 62%          | ↑6  |      | ↑4   |          |
| Gender              | Female           | 177                          | 85%     | 55         | 30  | 12       | 3            | 15% | ↓1   |      | ↑5       |
|                     |                  | All Middle                   | 69%     | 42         | 27  | 17       | 14           | 31% | ↑2   |      | ↑-       |
|                     |                  | District                     | 66%     | 39         | 27  | 19       | 16           | 34% | ↑1   |      | ↓3       |
|                     | Male             | 211                          | 77%     | 46         | 31  | 17       | 6            | 23% | ↑7   |      | ↑7       |
|                     |                  | All Middle                   | 67%     | 42         | 25  | 17       | 17           | 33% | ↑2   |      | ↓1       |
|                     |                  | District                     | 62%     | 38         | 24  | 19       | 19           | 38% | ↑2   |      | ↓2       |
| Nonbinary           | All Middle       | 75%                          | 38      | 38         | 17  | 8        | 25%          | ↓14 |      | ↑5   |          |
|                     | District         | 76%                          | 40      | 36         | 14  | 10       | 24%          | ↓14 |      | ↑3   |          |
| Special Populations | EL + RFEP        | 152                          | 78%     | 43         | 35  | 18       | 4            | 22% | ↑5   |      | ↑9       |
|                     |                  | All Middle                   | 77%     | 51         | 26  | 14       | 9            | 23% | ↑2   |      | ↓-       |
|                     |                  | District                     | 76%     | 50         | 26  | 15       | 9            | 24% | ↑1   |      | ↓2       |
|                     | ELL              | 52                           | 94%     | 79         | 15  | 6        | 6%           | ↑2  |      | ↑7   |          |

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# SBAC Math 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested          | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |     |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|-----|
|                     |                 | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |     |
| Special Populations | ELL             | All Middle                   | 96%     | 79         | 17  | 3        | 4%          | ↑-          |                 | ↓-           |     |
|                     |                 | District                     | 89%     | 65         | 23  | 9        | 3           | 11%         | ↑1              |              | ↑1  |
|                     | RFEP            | 100                          | 69%     | 24         | 45  | 25       | 6           | 31%         | ↑4              |              | ↑10 |
|                     |                 | All Middle                   | 66%     | 34         | 32  | 21       | 14          | 34%         | ↑3              |              | ↓-  |
|                     |                 | District                     | 64%     | 35         | 29  | 21       | 15          | 36%         | ↑2              |              | ↓4  |
|                     | Foster          | 7*                           | 100%    | 71         | 29  |          |             | 0%          | -               |              | -   |
|                     |                 | All Middle                   | 87%     | 70         | 17  | 11       | 2           | 13%         | ↑1              |              | ↓1  |
|                     |                 | District                     | 84%     | 62         | 23  | 12       | 4           | 16%         | ↑-              |              | ↓3  |
|                     | GATE/Excel      | 59                           | 37%     | 10         | 27  | 39       | 24          | 63%         | ↑12             |              | ↑14 |
|                     |                 | All Middle                   | 26%     | 7          | 19  | 27       | 47          | 74%         | ↑4              |              | ↓1  |
|                     |                 | District                     | 21%     | 6          | 16  | 28       | 51          | 79%         | ↑5              |              | ↓4  |
|                     | Homeless        | 37                           | 89%     | 62         | 27  | 8        | 3           | 11%         | ↑-              |              | ↓9  |
|                     |                 | All Middle                   | 84%     | 61         | 23  | 10       | 6           | 16%         | ↓1              |              | ↓1  |
|                     |                 | District                     | 82%     | 56         | 25  | 11       | 7           | 18%         | ↓4              |              | ↓1  |
|                     | Homeless/Foster | 44                           | 91%     | 64         | 27  | 7        | 2           | 9%          | ↑-              |              | ↓7  |
|                     |                 | All Middle                   | 84%     | 62         | 22  | 10       | 6           | 16%         | ↓-              |              | ↓1  |
|                     |                 | District                     | 82%     | 57         | 25  | 11       | 7           | 18%         | ↓4              |              | ↓2  |
|                     | Low SES         | 349                          | 82%     | 50         | 32  | 14       | 5           | 18%         | ↑2              |              | ↑6  |
| All Middle          |                 | 76%                          | 49      | 27         | 14  | 10       | 24%         | ↓1          |                 | ↓1           |     |
|                     | District        | 72%                          | 45      | 27         | 17  | 11       | 28%         | ↑-          |                 | ↓2           |     |
| Special Ed.         | 64              | 95%                          | 86      | 9          | 3   | 2        | 5%          | ↓4          |                 | ↓3           |     |
|                     | All Middle      | 92%                          | 78      | 14         | 5   | 3        | 8%          | ↑1          |                 | ↓-           |     |
|                     | District        | 86%                          | 70      | 17         | 8   | 6        | 14%         | ↑1          |                 | ↓-           |     |
| Spec Ed. Speech/RSP | 42              | 93%                          | 83      | 10         | 5   | 2        | 7%          | ↓6          |                 | ↓5           |     |

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

# SBAC Math 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested              | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |     |    |
|---------------------|---------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|----|
|                     |                     | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      | Chg |    |
| Special Populations | Spec Ed. Speech/RSP | All Middle                   | 89%     | 72         | 17  | 6        | 5            | 11%  | ↑-       |     | ↓- |
|                     |                     | District                     | 83%     | 63         | 20  | 10       | 7            | 17%  | ↑1       |     | ↓- |

