

School Year:

March 2025 – March 2026



## School Plan for Student Achievement (SPSA) Template

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 (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

<b>School Name</b>	Lindbergh Elementary School
<b>Address</b>	3300 Cedar Street Lynwood, CA 90262
<b>County-District-School (CDS) Code</b>	19647746020259
<b>Principal</b>	Jasmin Harris
<b>District Name</b>	Lynwood Unified School District
<b>SPSA Revision Date</b>	September 2024 - March 2025
<b>Schoolsite Council (SSC) Approval Date</b>	March 13, 2025
<b>Local Board Approval Date</b>	March 27, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile..... 4
- Educational Partner Involvement ..... 5
- Resource Inequities ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 12
  - Student Population..... 15
  - Overall Performance ..... 17
  - Academic Performance ..... 19
  - Academic Engagement..... 25
  - Conditions & Climate..... 28
- Needs Assessment..... 30
- Annual Review and Update ..... 34
  - Goal 1..... 34
  - Goal 2..... 37
  - Goal 3..... 40
  - Goal 4..... 42
  - Goal 5..... 44
- School Plan for Student Achievement: Data Analysis and Evaluation..... 46
- Goals, Strategies, & Proposed Expenditures..... 50
  - Goal 1..... 50
  - Goal 2..... 54
  - Goal 3..... 57
  - Goal 4..... 60
  - Goal 5..... 63
- Budget Summary and Consolidation ..... 65
  - Budget Summary ..... 65
  - Allocations by Funding Source..... 65
  - Expenditures by Funding Source ..... 66
  - Expenditures by Budget Reference ..... 67
  - Expenditures by Budget Reference and Funding Source ..... 68
- Lindbergh Elementary School Parent and Family Engagement Policy..... 69

Lindbergh Elementary School Parent and Family Engagement Policy (Spanish) .....71  
Lynwood District Parent and Family Engagement Policy .....73  
Lynwood District Parent and Family Engagement Policy (Spanish) .....78  
School Site Council Membership .....84  
Recommendations and Assurances .....85  
Addendum.....86  
    Instructions: Linked Table of Contents .....86  
    Appendix A: Plan Requirements for Schools Funded Through the ConApp.....89  
    Appendix B: Select State and Federal Programs.....91

# School Vision and Mission

## LUSD Mission Statement

The mission of Lynwood Unified School District, the model of urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations

while contributing to a diverse, global society through an evolving system distinguished by:

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology
- safe and clean environments
- the inclusion of all voices in our community through equity, access and justice

Supporting the mission of the LUSD are the following objectives:

- All students graduate college or career ready to achieve their vision of personal and professional success.
- All students possess noble character.
- Each student actualizes their true identity through leading a purposeful life.
- All students exceed grade level achievement and college content readiness assessments.

## School Vision and Mission Statement

Charles A. Lindbergh Elementary School is committed to providing a nurturing environment committed to achieving excellence by implementing a comprehensive educational program that promotes high standards in a risk-free environment while developing self-esteem, responsibility, respect, and wellness. All students are challenged to reach their maximum potential by learning at their functional level to provide a solid foundation of skills, knowledge, and values to pursue lifelong learning and become constructive members of society. We are committed to providing a quality learning environment so that each student can maximize their individual potential through a balanced curriculum, which emphasizes academic, social, and physical growth. Possession of these skills and abilities will enable our students to be successful and productive in the 21st century.

We believe that all learners must become:

-Effective Communicators who will use verbal, written, artistic, and technological forms of communication to give, send, and receive information.

-Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

-Productive Workers perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.

-Responsible Citizens who have a global and multicultural perspective, and who take the initiative for improving the quality of life for self and others.

-Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, taking risks, and thinking critically.

# School Profile

Charles A. Lindbergh serves approximately 542 students from Pre-Kindergarten through sixth grade. Based on the 2023-2024 CBEDS data collection, Lindbergh serves a diverse student population; approximately 90.44% of Lindbergh's students are Hispanic, 7.17% are African American. 34.1% of our students are English Language Learners (ELL). 93.5% of students at Charles A. Lindbergh qualify for free or reduced-price meals, the poverty indicator established by the federal government.

Charles A. Lindbergh's staff is composed of approximately 77 employees; 27 certificated employees and 50 classified employees.

Charles A. Lindbergh employs one Principal, one Instructional Lead, one Instructional Coach, one full-time Resource Specialist, one part-time Resource Specialist, and twenty-three classroom teachers including three CLM teachers. Support staff includes one secretary, one library media assistant, seven campus monitors, one community liaison, four full-time custodians, one attendance clerk, and one health technician. As a community school district, Charles A. Lindbergh has an SEL specialist, a community case manager, and a part-time LCSW.

Through a comprehensive curriculum alignment process, all instruction and materials are aligned to meet essential content standards, ensuring students are prepared for college and career success. The curriculum program is further supported by state-adopted textbooks and materials. A targeted reading intervention program, integrated into the school day, has shown promising results in advancing the progress of intensive students.



## Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

#### Educational Partner & Parent Involvement

- \* SSC evaluates Title I and Title III programs
- \* SSC reviews input from ELAC and parents via the Needs Assessment form
- \* ELAC provides an opportunity to provide input for programs that will benefit our EL population.
- \* Based on the Needs Assessment from both ELAC and SSC the SPSA is analyzed and modified to meet the needs of our students

In conclusion, based on stakeholder input and comprehensive data analysis, SSC develops the school plan and continually monitors Title I program effectiveness to best support the students' needs. The SSC members throughout the school year will continue to analyze data. For example, District Benchmarks, ADAM and Dora, Intervention pre and post-test to monitor students' progress.

- \* The district also sends out a family survey to our families to determine the needs of our community
- \*The Leadership Team shares needs based on grade-level input.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As a result of the needs assessment, meaningful access to in-class interventions, staffing and materials for high-interest student clubs to boost student achievement, and certificated staff to lead small group instruction were areas identified as resource inequalities to address. Lindbergh teachers have incorporated Targeted Reading Intervention and strategic learning groups throughout the school day.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.16%	0%	0.18%	1	0	1
African American	6.21%	7.17%	6.25%	38	42	35
Asian	0.16%	0.51%	0.18%	1	3	1
Filipino	%	0%	%		0	
Hispanic/Latino	90.85%	90.44%	91.96%	556	530	515
Pacific Islander	1.63%	1.19%	0.71%	10	7	4
White	0.65%	0.51%	0.54%	4	3	3
Multiple/No Response	0.33%	0.17%	0.18%	2	1	1
	<b>Total Enrollment</b>			612	586	560