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



# SBAC Science 2024 :: School Data by Subgroup

## Lindbergh

| Category     | Tested           | Percent by Achievement Level |         |            |     |          | 2 yr         | 3 yr | % Cohort |     |   |
|--------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|---|
|              |                  | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg  | Chg      | Chg |   |
| All Students | 121              | 87%                          | 23      | 64         | 11  | 2        | 13%          | ↑1   |          | -   |   |
|              | All Middle       | 75%                          | 18      | 57         | 19  | 6        | 25%          | ↑3   |          | -   |   |
|              | District         | 73%                          | 17      | 57         | 19  | 7        | 27%          | ↑1   |          | -   |   |
| Grade        | Gr. 08           | 121                          | 87%     | 23         | 64  | 11       | 2            | 13%  | ↑1       |     | - |
|              | All Middle       | 75%                          | 18      | 57         | 19  | 6        | 25%          | ↑3   |          | -   |   |
|              | District         | 75%                          | 18      | 56         | 19  | 7        | 25%          | ↑2   |          | -   |   |
|              | Gr. 07           | All Middle*                  | 100%    | 100        |     |          | 0%           | -    |          | -   |   |
| Ethnicity    | Hispanic         | 78                           | 87%     | 17         | 71  | 10       | 3            | 13%  | ↓2       |     | - |
|              |                  | All Middle                   | 82%     | 22         | 60  | 15       | 3            | 18%  | ↑2       |     | - |
|              |                  | District                     | 80%     | 20         | 60  | 16       | 4            | 20%  | ↑1       |     | - |
|              | African American | 30                           | 87%     | 37         | 50  | 10       | 3            | 13%  | ↑9       |     | - |
|              |                  | All Middle                   | 86%     | 22         | 64  | 12       | 2            | 14%  | ↑2       |     | - |
|              |                  | District                     | 86%     | 24         | 62  | 12       | 2            | 14%  | ↑1       |     | - |
|              | Asian            | 6*                           | 67%     | 17         | 50  | 33       |              | 33%  | ↑22      |     | - |
|              |                  | All Middle                   | 56%     | 6          | 50  | 33       | 11           | 44%  | ↑5       |     | - |
|              |                  | District                     | 55%     | 7          | 48  | 30       | 15           | 45%  | ↑2       |     | - |
|              | Cambodian        | 6*                           | 67%     | 17         | 50  | 33       |              | 33%  | ↑22      |     | - |
|              |                  | All Middle                   | 58%     | 6          | 52  | 29       | 13           | 42%  | ↑13      |     | - |
|              |                  | District                     | 63%     | 8          | 55  | 26       | 11           | 37%  | ↑3       |     | - |
|              | Other            | 3*                           | 100%    | 100        |     |          |              | 0%   | -        |     | - |
| All Middle   |                  | 55%                          | 9       | 46         | 31  | 14       | 45%          | ↑7   |          | -   |   |
| District     |                  | 56%                          | 10      | 46         | 28  | 16       | 44%          | ↑1   |          | -   |   |
| White        | 2*               | 100%                         | 100     |            |     |          | 0%           | -    |          | -   |   |
|              | All Middle       | 51%                          | 9       | 42         | 30  | 19       | 49%          | ↑1   |          | -   |   |

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

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

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

# SBAC Science 2024 :: School Data by Subgroup

## Lindbergh

| Category  | Tested              | Percent by Achievement Level |            |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |   |   |
|-----------|---------------------|------------------------------|------------|------------|-----|----------|-------------|-------------|-----------------|--------------|---|---|
|           |                     | Not+Nearly Met               | Not Met    | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |   |   |
| Ethnicity | White               | District                     | 50%        | 6          | 44  | 30       | 19          | 50%         | ↑1              |              | - |   |
|           |                     | 1*                           | 100%       | 100        |     |          |             | 0%          | ↓29             |              | - |   |
|           | Pacific Islander    | All Middle                   | 90%        | 20         | 70  | 7        | 3           | 10%         | ↑1              |              | - |   |
|           |                     | District                     | 91%        | 14         | 76  | 6        | 4           | 9%          | ↓2              |              | - |   |
|           | Filipino            | 1*                           | 100%       | 100        |     |          |             | 0%          | -               |              | - |   |
|           |                     | All Middle                   | 55%        | 6          | 49  | 33       | 12          | 45%         | ↑9              |              | - |   |
| Gender    | Female              | District                     | 55%        | 6          | 49  | 32       | 13          | 45%         | ↓1              |              | - |   |
|           |                     | 50                           | 86%        | 24         | 62  | 10       | 4           | 14%         | ↑7              |              | - |   |
|           |                     | All Middle                   | 76%        | 16         | 60  | 19       | 5           | 24%         | ↑1              |              | - |   |
|           | Male                | District                     | 73%        | 15         | 58  | 20       | 7           | 27%         | ↑1              |              | - |   |
|           |                     | 71                           | 87%        | 23         | 65  | 11       | 1           | 13%         | ↓4              |              | - |   |
|           |                     | All Middle                   | 75%        | 21         | 54  | 18       | 7           | 25%         | ↑4              |              | - |   |
|           | Nonbinary           | District                     | 73%        | 18         | 55  | 19       | 8           | 27%         | ↑-              |              | - |   |
|           |                     | All Middle*                  | 75%        |            | 75  | 25       |             | 25%         | ↑7              |              | - |   |
|           |                     | District                     | 61%        | 9          | 52  | 26       | 13          | 39%         | ↑7              |              | - |   |
|           | Special Populations | EL + RFEP                    | District   | 87%        | 20  | 67       | 11          | 2           | 13%             | ↑-           |   | - |
|           |                     |                              | 55         | 84%        | 24  | 59       | 13          | 3           | 16%             | ↑3           |   | - |
|           |                     |                              | All Middle | 84%        | 22  | 62       | 13          | 3           | 16%             | ↓-           |   | - |
| ELL       |                     | 16*                          | 100%       | 38         | 63  |          |             | 0%          | -               |              | - |   |
|           |                     | All Middle                   | 99%        | 48         | 51  | 1        |             | 1%          | ↑1              |              | - |   |
|           |                     | District                     | 98%        | 40         | 58  | 2        |             | 2%          | ↑-              |              | - |   |
| RFEP      |                     | 39                           | 82%        | 13         | 69  | 15       | 3           | 18%         | ↑-              |              | - |   |
|           |                     | All Middle                   | 78%        | 15         | 63  | 18       | 5           | 22%         | ↑2              |              | - |   |
|           |                     | District                     | 76%        | 12         | 64  | 20       | 5           | 24%         | ↓-              |              | - |   |

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2024 :: School Data by Subgroup

## Lindbergh

| Category            | Tested          | Percent by Achievement Level |         |            |     |          | 2 yr<br>Chg | 3 yr<br>Chg | % Cohort<br>Chg |              |   |
|---------------------|-----------------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|--------------|---|
|                     |                 | Not+Nearly Met               | Not Met | Nearly Met | Met | Exceeded |             |             |                 | Met+Exceeded |   |
| Special Populations | Foster          | 3*                           | 100%    | 100        |     |          | 0%          | -           |                 | -            |   |
|                     |                 | All Middle                   | 97%     | 37         | 60  | 3        | 3%          | ↓-          |                 | -            |   |
|                     |                 | District                     | 89%     | 32         | 57  | 8        | 2           | 11%         | ↓1              |              | - |
|                     | GATE/Excel      | 11*                          | 27%     | 27         | 55  | 18       | 73%         | ↑39         |                 | -            |   |
|                     |                 | All Middle                   | 34%     | 2          | 32  | 43       | 24          | 66%         | ↑14             |              | - |
|                     |                 | District                     | 35%     | 3          | 33  | 39       | 25          | 65%         | ↑8              |              | - |
|                     | Homeless        | 10*                          | 80%     | 20         | 60  | 20       | 20%         | ↑15         |                 | -            |   |
|                     |                 | All Middle                   | 88%     | 28         | 60  | 11       | 1           | 12%         | ↑3              |              | - |
|                     |                 | District                     | 86%     | 28         | 59  | 12       | 1           | 14%         | ↑-              |              | - |
|                     | Homeless/Foster | 13*                          | 85%     | 15         | 69  | 15       | 15%         | ↑12         |                 | -            |   |
|                     |                 | All Middle                   | 89%     | 29         | 60  | 10       |             | 11%         | ↑3              |              | - |
|                     |                 | District                     | 87%     | 28         | 59  | 12       | 1           | 13%         | ↓-              |              | - |
|                     | Low SES         | 108                          | 88%     | 23         | 65  | 9        | 3           | 12%         | ↑-              |              | - |
|                     |                 | All Middle                   | 83%     | 22         | 61  | 14       | 3           | 17%         | ↓-              |              | - |
|                     |                 | District                     | 82%     | 20         | 61  | 15       | 4           | 18%         | ↓1              |              | - |
| Special Ed.         | 22              | 100%                         | 23      | 77         |     | 0%       | ↓13         |             | -               |              |   |
|                     | All Middle      | 94%                          | 43      | 51         | 5   | 1        | 6%          | ↑2          |                 | -            |   |
|                     | District        | 92%                          | 41      | 51         | 6   | 2        | 8%          | ↑1          |                 | -            |   |
| Spec Ed. Speech/RSP | 15*             | 100%                         | 20      | 80         |     | 0%       | ↓20         |             | -               |              |   |
|                     | All Middle      | 92%                          | 36      | 56         | 7   | 2        | 8%          | ↑3          |                 | -            |   |
|                     | District        | 89%                          | 34      | 55         | 8   | 3        | 11%         | ↑1          |                 | -            |   |