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	83	116	66
Grade 1	101	60	76
Grade 2	80	91	66
Grade 3	84	74	96
Grade 4	89	80	78
Grade 5	90	80	78
Grade 6	85	85	80
<b>Total Enrollment</b>	612	586	560

### Data Trends:

1. The total enrollment rates indicate a decline in enrollment. The enrollment from 2021-2022 and 2023-2024 decreased by 52 students.
2. The number of students in every grade level decreased from 2021-2022 to 2022-2023, with the exception of Kindergarten.
3. The Hispanic/Latino subgroup enrollment has remained steady as the highest percentage of student enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	248	200	206	37.70%	40.5%	36.8%
Fluent English Proficient (FEP)	98	86	86	18.60%	16.0%	15.4%
Reclassified Fluent English Proficient (RFEP)	66	61	56	10.8%	10.4%	10%

### Data Trends:

1. English Learners constituted a significant percentage of our student population (36.8% in 2023-2024).
2. Students identified as Fluent English Proficient constituted 15.4% of our student population in 2023-2024.
3. The data indicates English Learner enrollment decreased between 2022-2023 and 2023-2024.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	81	75	89	78	72	87	78	72	87	96.3	96.0	97.8
Grade 4	82	71	75	81	71	74	81	71	74	98.8	100.0	98.7
Grade 5	82	75	71	81	75	69	81	75	69	98.8	100.0	97.2
Grade 6	84	75	73	83	72	72	83	72	72	98.8	96.0	98.6
All Grades	329	296	308	323	290	302	323	290	302	98.2	98.0	98.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2379.	2351.	2391.	15.38	9.72	12.64	15.38	12.50	29.89	28.21	26.39	18.39	41.03	51.39	39.08
Grade 4	2413.	2417.	2388.	9.88	14.08	10.81	16.05	22.54	13.51	22.22	18.31	13.51	51.85	45.07	62.16
Grade 5	2455.	2473.	2455.	4.94	13.33	13.04	27.16	28.00	30.43	24.69	20.00	11.59	43.21	38.67	44.93
Grade 6	2465.	2469.	2473.	2.41	1.39	5.56	24.10	29.17	25.00	24.10	23.61	30.56	49.40	45.83	38.89
All Grades	N/A	N/A	N/A	8.05	9.66	10.60	20.74	23.10	24.83	24.77	22.07	18.54	46.44	45.17	46.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.54	8.33	9.20	65.38	52.78	60.92	23.08	38.89	29.89
Grade 4	6.17	14.08	4.05	60.49	53.52	56.76	33.33	32.39	39.19
Grade 5	11.11	9.33	4.35	62.96	65.33	68.12	25.93	25.33	27.54
Grade 6	8.43	1.39	8.33	50.60	58.33	50.00	40.96	40.28	41.67
All Grades	9.29	8.28	6.62	59.75	57.59	58.94	30.96	34.14	34.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	4.17	8.05	52.56	40.28	54.02	39.74	55.56	37.93
Grade 4	3.70	9.86	4.05	54.32	42.25	39.19	41.98	47.89	56.76
Grade 5	4.94	9.33	11.59	58.02	61.33	47.83	37.04	29.33	40.58
Grade 6	3.61	4.17	6.94	37.35	50.00	41.67	59.04	45.83	51.39
All Grades	4.95	6.90	7.62	50.46	48.62	46.03	44.58	44.48	46.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.54	4.17	4.60	69.23	72.22	77.01	19.23	23.61	18.39
Grade 4	7.41	7.04	8.11	66.67	69.01	59.46	25.93	23.94	32.43
Grade 5	4.94	16.00	7.25	77.78	62.67	65.22	17.28	21.33	27.54
Grade 6	13.25	4.17	4.17	61.45	88.89	66.67	25.30	6.94	29.17
All Grades	9.29	7.93	5.96	68.73	73.10	67.55	21.98	18.97	26.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.26	8.33	14.94	53.85	58.33	58.62	35.90	33.33	26.44
Grade 4	6.17	9.86	5.41	67.90	64.79	66.22	25.93	25.35	28.38
Grade 5	7.41	10.67	13.04	56.79	69.33	56.52	35.80	20.00	30.43
Grade 6	12.05	12.50	15.28	60.24	62.50	61.11	27.71	25.00	23.61
All Grades	8.98	10.34	12.25	59.75	63.79	60.60	31.27	25.86	27.15

**Data Trends:**

1. The percentage of students meeting or exceeding standards has seen some changes. In grade 4 there was a slight decline in students exceeding standards from 14.08% (22-23) to 10.81% (23-24), and there was also a slight decline in 4th graders meeting standards from 22.54% (22-23) to 13.51% (23-24).
2. Across all grades, there is a slight decrease in the percentage of students not meeting standards for Grade 3 and Grade 6, indicating improvement. For example, Grade 3 decreased from 51.39% (22-23) to 39.08% (23-24). Grade 6 decreased from 45.83% (22-23) to 38.89% (23-24).
3. The percentage of enrolled students tested is consistently high, ranging between 96% to 100%, showing strong participation.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	81	75	89	75	74	89	75	74	89	92.6	98.7	100
Grade 4	82	71	75	79	71	75	79	71	75	96.3	100.0	100
Grade 5	82	75	71	81	75	70	81	75	70	98.8	100.0	98.6
Grade 6	84	75	73	83	74	72	82	74	72	98.8	98.7	98.6
All Grades	329	296	308	318	294	306	317	294	306	96.7	99.3	99.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2392.	2371.	2393.	8.00	2.70	12.36	25.33	16.22	23.60	21.33	29.73	19.10	45.33	51.35	44.94
Grade 4	2430.	2442.	2427.	7.59	9.86	4.00	20.25	25.35	26.67	29.11	30.99	29.33	43.04	33.80	40.00
Grade 5	2436.	2454.	2449.	3.70	4.00	7.14	11.11	13.33	14.29	24.69	36.00	24.29	60.49	46.67	54.29
Grade 6	2444.	2447.	2460.	4.88	6.76	6.94	7.32	5.41	18.06	26.83	27.03	22.22	60.98	60.81	52.78
All Grades	N/A	N/A	N/A	5.99	5.78	7.84	15.77	14.97	20.92	25.55	30.95	23.53	52.68	48.30	47.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	5.41	14.61	46.67	41.89	35.96	46.67	52.70	49.44
Grade 4	6.33	11.27	6.67	45.57	43.66	46.67	48.10	45.07	46.67
Grade 5	2.47	6.67	10.00	44.44	48.00	38.57	53.09	45.33	51.43
Grade 6	3.66	1.35	5.56	41.46	41.89	41.67	54.88	56.76	52.78
All Grades	4.73	6.12	9.48	44.48	43.88	40.52	50.79	50.00	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	5.41	11.24	66.67	52.70	53.93	26.67	41.89	34.83
Grade 4	7.59	7.04	4.00	50.63	60.56	62.67	41.77	32.39	33.33
Grade 5	3.70	4.00	7.14	48.15	68.00	55.71	48.15	28.00	37.14
Grade 6	4.88	1.35	6.94	57.32	60.81	55.56	37.80	37.84	37.50
All Grades	5.68	4.42	7.52	55.52	60.54	56.86	38.80	35.03	35.62