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Lindbergh

| Category    |                                    | Average Scale Score Change from Prior Year to This Year |            | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|-------------|------------------------------------|---|------------|---|--------------|--------------|--------------|----|
|             |                                    | N   |            | Growth Target   |              |              |              |    |
|             |                                    |   |            | Declined  | Below Target | Above Target | Accelerated* |    |
| E<br>L<br>A | All Students                       | 370   | 36         | 29  | 15           | 13           | 43           |    |
|             |                                    | All Middle  | 21         | 37  | 13           | 13           | 37           |    |
|             |                                    | District  | 30         | 33  | 15           | 16           | 36           |    |
|             | Grade                              | Gr. 06 (Minimum Growth Target: 27)                      | 138        | 33  | 30           | 19           | 17           | 34 |
|             |                                    |   | All Middle | 11  | 43           | 16           | 16           | 25 |
|             |                                    |   | District   | 12  | 42           | 16           | 16           | 26 |
|             |                                    | Gr. 07 (Minimum Growth Target: 25)                      | 116        | 39  | 22           | 18           | 16           | 44 |
|             |                                    |   | All Middle | 37  | 28           | 14           | 16           | 42 |
|             |                                    |   | District   | 37  | 28           | 14           | 15           | 42 |
|             | Gr. 08 (Minimum Growth Target: 14) | 116   | 35         | 34  | 9            | 6            | 52           |    |
|             |                                    | All Middle  | 19         | 39  | 8            | 8            | 45           |    |
|             |                                    | District  | 19         | 40  | 8            | 8            | 44           |    |
| Ethnicity   | Hispanic                           | 238   | 32         | 32  | 16           | 14           | 37           |    |
|             |                                    | All Middle  | 21         | 37  | 13           | 13           | 37           |    |
|             |                                    | District  | 29         | 34  | 15           | 16           | 36           |    |
|             | African American                   | 87  | 44         | 24  | 9            | 13           | 54           |    |
|             |                                    | All Middle  | 23         | 37  | 12           | 12           | 40           |    |
|             |                                    | District  | 28         | 34  | 15           | 15           | 37           |    |
|             | Asian                              | 16^   | -          | 25  | 25           |              | 50           |    |
|             |                                    | All Middle  | 24         | 35  | 14           | 13           | 39           |    |
|             |                                    | District  | 35         | 31  | 14           | 15           | 40           |    |

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^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Lindbergh

11/25/24

| Category         |                | Average Scale Score Change from Prior Year to This Year |                 | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|------------------|----------------|---|-----------------|---|--------------|--------------|--------------|----|
|                  |                | N   |                 | Growth Target   |              |              |              |    |
|                  |                |   |                 | Declined  | Below Target | Above Target | Accelerated* |    |
| E<br>L<br>A      | Ethnicity      | Cambodian   | 16 <sup>^</sup> | -   | 6            | 44           | 50           |    |
|                  |                |   | All Middle      | 20  | 36           | 14           | 12           | 38 |
|                  |                |   | District        | 34  | 30           | 16           | 16           | 38 |
|                  | Other          | 14 <sup>^</sup>   | -               | 21  | 29           | 7            | 43           |    |
|                  |                | All Middle  | 22              | 35  | 13           | 14           | 38           |    |
|                  |                | District  | 32              | 30  | 16           | 19           | 35           |    |
|                  | White          | 7 <sup>^</sup>  | -               | 14  | 29           | 14           | 43           |    |
|                  |                | All Middle  | 18              | 38  | 12           | 14           | 35           |    |
|                  |                | District  | 28              | 33  | 15           | 18           | 34           |    |
|                  | Filipino       | 4 <sup>^</sup>  | -               | 25  | 50           | 25           |              |    |
|                  |                | All Middle  | 34              | 28  | 12           | 15           | 45           |    |
|                  |                | District  | 35              | 29  | 16           | 17           | 38           |    |
| Pacific Islander | 4 <sup>^</sup> | -   | 100             |   |              |              |              |    |
|                  | All Middle     | 34  | 30              | 11  | 13           | 46           |              |    |
|                  | District       | 30  | 34              | 13  | 17           | 37           |              |    |
| Gender           | Female         | 173   | 35              | 28  | 16           | 16           | 40           |    |
|                  |                | All Middle  | 25              | 35  | 13           | 14           | 38           |    |
|                  |                | District  | 32              | 31  | 15           | 17           | 36           |    |
|                  | Male           | 197   | 36              | 29  | 15           | 11           | 45           |    |
|                  |                | All Middle  | 19              | 39  | 13           | 12           | 37           |    |
|                  |                | District  | 27              | 35  | 15           | 15           | 35           |    |

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

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Lindbergh

11/25/24

| Category            |                 | Average Scale Score Change from Prior Year to This Year |            | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|---------------------|-----------------|---|------------|---|--------------|--------------|--------------|----|
|                     |                 | N   |            | Growth Target   |              |              |              |    |
|                     |                 |   |            | Declined  | Below Target | Above Target | Accelerated* |    |
| Gender              | Nonbinary       | All Middle  | 10         | 50  | 5            | 18           | 27           |    |
|                     |                 | District  | 5          | 53  | 6            | 12           | 29           |    |
| Special Populations | EL + RFEP       |   | 148        | 34  | 29           | 16           | 16           | 39 |
|                     |                 | All Middle  | 23         | 36  | 12           | 13           | 38           |    |
|                     |                 | District  | 29         | 34  | 14           | 14           | 38           |    |
|                     |                 |   | 50         | 34  | 34           | 12           | 14           | 40 |
|                     | ELL             | All Middle  | 24         | 36  | 13           | 13           | 38           |    |
|                     |                 | District  | 33         | 32  | 17           | 16           | 35           |    |
|                     |                 |   | 98         | 34  | 27           | 18           | 17           | 38 |
|                     |                 | RFEP  | All Middle | 22  | 36           | 12           | 13           | 38 |
|                     | District        |   | 26         | 35  | 12           | 13           | 40           |    |
|                     |                 |   | 5^         | -   | 60           | 20           | 20           |    |
|                     | Foster          |   | All Middle | -1  | 41           | 16           | 12           | 31 |
|                     |                 | District  | 9          | 40  | 19           | 13           | 28           |    |
|                     |                 |   | 61         | 40  | 26           | 18           | 15           | 41 |
|                     |                 | GATE/Excel  | All Middle | 23  | 35           | 14           | 14           | 37 |
|                     | District        |   | 31         | 31  | 16           | 18           | 35           |    |
|                     |                 |   | 28         | 27  | 36           | 7            | 14           | 43 |
| Homeless            | All Middle      |   | 19         | 39  | 12           | 12           | 38           |    |
|                     | District        | 27  | 35         | 14  | 14           | 37           |              |    |
|                     |                 | 33  | 24         | 39  | 9            | 12           | 39           |    |
|                     | Homeless/Foster | 33  | 24         | 39  | 9            | 12           | 39           |    |

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^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Lindbergh

11/25/24

| Category    |                     | Average Scale Score Change from Prior Year to This Year |            | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |    |
|-------------|---------------------|---|------------|---|--------------|--------------|--------------|----|----|
|             |                     | N   |            | Growth Target   |              |              |              |    |    |
|             |                     |   |            | Declined  | Below Target | Above Target | Accelerated* |    |    |
| E<br>L<br>A | Special Populations | Homeless/Foster   | All Middle | 17  | 39           | 12           | 12           | 37 |    |
|             |                     |   | District   | 25  | 35           | 15           | 14           | 36 |    |
|             | Low SES             | 344   | 36         |   | 29           | 15           | 14           | 42 |    |
|             |                     |   |            | All Middle  | 21           | 37           | 13           | 13 | 37 |
|             | Special Ed.         | 59  | 36         | District  | 29           | 33           | 15           | 16 | 35 |
|             |                     |   |            | All Middle  | 21           | 38           | 13           | 12 | 37 |
|             | Spec Ed. Speech/RSP | 37  | 38         | District  | 28           | 35           | 15           | 15 | 35 |
|             |                     |   |            | All Middle  | 21           | 37           | 14           | 12 | 37 |
|             |                     |   |            | District  | 31           | 34           | 15           | 15 | 36 |

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Lindbergh

11/25/24

| Category         |                                    | Average Scale Score Change from Prior Year to This Year |            | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|------------------|------------------------------------|---|------------|---|--------------|--------------|--------------|----|
|                  |                                    | N   |            | Growth Target   |              |              |              |    |
|                  |                                    |   |            | Declined  | Below Target | Above Target | Accelerated* |    |
| M<br>a<br>t<br>h | All Students                       | 367   | 26         | 32  | 13           | 11           | 43           |    |
|                  |                                    | All Middle  | 15         | 40  | 12           | 13           | 35           |    |
|                  |                                    | District  | 22         | 35  | 19           | 19           | 27           |    |
|                  | Grade                              | Gr. 06 (Minimum Growth Target: 24)                      | 134        | 30  | 30           | 14           | 17           | 39 |
|                  |                                    |   | All Middle | 15  | 40           | 15           | 15           | 30 |
|                  |                                    |   | District   | 14  | 39           | 15           | 15           | 30 |
|                  |                                    | Gr. 07 (Minimum Growth Target: 17)                      | 123        | 42  | 27           | 12           | 6            | 55 |
|                  |                                    |   | All Middle | 17  | 38           | 11           | 11           | 40 |
|                  |                                    |   | District   | 16  | 39           | 11           | 11           | 39 |
|                  | Gr. 08 (Minimum Growth Target: 19) | 110   | 6          | 41  | 14           | 11           | 35           |    |
|                  |                                    | All Middle  | 13         | 42  | 11           | 12           | 36           |    |
|                  |                                    | District  | 14         | 42  | 11           | 12           | 36           |    |
| Ethnicity        | Hispanic                           | 231   | 33         | 28  | 13           | 10           | 48           |    |
|                  |                                    | All Middle  | 13         | 41  | 13           | 12           | 34           |    |
|                  |                                    | District  | 20         | 36  | 20           | 18           | 26           |    |
|                  | African American                   | 88  | 12         | 42  | 10           | 16           | 32           |    |
|                  |                                    | All Middle  | 8          | 44  | 12           | 12           | 32           |    |
|                  |                                    | District  | 18         | 38  | 18           | 17           | 26           |    |
|                  | Asian                              | 17^   | -          | 41  | 18           | 12           | 29           |    |
|                  |                                    | All Middle  | 17         | 38  | 12           | 14           | 36           |    |
|                  |                                    | District  | 25         | 32  | 18           | 21           | 28           |    |

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^Not currently a significant subgroup.