**Data Trends:**

1. In 2023-2024, 28.81% of students Met or Exceeded Standards in Mathematics which represents a 8.06% increase from 2022-2023.
2. Problem Solving and Communicating Reasoning continue to be areas of difficulty for our students.
3. The analysis of trends in communicating math reasoning, focusing on demonstrating the ability to support mathematical conclusions, reveals mixed performance across grades from 2022–23 to 2023–24. While Grade 3, Grade 5, and Grade 6 showed improvement in the "% Above Standard" category, Grades 4 experienced fluctuations or declines.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1402.5	1374.5	1404.7	1411.0	1379.9	1398.3	1382.6	1361.7	1419.3	32	40	30
<b>1</b>	1425.6	1415.7	1428.6	1437.0	1419.5	1434.8	1413.9	1411.6	1421.9	44	23	28
<b>2</b>	1455.2	1454.3	1455.8	1461.7	1460.0	1470.2	1448.2	1448.3	1440.9	40	42	25
<b>3</b>	1487.9	1470.6	1473.0	1483.7	1456.4	1461.5	1491.6	1484.2	1484.0	36	37	37
<b>4</b>	1509.0	1498.6	1506.9	1512.2	1493.4	1509.3	1505.4	1503.1	1504.1	37	28	33
<b>5</b>	1516.3	1546.2	1531.9	1514.9	1547.3	1526.4	1517.1	1544.7	1537.0	30	27	24
<b>6</b>	1488.3	1521.6	1513.8	1491.9	1515.2	1517.8	1484.4	1527.6	1509.7	14	25	19
<b>All Grades</b>										233	222	196

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	7.50	16.67	28.13	22.50	33.33	40.63	35.00	20.00	18.75	35.00	30.00	32	40	30
<b>1</b>	2.27	0.00	0.00	27.27	21.74	17.86	45.45	47.83	60.71	25.00	30.43	21.43	44	23	28
<b>2</b>	5.00	9.52	12.00	30.00	40.48	36.00	52.50	33.33	28.00	12.50	16.67	24.00	40	42	25
<b>3</b>	16.67	5.41	8.11	33.33	32.43	40.54	30.56	32.43	29.73	19.44	29.73	21.62	36	37	37
<b>4</b>	18.92	7.14	28.13	37.84	42.86	31.25	37.84	28.57	25.00	5.41	21.43	15.63	37	28	32
<b>5</b>	16.67	33.33	33.33	36.67	33.33	37.50	36.67	29.63	20.83	10.00	3.70	8.33	30	27	24
<b>6</b>	0.00	20.00	10.53	14.29	40.00	57.89	50.00	24.00	15.79	35.71	16.00	15.79	14	25	19
<b>All Grades</b>	10.73	11.26	15.38	30.90	33.33	35.38	41.63	32.88	29.23	16.74	22.52	20.00	233	222	195

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	10.00	6.67	37.50	22.50	36.67	31.25	32.50	23.33	18.75	35.00	33.33	32	40	30
<b>1</b>	22.73	4.35	3.57	20.45	39.13	32.14	40.91	34.78	46.43	15.91	21.74	17.86	44	23	28
<b>2</b>	22.50	28.57	32.00	25.00	33.33	36.00	42.50	21.43	16.00	10.00	16.67	16.00	40	42	25
<b>3</b>	30.56	18.92	29.73	22.22	21.62	27.03	33.33	21.62	18.92	13.89	37.84	24.32	36	37	37
<b>4</b>	32.43	17.86	53.13	40.54	39.29	25.00	21.62	32.14	6.25	5.41	10.71	15.63	37	28	32
<b>5</b>	30.00	55.56	54.17	53.33	37.04	29.17	6.67	3.70	8.33	10.00	3.70	8.33	30	27	24
<b>6</b>	7.14	40.00	42.11	71.43	36.00	42.11	14.29	8.00	5.26	7.14	16.00	10.53	14	25	19
<b>All Grades</b>	24.03	24.32	30.77	34.33	31.53	31.79	29.61	22.52	18.46	12.02	21.62	18.97	233	222	195

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	15.63	12.50	16.67	71.88	47.50	46.67	12.50	40.00	36.67	32	40	30
<b>1</b>	36.36	39.13	28.57	52.27	43.48	57.14	11.36	17.39	14.29	44	23	28
<b>2</b>	15.00	38.10	32.00	80.00	52.38	48.00	5.00	9.52	20.00	40	42	25
<b>3</b>	30.56	29.73	21.62	58.33	51.35	56.76	11.11	18.92	21.62	36	37	37
<b>4</b>	56.76	50.00	53.13	43.24	39.29	37.50	0.00	10.71	9.38	37	28	32
<b>5</b>	26.67	59.26	25.00	60.00	37.04	62.50	13.33	3.70	12.50	30	27	24
<b>6</b>	7.14	36.00	15.79	64.29	52.00	68.42	28.57	12.00	15.79	14	25	19
<b>All Grades</b>	29.18	36.04	28.21	60.94	46.85	52.82	9.87	17.12	18.97	233	222	195

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.38	7.50	20.00	56.25	55.00	50.00	34.38	37.50	30.00	32	40	30
<b>1</b>	18.18	4.35	0.00	47.73	56.52	53.57	34.09	39.13	46.43	44	23	28
<b>2</b>	27.50	33.33	40.00	47.50	47.62	44.00	25.00	19.05	16.00	40	42	25
<b>3</b>	44.44	13.51	27.03	25.00	35.14	40.54	30.56	51.35	32.43	36	37	37
<b>4</b>	34.29	10.71	56.25	51.43	60.71	18.75	14.29	28.57	25.00	35	28	32
<b>5</b>	56.67	73.08	62.50	26.67	23.08	25.00	16.67	3.85	12.50	30	26	24
<b>6</b>	28.57	44.00	63.16	64.29	40.00	26.32	7.14	16.00	10.53	14	25	19
<b>All Grades</b>	30.74	25.34	36.41	44.16	45.70	37.44	25.11	28.96	26.15	231	221	195