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



# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Lindbergh

| Category  |                  | Average Scale Score Change from Prior Year to This Year |    | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |               |              |              |              |
|-----------|------------------|---|----|---|---------------|--------------|--------------|--------------|
| M         | a                | t   | h  | N   | Growth Target |              |              |              |
|           |                  |   |    |   | Declined      | Below Target | Above Target | Accelerated* |
| Ethnicity | Cambodian        | 17 <sup>^</sup>   | -  | 53  | 18            | 12           | 18           |              |
|           |                  | All Middle  | 15 | 40  | 12            | 14           | 34           |              |
|           |                  | District  | 24 | 33  | 19            | 21           | 27           |              |
|           | Other            | 14 <sup>^</sup>   | -  | 21  | 29            | 7            | 43           |              |
|           |                  | All Middle  | 21 | 38  | 12            | 12           | 37           |              |
|           |                  | District  | 27 | 32  | 18            | 20           | 30           |              |
|           | White            | 8 <sup>^</sup>  | -  | 50  | 13            | 13           | 25           |              |
|           |                  | All Middle  | 25 | 33  | 12            | 15           | 41           |              |
|           |                  | District  | 27 | 31  | 20            | 21           | 28           |              |
|           | Pacific Islander | 5 <sup>^</sup>  | -  | 40  | 20            | 40           |              |              |
|           |                  | All Middle  | 18 | 40  | 10            | 9            | 41           |              |
|           |                  | District  | 24 | 34  | 19            | 20           | 28           |              |
| Filipino  | 4 <sup>^</sup>   | -   |    | 25  |               | 75           |              |              |
|           | All Middle       | 41  | 24 | 10  | 16            | 50           |              |              |
|           | District         | 37  | 25 | 19  | 22            | 35           |              |              |
| Gender    | Female           | 171   | 28 | 30  | 15            | 10           | 46           |              |
|           |                  | All Middle  | 16 | 39  | 13            | 13           | 35           |              |
|           |                  | District  | 21 | 35  | 19            | 19           | 26           |              |
|           | Male             | 196   | 25 | 34  | 12            | 13           | 41           |              |
|           |                  | All Middle  | 13 | 41  | 12            | 12           | 35           |              |
|           |                  | District  | 23 | 34  | 19            | 19           | 28           |              |

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

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Lindbergh

11/25/24

| Category                    |            | Average Scale Score Change from Prior Year to This Year |    | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |
|-----------------------------|------------|---|----|---|--------------|--------------|--------------|
|                             |            | N   |    | Growth Target   |              |              |              |
|                             |            |   |    | Declined  | Below Target | Above Target | Accelerated* |
| Gender                      | Nonbinary  | All Middle  | 7  | 50  | 9            | 41           |              |
|                             |            | District  | 11 | 45  | 15           | 6            | 33           |
| Math<br>Special Populations | EL + RFEP  | 144   | 38 | 25  | 10           | 11           | 53           |
|                             |            | All Middle  | 13 | 42  | 12           | 11           | 35           |
|                             | District   | 20  | 37 | 19  | 16           | 27           |              |
|                             | ELL        | 47  | 48 | 30  | 6            | 11           | 53           |
|                             |            | All Middle  | 8  | 45  | 12           | 10           | 33           |
|                             | District   | 24  | 34 | 20  | 18           | 27           |              |
|                             | RFEP       | 97  | 34 | 23  | 12           | 11           | 54           |
|                             |            | All Middle  | 15 | 40  | 12           | 12           | 36           |
|                             | District   | 15  | 40 | 18  | 15           | 28           |              |
|                             | Foster     | 5^  | -  |   | 20           |              | 80           |
|                             |            | All Middle  | -3 | 45  | 16           | 10           | 29           |
|                             | District   | 11  | 39 | 20  | 14           | 27           |              |
|                             | GATE/Excel | 59  | 33 | 24  | 22           | 8            | 46           |
|                             |            | All Middle  | 26 | 31  | 14           | 15           | 40           |
|                             | District   | 28  | 29 | 21  | 22           | 29           |              |
|                             | Homeless   | 28  | 23 | 43  | 4            | 11           | 43           |
| All Middle                  |            | 9   | 45 | 12  | 10           | 33           |              |
| District                    | 20         | 37  | 19 | 17  | 27           |              |              |
| Homeless/Foster             | 33         | 31  | 36 | 6   | 9            | 48           |              |

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^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Lindbergh

11/25/24

| Category                            |                 | Average Scale Score Change from Prior Year to This Year |     | Percent of Students Change in Scale (Comparing prior year's scale score to this year) |              |              |              |    |
|-------------------------------------|-----------------|---|-----|---|--------------|--------------|--------------|----|
|                                     |                 | N   |     | Growth Target   |              |              |              |    |
|                                     |                 |   |     | Declined  | Below Target | Above Target | Accelerated* |    |
| M<br>at<br>h<br>Special Populations | Homeless/Foster | All Middle  | 8   | 45  | 13           | 10           | 32           |    |
|                                     |                 | District  | 19  | 37  | 19           | 16           | 27           |    |
|                                     | Low SES         |   | 343 | 26  | 32           | 14           | 12           | 43 |
|                                     |                 | All Middle  | 12  | 42  | 12           | 12           | 33           |    |
|                                     |                 | District  | 21  | 36  | 19           | 18           | 27           |    |
|                                     |                 | Special Ed.   |     | 59  | 23           | 34           | 10           | 19 |
|                                     | All Middle      |   | 7   | 46  | 11           | 10           | 33           |    |
|                                     |                 | District  | 20  | 38  | 18           | 17           | 28           |    |
|                                     |                 | Spec Ed. Speech/RSP                                     |     | 38  | 23           | 34           | 11           | 16 |
|                                     | All Middle      |   | 7   | 46  | 11           | 11           | 32           |    |
|                                     |                 | District  | 20  | 37  | 18           | 17           | 28           |    |