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.38	7.50	30.00	56.25	70.00	53.33	34.38	22.50	16.67	32	40	30
<b>1</b>	4.55	0.00	0.00	50.00	60.87	64.29	45.45	39.13	35.71	44	23	28
<b>2</b>	5.00	7.14	0.00	67.50	61.90	64.00	27.50	30.95	36.00	40	42	25
<b>3</b>	5.56	2.70	2.70	63.89	56.76	62.16	30.56	40.54	35.14	36	37	37
<b>4</b>	5.71	11.11	18.75	62.86	55.56	56.25	31.43	33.33	25.00	35	27	32
<b>5</b>	14.81	18.52	20.83	48.15	62.96	54.17	37.04	18.52	25.00	27	27	24
<b>6</b>	0.00	8.00	10.53	28.57	52.00	31.58	71.43	40.00	57.89	14	25	19
<b>All Grades</b>	6.58	7.69	11.79	56.58	60.63	56.41	36.84	31.67	31.79	228	221	195

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.88	12.50	26.67	59.38	67.50	50.00	18.75	20.00	23.33	32	40	30
<b>1</b>	2.38	0.00	0.00	61.90	60.87	62.96	35.71	39.13	37.04	42	23	27
<b>2</b>	7.50	17.07	12.00	52.50	63.41	52.00	40.00	19.51	36.00	40	41	25
<b>3</b>	11.76	16.22	8.11	76.47	59.46	81.08	11.76	24.32	10.81	34	37	37
<b>4</b>	8.33	14.29	12.50	75.00	67.86	65.63	16.67	17.86	21.88	36	28	32
<b>5</b>	24.14	24.00	29.17	55.17	60.00	54.17	20.69	16.00	16.67	29	25	24
<b>6</b>	0.00	4.17	5.26	66.67	87.50	84.21	33.33	8.33	10.53	12	24	19
<b>All Grades</b>	11.11	13.30	13.40	63.56	66.06	64.43	25.33	20.64	22.16	225	218	194

**Data Trends:**

1. The percentage of students performing at Level 4 on the ELPAC Overall Language assessment increased from 11.26% (2022-2023) to 15.38% (2022-2023).
2. The data indicates an increase in the number of students scoring at the "well-developed" level in the Speaking Domain. Specifically, the percentage of students achieving a well-developed score rose by 11.07% from 2022-2023 to 2023-2024, with scores increasing from 25.41% in 2022-2023 to 44.16% in 2023-2024.
3. The data indicates our English Learners continue to have difficulty with the Writing Domain, 86.70% scored Beginning or Somewhat/Moderately on the ELPAC test.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
560	99.8%	36.8%	1.1%
Total Number of Students enrolled in Lindbergh Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	36.8%
Foster Youth	6	1.1%
Homeless	21	3.8%
Socioeconomically Disadvantaged	559	99.8%
Students with Disabilities	59	10.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	6.3%
American Indian	1	0.2%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	515	92%
Two or More Races	1	0.2%
Pacific Islander	4	0.7%
White	3	0.5%

### Conclusions based on this data:

1. Enrollment data reveals that Hispanic students represent the largest demographic population within our student body. Notably, 36.8% of these students are identified as English Language Learners (ELLs).

2. The enrollment data reveals a significant concern regarding socioeconomic disparities, as an overwhelming 99.8% of our students are identified as socioeconomically disadvantaged.
3. According to enrollment data, 10.5% of Lindbergh's student body consists of students with disabilities. This statistic highlights the importance of inclusivity and the need for tailored support services within the educational environment.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. The Overall Academic Performance data indicates Lindbergh scored "Orange" in English Language Arts, "Yellow" in Mathematics, and "Green" in English Language Progress.
2. The Overall Performance data indicates Lindbergh scored "Orange" in the Suspension Rate.
3. The Overall Performance data indicates Lindbergh scored "Yellow" in the Chronic Absenteeism.



# School and Student Performance Data

## Academic Performance English Language Arts

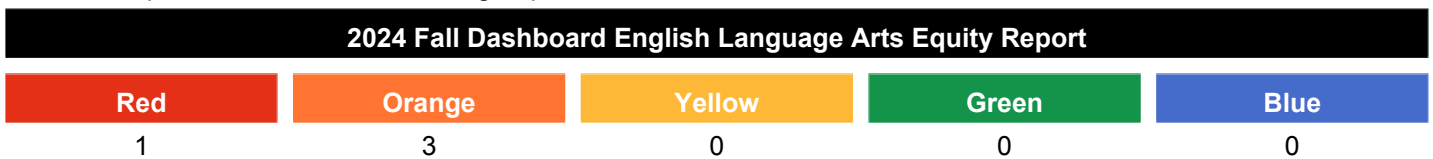
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>55.9 points below standard</p> <p>Declined 4.8 points</p> <p>309 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>64.2 points below standard</p> <p>Maintained 1.7 points</p> <p>150 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>74.1 points below standard</p> <p>Increased 3.7 points</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>55.9 points below standard</p> <p>Declined 4.0 points</p> <p>309 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>109.1 points below standard</p> <p>Declined 17.5 points</p> <p>51 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>77.7 points below standard</p> <p>Declined 3.1 points</p> <p>23 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>54.9 points below standard</p> <p>Declined 4.7 points</p> <p>278 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

**Conclusions based on this data:**

1. Most student subgroups performed in the orange performance level which is below standard, most of which were significantly below (50+ points).
2. Our English Learners are currently performing 64.2 points below the established academic standard, highlighting a significant deficit in their academic performance. This gap underscores the need for targeted support and interventions to help them achieve their full potential.
3. Students with disabilities scored 109.1 points below the standard, marking our largest academic performance deficit.

# School and Student Performance Data

## Academic Performance Mathematics

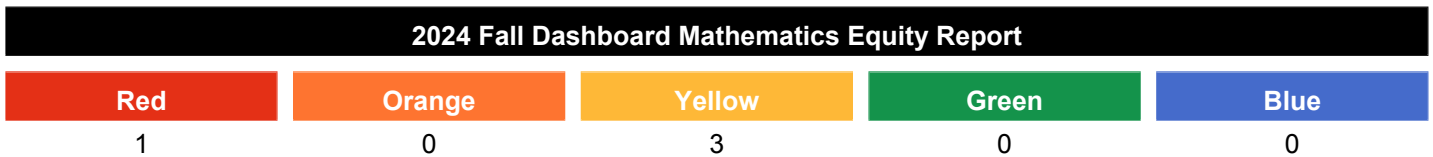
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



















Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>64.2 points below standard</td> </tr> <tr> <td>Increased 3.7 points</td> </tr> <tr> <td>310 Students</td> </tr> </tbody> </table>	All Students	 Yellow	64.2 points below standard	Increased 3.7 points	310 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>70.0 points below standard</td> </tr> <tr> <td>Increased 9.0 points</td> </tr> <tr> <td>151 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	70.0 points below standard	Increased 9.0 points	151 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	Less than 11 Students	1 Student
All Students																
 Yellow																
64.2 points below standard																
Increased 3.7 points																
310 Students																
English Learners																
 Yellow																
70.0 points below standard																
Increased 9.0 points																
151 Students																
Long-Term English Learners																
 No Performance Color																
Less than 11 Students																
1 Student																
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>6 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	Less than 11 Students	6 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>98.1 points below standard</td> </tr> <tr> <td>Declined 11.5 points</td> </tr> <tr> <td>15 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	98.1 points below standard	Declined 11.5 points	15 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>64.2 points below standard</td> </tr> <tr> <td>Increased 3.9 points</td> </tr> <tr> <td>310 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	64.2 points below standard	Increased 3.9 points	310 Students
Foster Youth																
 No Performance Color																
Less than 11 Students																
6 Students																
Homeless																
 No Performance Color																
98.1 points below standard																
Declined 11.5 points																
15 Students																
Socioeconomically Disadvantaged																
 Yellow																
64.2 points below standard																
Increased 3.9 points																
310 Students																

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>112.0 points below standard</p> <p>Declined 7.9 points</p> <p>52 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>81.4 points below standard</p> <p>Increased 15.3 points</p> <p>23 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>63.0 points below standard</p> <p>Increased 3.0 points</p> <p>279 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

**Conclusions based on this data:**

1. The data indicates that all our subgroups are performing below grade level. They either scored in the yellow or red performance level.
2. Students with disabilities are encountering considerable challenges in their academic performance, scoring an average of 112 points below the standard set for all other student groups.
3. English Learners and Socioeconomically Disadvantaged subgroups showed improvement in their performance.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 49.7% making progress. Number Students: 165 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 19.4%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 29.1%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 48.5%

### Conclusions based on this data:

- The data indicates 165 English Learners (49.7%) are making progress towards English Proficiency.
- The data indicates 48.5% of our English Learners (33%) progressed to at least one ELPI levels.
- The data indicates 29.1% of our English Learners maintained their ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>43.5% Chronically Absent</p> <p>Declined 4.8</p> <p>589 Students</p>	<p><b>English Learners</b></p>  Orange <p>42.3% Chronically Absent</p> <p>Declined 2.1</p> <p>227 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>61.9% Chronically Absent</p> <p>Declined 13.1</p> <p>21 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>43.4% Chronically Absent</p> <p>Declined 5.4</p> <p>585 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>44.9% Chronically Absent</p> <p>Declined 11.6</p> <p>78 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>43.2% Chronically Absent</p> <p>Declined 9</p> <p>37 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>43.4% Chronically Absent</p> <p>Declined 4.6</p> <p>542 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities and African American students continue to have significant chronic absenteeism (43.4% and 43.2% respectively).
2. Data shows that 43.5% of the student population has been chronically absent this academic year, reflecting a decline of 4.8%.
3. Overall, most student subgroups experienced a declined in chronic absenteeism as compared to the previous year.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

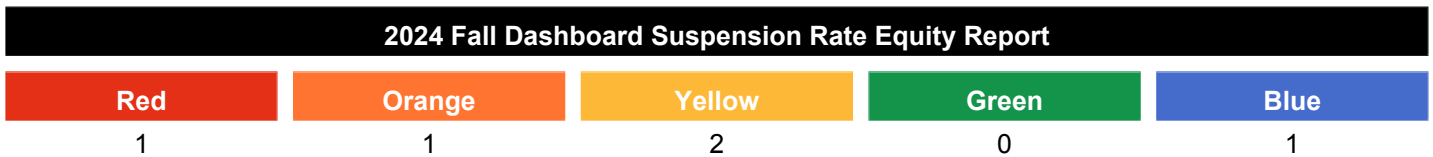
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.8%</p> <p>607 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.5%</p> <p>233 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.8%</p> <p>598 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>79 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>7.7% suspended at least one day</p> <p>Increased 5.5%</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.5%</p> <p>556 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

**Conclusions based on this data:**

1. The data indicates there was a slight increase in overall suspensions (0.8%).
2. Students with disabilities and those who are homeless had a 0% suspension rate, thereby maintaining their suspension rate.
3. Our African American student subgroup had the highest rate of suspensions (5.5%).



Equity, Access, and Instructional Services Department  
**2024-2025 School Site Council  
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO  
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?  
 ¿Cómo está logrando nuestra escuela las metas del programa del Plan  
 Escolar?

**Data Sources/Fuentes de Datos**

CAASPP.org
CDE.gov
Dataquest.org

**Progress in Academic Areas - Math**  
**Progreso en las Áreas Académicas - Matemáticas**

<b>Achievement Progress (SBAC)</b> <b>Progreso del Rendimiento Académico (SBAC)</b>		<b>Important Issues to Address the School Plan for Student Achievement (SPSA)</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar )</b>
<b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  School-wide 2023-2024 Math Target: 29% All students meeting or exceeding standard: 20.75% 3rd Grade: 18.92% 4th Grade: 35.21% 5th Grade: 17.33% 6th Grade: 12.17% English Learners: 10.25% Socioeconomically Disadvantaged: 13.43% Students with Disabilities: 10.34% Hispanics: 21.56%	<b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  2023-2024 All students nearly meeting or not meeting standard: 79.25 % 3rd Grade: 81.26% 4th Grade: 64.79% 5th Grade: 82.67% 6th Grade: 87.84% English Learners: 89.74% Socioeconomically Disadvantaged: 86.56% Students with Disabilities: 89.66%	<ul style="list-style-type: none"> <li>-Academic math interventions (before/after school, Saturday School, etc.)</li> <li>-Math Tutoring (Online, In-person)</li> <li>-Support for students who are struggling with new concepts</li> <li>-Professional development opportunities for all educational partners (i.e. struggling students, EL specific, etc.)</li> <li>-Smaller class size</li> <li>-Math workbooks that provide additional problem sets</li> <li>-Incentives to encourage students</li> <li>-Rallies and achievement</li> <li>-Adaptive math computer programs</li> <li>-Math Clubs</li> <li>-Math Family Nights</li> <li>-Math Parent Workshops</li> <li>-Additional instructional time</li> </ul>

African American: 5.26%	Hispanics: 78.44% African American: 94.73%	
-------------------------	---	--

**Progress in Academic Areas – ELA**  
**Progreso en las Áreas Académicas-Inglés**

<b>Achievement Progress (SBAC)</b> <b>Constancia del Progreso (SBAC)</b>		<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar )</b>
<p><b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>School-wide 2023-2024 ELA Target: 39% All students meeting or exceeding standard: 32.76% 3rd Grade: 22.22 % 4th Grade: 36.62% 5th Grade: 41.33% 6th Grade: 30.56% English Learners: 15.79% Socioeconomically Disadvantaged: 30.31% Students with Disabilities: 13.79% Hispanics: 32.83% African American: 26.32%</p>	<p><b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>2023-2024 All students nearly meeting or not meeting standard: 67.24% 3rd Grade: 77.78% 4th Grade: 63.38% 5th Grade: 58.67% 6th Grade: 69.44% English Learners: 84.21% Socioeconomically Disadvantaged: 69.70% Students with Disabilities: 86.20 % Hispanics: 67.17% African American: 73.69%</p>	<ul style="list-style-type: none"> <li>-Academic ELA interventions (before/after school, Saturday School, etc.)</li> <li>-ELA Tutoring (Online, In-person)</li> <li>-Support for students who are struggling with new concepts</li> <li>-Book / Reading Clubs               <ul style="list-style-type: none"> <li>• Professional development opportunities for all educational partners (i.e. struggling students, EL specific, etc.)</li> </ul> </li> <li>-More one-on-one support of small group support from teachers</li> <li>-Increase implementation of Integrated ELD in ELA</li> <li>-Clubs focused on language acquisition</li> <li>-Family Literacy Activities</li> <li>-Library activities to promote literacy</li> </ul>

**Achievement in English Language Proficiency**  
**Lograr un Nivel Competente en Inglés**

<b>Achievement Progress (ELPAC/Reclassification)</b> <b>Constancia del Progreso (ELPAC/Reclasificación)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific goal(s)/ Escribir metas específicas)</b>																		
<p>The percentage of English learners in each language level based on the ELPAC assessment:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">2020-2021</td> <td style="width: 33%;">2021-2022</td> <td style="width: 33%;">2022-2023</td> </tr> <tr> <td>2023-2024</td> <td></td> <td></td> </tr> <tr> <td>Level 1</td> <td>31.1%</td> <td>16.7%</td> </tr> <tr> <td></td> <td>20%</td> <td></td> </tr> <tr> <td>Level 2</td> <td>37.0%</td> <td>41.6%</td> </tr> <tr> <td></td> <td>29.2%</td> <td></td> </tr> </table>	2020-2021	2021-2022	2022-2023	2023-2024			Level 1	31.1%	16.7%		20%		Level 2	37.0%	41.6%		29.2%		<ul style="list-style-type: none"> <li>-Provide teachers with more resources, focused instruction, differentiated</li> <li>-Professional Development/Training for teachers</li> <li>-Students should be provided with more one-on-one tutoring opportunities.</li> <li>-Students should be provided with academic support outside of their regular class time (i.e. after/before school, Saturdays, summer, etc).</li> <li>-Tutors or Assistants to support EL students</li> <li>-Monitor Success</li> <li>-Professional Development/Training for teachers</li> </ul>
2020-2021	2021-2022	2022-2023																	
2023-2024																			
Level 1	31.1%	16.7%																	
	20%																		
Level 2	37.0%	41.6%																	
	29.2%																		

Level 3 33.3%	25.5% 35.4%	30.9%	<ul style="list-style-type: none"> <li>-Intervention programs (before/after school, during lunch, Saturday School, etc.)</li> <li>-EL Committee</li> <li>-EL Coordinator</li> <li>-Incentives to motivate/encourage students to pass the ELPAC</li> <li>-Teacher should use visuals to enhance understanding, more time for practicing reading, writing, and speaking in English, and support similar to that provided for students with special needs</li> <li>-Parents would like parent workshops for testing strategies</li> </ul>
Level 4 11.2%	6.3% 15.4%	10.7%	
The number of English Learners who met the criteria for reclassification.			
Year	# RFEP		
2023-2024	56		
2022-2023	30		
2021-2022	24		

**School Programs**  
*Programas de la Escuela*

<b>Meeting District Program Goals</b> <b>Cumplimiento de las Metas del Programa del Distrito</b> <b>(Specific Examples of Programs Funded Through Categorical Funds)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
PBIS Weekly and Monthly Reward Think Together after-school program Think Together Football Leadership Academy P.S. Arts Program P.S. Arts Music Program P.S. Arts Theater Program Conga Dance Kids (5th Grade) Intervention Programs (Intervention for English Learners/Title I ELA and Math Interventions) Track and Field Second Step SEL program SEL Specialist on Campus School Counselors (through recommendation) Let's Go Learn	<ul style="list-style-type: none"> <li>-Providing more intervention programs for all our Tier II and Tier III intervention programs.</li> <li>-Providing more opportunities for teachers to collaborate and plan together.</li> <li>-Provide clubs (i.e. book, math, stem, etc.)</li> <li>-More student recognition for student achievement</li> <li>-Parent education opportunities that promote the home-school connection which supports the social-emotional learning of students</li> <li>-School-wide academic competitions</li> </ul>

<b>College Readiness/ preparación para la universidad</b> <b>(Qualitative Measure/Medidas cualitativas)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
N/A	

**Also, How is Our School Meeting Your Needs as Parents?**  
**¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?**

<b>Evidence of Progress</b> <b>Constancia del Progreso</b> <b>(Qualitative Measure/Medidas cualitativas)</b>	<b>Important Issues to Address</b> <b>Temas Importantes que Discutir</b>

Based on the Family Survey families 98% of the families felt welcomed at Lindbergh.	Families would like to have family nights with math and ELA activities such as Math Night, Literacy Night, Family Stem activities.
According to the Family Survey, 100% of the families surveyed stated they are in good working relationship with their child's teacher.	Parents would like more informational meeting about state test (ELPAC and SBAC) and strategies to help their child met or exceed standards. Parents would like more information about how students are tested on ELPAC and how they can their child reclassify. They would also like expert guest speakers.
According to the Family Survey, 97.5% of the families surveyed stated the school has effective forms of school-to-home communication.	Provide education opportunities that promote the home-school connection which supports the social emotional learning of students.