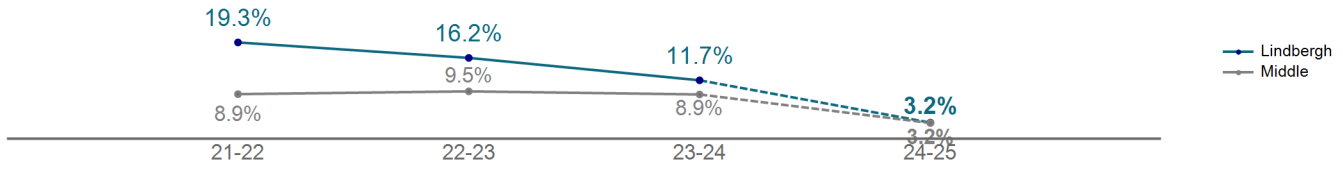
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

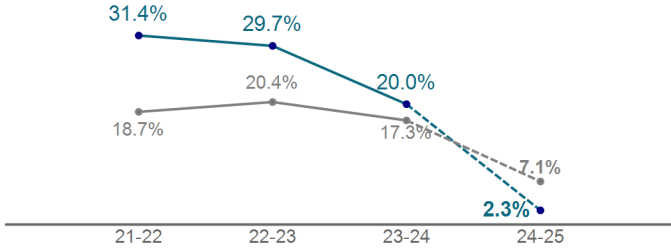
\*Accelerated Growth = At least double the minimum growth target for the grade level.

# Suspension Rate

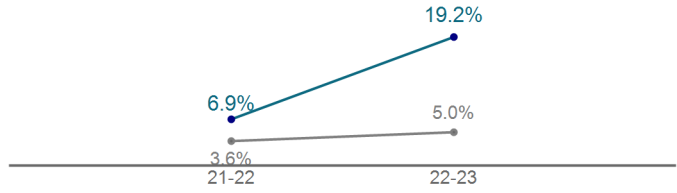
Lindbergh  
All Students  
N = 432



**African American**  
N = 86



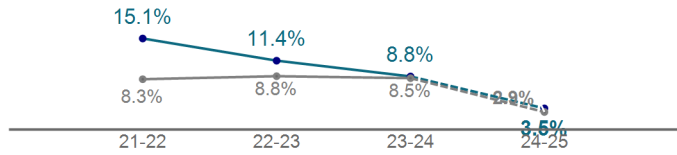
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 287



**Pacific Islander**

Subgroup with fewer than 20 students.

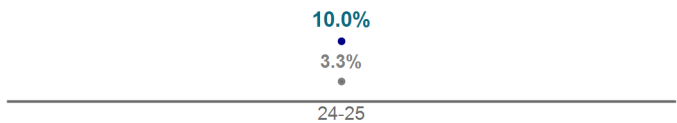
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

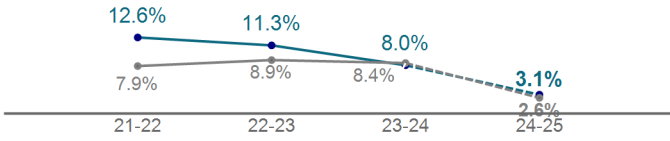
**Other**  
N = 20



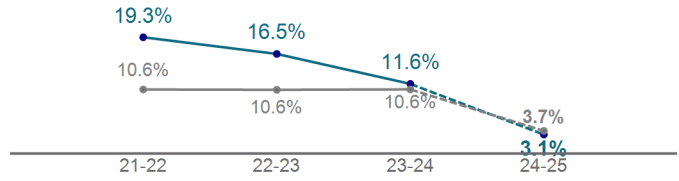
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