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 1

Lindbergh Elementary School will increase proficiency on the Smarter Balanced Assessment Consortium (SBAC) / Common Core State Standards (CCSS) annual assessment in English Language Arts. All students and student subgroups (i.e. African American students, Students With Disabilities, English Learners, and Foster Youth) will meet the targets outlined below.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment Schoolwide	2024 Smart Goal Target: 36%	2024 School Wide SBAC 37.76% Meeting Standard or Above
SBAC Assessment African American Students	2024 Smart Goal Target: 31.32%	21.74% Meeting Standard or Above
SBAC Assessment Hispanic Students	2024 Smart Goal Target: 37.83%	36.9% Meeting Standard or Above
SBAC Assessment Socio-Economically Disadvantaged Students	2024 Smart Goal Target: 35.31%	35.43% Meeting Standard or Above
SBAC Assessment Students With Disabilities	2024 Smart Goal Target: 18.79%	12.12% Meeting Standard or Above
SBAC Assessment English Learners	2024 Smart Goal Target: 20.79%	23.14% Meeting Standard or Above

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic intervention, support, and enrichment in ELA: To help mitigate the learning loss and provide students with extended learning opportunities, Lindbergh will offer supplemental intervention and extended learning opportunities for all students who are struggling academically in English Language Arts and/or have a D or below and/or score intensive or strategic on the ELA Benchmark assessments. The intervention will implement an evidence-	Fully Implemented:	Extra duty hours for teachers and instructional lead to implement the intervention program and to administer pre/post-assessment to evaluate intervention effectiveness. Intervention will take place before school, after-school, and/or Saturday School. 1000-1999: Certificated Personnel Salaries Title I 21,250.00	Extra duty hours for teachers and instructional lead to implement the intervention program and to administer pre/post-assessment to evaluate intervention effectiveness. Intervention will take place before school, after-school, and/or Saturday School.  Title I 26,813.00
		Provide Instructional Lead with extra duty hours to gather student	Provide Instructional Lead with extra duty hours to gather student

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>based ELA curriculum to ensure accelerated achievement. Intervention classes are meant to help students with vocabulary development, writing proficiency, and reading comprehension. The ultimate goal of academic intervention is to increase academic progress in English Language Arts. Our academic intervention program would require extra duty hours for teachers.</p>		<p>data, track student progress, and provide resources for intervention. 1000-1999: Certificated Personnel Salaries Title I 5,000.00</p>	<p>data, track student progress, and provide resources for intervention.  1000-1999: Certificated Personnel Salaries 3,000.00</p>
<p>Lindbergh will provide evidence-based curriculum and materials to mitigate student loss of learning and increase student performance in English Language Arts Standards.</p>	<p>Fully Implemented:</p>	<p>Provide supplemental access to print and online materials, online programs, subscriptions, and stores to support instruction in all ELA areas (reading, writing, listening, speaking). 4000-4999: Books And Supplies Title I 10,000.00</p>	<p>Provide supplemental access to print and online materials, online programs, subscriptions, and stores to support instruction in all ELA areas (reading, writing, listening, speaking). District-provided online programs. 4000-4999: Books And Supplies 6,336.00</p>
<p>Teacher Collaboration: To help mitigate learning loss, Lindbergh will provide opportunities for teachers to plan, collaborate, and address the needs of struggling students via grade-level and/or cross-level collaboration. Collaboration will take place throughout the school year and during the summer.</p>	<p>Fully Implemented:</p>	<p>Extra duty hours for teacher collaboration to take place throughout the school year and during the summer. 1000-1999: Certificated Personnel Salaries Title I 17,150.00</p>	<p>Extra duty hours for teacher collaboration to take place throughout the school year and during the summer. 1000-1999: Certificated Personnel Salaries 10,733.00</p>
<p>Implement a literature-based curriculum that includes novels to utilize close reading strategies with our English Learner, African American, and</p>	<p>Fully Implemented</p>	<p>Provide additional novels, library books, materials, and literature-related supplies for students. 4000-4999: Books And Supplies Title I 20,133.00</p>	<p>Provide additional novels, library books, materials, and literature-related supplies for students. 1,852.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students with Disabilities student subgroups.			

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The lower-than-expected expenditures were largely due to the district covering key costs related to classroom books and online programs. This financial support allowed the school to maintain its ELA goal initiatives while spending less than initially planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation.

# Annual Review and Update

**SPSA Year Reviewed: 2024-25**

## Goal 2

Lindbergh Elementary School will increase proficiency on the Smarter balanced Assessment Consortium (SBAC) / Common Core State Standards (CCCSS) annual assessment in Mathematics. All students and student subgroups (i.e. African American students, Students With Disabilities, English Learners, and Foster Youth) will meet the targets outlined below.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment Schoolwide	2024 Smart Goal Target: 25.75%	2024 School Wide SBAC 28.76% Meeting Standard or Above
SBAC Assessment African American Students	2024 Smart Goal Target: 10.26%	21.74% Meeting Standard or Above
SBAC Assessment Hispanic Students	2024 Smart Goal Target: 26.56%	29.45% Meeting Standard or Above
SBAC Assessment Socio-Economically Disadvantaged Students	2024 Smart Goal Target: 18.43%	28.85% Meeting Standard or Above
SBAC Assessment Students With Disabilities	2024 Smart Goal Target: 15.34%	12.12% Meeting Standard or Above
SBAC Assessment English Learners	2024 Smart Goal Target: 15.25%	18.58% Meeting Standard or Above

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic Intervention/Support & Enrichment Opportunities: To help mitigate the learning loss and provide students with extended learning opportunities, Lindbergh will offer supplemental intervention and extended learning opportunities for all students who are struggling academically in Mathematics and/or have a D or below and/or score intensive or strategic on the Math Benchmark assessments. The intervention will implement an evidence-	Fully implemented:	Extra duty hours for teachers and instructional lead to implement the intervention program and to administer pre/post-assessment to evaluate intervention effectiveness. Intervention will take place before school, after-school, and/or Saturday School. 1000-1999: Certificated Personnel Salaries Title I 21,250.00	Extra duty hours for teachers and instructional lead to implement the intervention program and to administer pre/post-assessment to evaluate intervention effectiveness. Intervention will take place before school, after-school, and/or Saturday School. 14,161.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>based Math curriculum to ensure accelerated achievement. Intervention class is meant to help students with Operations and Algebraic Problem Solving, Numbers and Operations, and Measurement and Data. The ultimate goal of academic intervention is to increase academic progress in Mathematics. Our academic intervention program would require extra duty hours for teachers.</p>			
<p>Teacher Collaboration: To help mitigate learning loss, Lindbergh will provide opportunities for teachers to plan, collaborate, and address the needs of struggling students via grade-level and/or cross-level collaboration. Collaboration will take place throughout the school year and during the summer.</p>	<p>Fully Implemented:</p>	<p>Extra duty hours for teacher collaboration to take place throughout the school year and during the summer. 1000-1999: Certificated Personnel Salaries Title I 17,150.00</p>	<p>Extra duty hours for teacher collaboration to take place throughout the school year and during the summer. 6,417.00</p>
<p>Lindbergh will implement evidence-based curriculum to mitigate student loss of learning and increase student performance in the SBAC Math.</p>	<p>Partially Implemented:</p>	<p>Provide additional materials and related supplies for all students including subgroups. 4000-4999: Books And Supplies Title I 12,500.00</p>	<p>Provide additional materials and related supplies for all students including subgroups. 4,995.00</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The original budget accounted for new textbooks, software, and other instructional materials. However, the district provided funding for specific digital resources and curriculum updates, reducing the need for site-level spending.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3