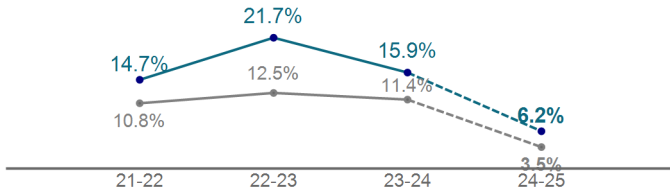
**EL + RFEP**  
N = 161



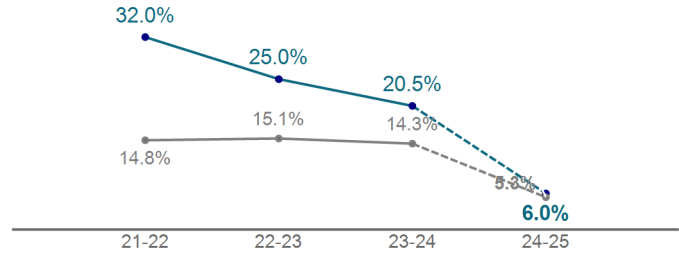
**Low SES**  
N = 384



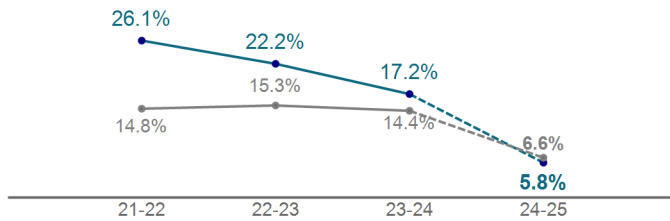
**English Learner**  
N = 81



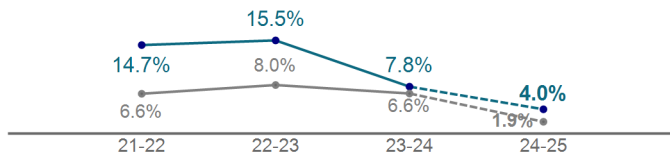
**Special Education**  
N = 67



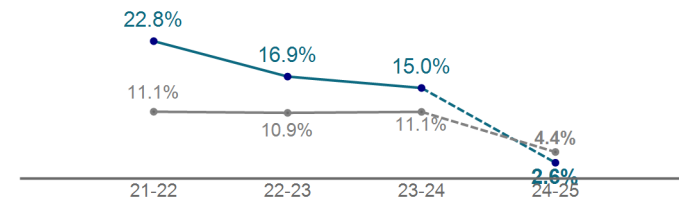
**Homeless or Foster Youth**  
N = 52



**Female**  
N = 200



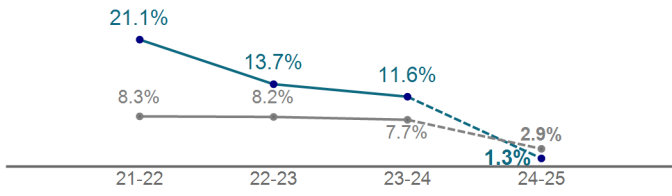
**Male**  
N = 231



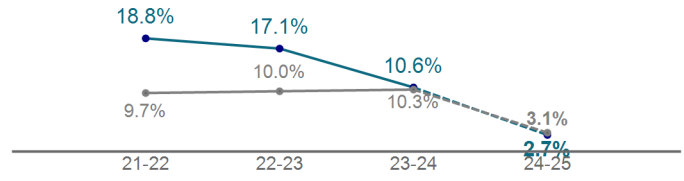
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

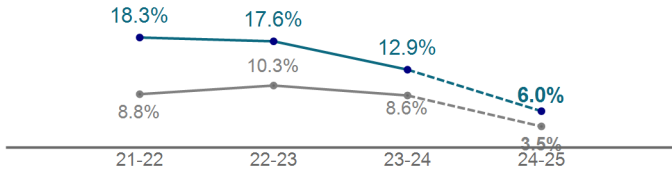
**Gr. 06**  
N = 152



**Gr. 07**  
N = 147



**Gr. 08**  
N = 133



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.



# ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Lindbergh

## Site Level Overall Performance Level Summary



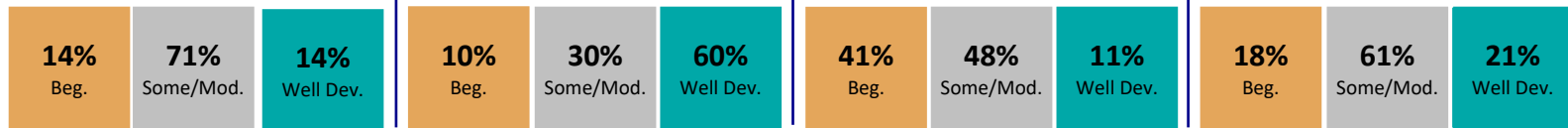
## Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



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

| Grade     | Overall Development |       |      |      | Listening |           |      | Speaking |           |      | Reading |           |      | Writing |           |      |
|-----------|---------------------|-------|------|------|-----------|-----------|------|----------|-----------|------|---------|-----------|------|---------|-----------|------|
|           | Beg.                | Some. | Mod. | Well | Beg.      | Some/Mod. | Well | Beg.     | Some/Mod. | Well | Beg.    | Some/Mod. | Well | Beg.    | Some/Mod. | Well |
| <b>06</b> | 18%                 | 30%   | 28%  | 25%  | 10%       | 68%       | 20%  | 18%      | 33%       | 48%  | 28%     | 58%       | 13%  | 28%     | 48%       | 23%  |
| <b>07</b> | 5%                  | 25%   | 50%  | 20%  | 15%       | 75%       | 10%  | 0%       | 25%       | 75%  | 45%     | 45%       | 10%  | 10%     | 60%       | 30%  |
| <b>08</b> | 13%                 | 29%   | 32%  | 26%  | 19%       | 71%       | 10%  | 6%       | 29%       | 65%  | 55%     | 35%       | 10%  | 10%     | 77%       | 13%  |

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

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

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

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

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

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

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

**As teachers we will carry out the following responsibilities:**

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



# Convenio entre la Escuela-Hogar 2024-2025

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

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

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

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

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

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

## **Como maestros vamos a llevar a cabo las siguientes responsabilidades:**

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

## Lindbergh STEM Academy Family Involvement Guidelines 2024-2025

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

### **PART I**

Lindbergh agrees to implement the following requirements:

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

### **PART II**

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

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

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

### **PART III**

#### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

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

### **PART IV**

#### **DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

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

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

\* \* \* \* \*

**PART V**  
**ADOPTION**

Lindbergh’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/08/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/15/24. Lindbergh, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/08/24

Date

## Lindbergh STEM Academy Guía de Participación Escolar para las Familias

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

### **PARTE I**

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

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

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

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

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

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

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

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

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



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

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


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

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

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**PARTE V: ADOPCIÓN**

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 10/08/24 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 10/15/24 o antes. La Escuela Lindbergh, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

  
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 Firma del Director(a)

10/08/24  
 Fecha