English Language Learners at Lindbergh Elementary School will increase performance on the ELPAC Summative Assessment and on the SBAC ELA assessment, as outlined below.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate	2024 Reclassification Target: 12%	2024 Reclassification: 10%
ELPAC	ELPAC Level 4 Goal: 21.2%	ELPAC Level 4 Goal: 25%
SBAC	SBAC Met/Exceeding Goal: 20.79%	SBAC Met/Exceeding Goal: 23.14%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic Intervention/Support & Enrichment Opportunities: To help mitigate learning loss and provide English Learner students with extended learning opportunities, Lindbergh Elementary School will offer supplemental intervention for all English Language Learners who are struggling academically in ELA, have a grade of D or below, and/or score intensive/strategic on ELA Benchmark assessments. The focus will be on increasing proficiency in Reading, Writing, Speaking, and Listening.	Fully implemented	Extra duty hours for teachers and instructional lead to implement the EL intervention program. Intervention will take place before school, after-school, and/or Saturday School. 1000-1999: Certificated Personnel Salaries Title III 10,350.00	Extra duty hours for teachers and instructional lead to implement the EL intervention program. Intervention will take place before school, after-school, and/or Saturday School. 11,827.00
To help mitigate learning loss, Lindbergh Elementary School will hire bilingual instructional aides to provide English Learners and students in the ELD program with	Not implemented	Hire two Bilingual Instructional Aides to support English Learners and students in the ELD program. 2000-2999: Classified	Hire two Bilingual Instructional Aides to support English Learners and students in the ELD program. 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
additional academic support.		Personnel Salaries Title I 25,000.00	
Professional development opportunities, such as the CAFE Conference, will be provided for teachers and staff to help mitigate the learning loss and help with closing the achievement gap for all English Learners.	Fully Implemented	Registration fees for professional development opportunities (ie. conferences, workshops, etc) 5700-5799: Transfers Of Direct Costs Title III 1,846.00  Funds will be allocated to pay for extra duty hours and/or to provide substitutes for teachers. 1000-1999: Certificated Personnel Salaries Title I 1,680.00	Registration fees for professional development opportunities (ie. conferences, workshops, etc) 0.00  Funds will be allocated to pay for extra duty hours and/or to provide substitutes for teachers. 0.00

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The district covered the cost of professional development, eliminating the need for the school site to allocate funds for this expense. Additionally, due to a hiring freeze, the school was unable to hire a bilingual instructional aide as originally planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 4

Increase parent and family engagement at Lindbergh Elementary School, and provide parents/families an opportunity to become partners in their child's education by providing learning opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Site Council (SSC) Meetings	2023-2024: Quorum will be met at 90% of scheduled meetings	2023-2024: Quorum was met 100% of all scheduled meetings
ELPAC Meetings	2023-2024: 7 attendees (average)	2023-2024: 5 attendees (average)
Back to School Night	2023-2024: 145	2023-2024: 136
Open House	2023-2024: 125	2023-2024: 152

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Lindbergh will host Parent Nights throughout the school year (i.e. African American Parent Night, English Learner Parent Night, and Students with Disabilities Parent Night).	Fully implemented	Teachers will facilitate Parent Night events throughout the school year. 1000-1999: Certificated Personnel Salaries Title I 775.00	Teachers will facilitate Parent Night events throughout the school year. 0
		Staff will facilitate Parent Night events throughout the school year. 2000-2999: Classified Personnel Salaries Title I 925.00	Staff will facilitate Parent Night events throughout the school year. 0
		Supplemental services and supplies to facilitate the implementation of Parent Night events. 5000-5999: Services And Other Operating Expenditures Title I 1,000.00	Supplemental services and supplies to facilitate the implementation of Parent Night events. 0
Lindbergh will host family workshops on topics such as but not limited to health, education, parenting, life skills, etc.	Fully Implemented	Staff will facilitate parent workshops on topics such as education, health, etc. 1000-1999:	Staff will facilitate parent workshops on topics such as education, health, etc. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title I 775.00	
		Staff will facilitate parent workshops on topics such as education, health, etc. 2000-2999: Classified Personnel Salaries Title I 925.00	Staff will facilitate parent workshops on topics such as education, health, etc. 0
		Supplemental services and supplies to facilitate the implementation of parent workshops. 5000-5999: Services And Other Operating Expenditures Title I 1,000.00	Supplemental services and supplies to facilitate the implementation of parent workshops. 1,600.00

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our partnerships with Think Together, PS Arts, and Crossroads facilitated Parent and Family Nights and Parent Workshops, with all associated costs covered by these organizations. As a result, no school funds were used for these events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 5

All students will be educated in learning environments that are safe, conducive to learning, and build a positive school climate.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Office Discipline Referrals	2023-2024: 20	2023-2024: 10
Emergency Preparedness Drills	2023-2024: 4	2023-2024: 4
Attendance	2023-2024: 95%	2023-2024: 96%
PBIS Events	2023-2024: 10	2023-2024:10

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Lindbergh will facilitate the implementation of school-wide positive behavior expectations and the PBIS Program.	Fully Implemented	Planning Time for PBIS Coach and certificated members of the PBIS team to implement PBIS activities and the PBIS program. 1000-1999: Certificated Personnel Salaries Title I 7,000.00	Planning Time for PBIS Coach and certificated members of the PBIS team to implement PBIS activities and the PBIS program. 7,000.00
		Planning time for classified members of the PBIS team to implement PBIS activities and the PBIS program. 2000-2999: Classified Personnel Salaries Title I 2,500.00	Planning time for classified members of the PBIS team to implement PBIS activities and the PBIS program. 2,347.00
		Supplemental materials and supplies to facilitate the implementation of school-wide positive behavior expectations and the PBIS Program. 4000-4999: Books And Supplies Title I 2,500.00	Supplemental materials and supplies to facilitate the implementation of school-wide positive behavior expectations and the PBIS Program. 2,000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

See data analysis and evaluation

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The primary reason all funds were not used was that we leveraged donations and existing resources, reducing the need to purchase additional supplies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See data analysis and evaluation

## School Plan for Student Achievement: Data Analysis and Evaluation

### Overall Data Findings Based on Assessment Results (Narrative)

Overall data findings from our assessment results indicate positive growth in student performance, particularly in literacy and math. Reading comprehension scores across all grade levels showed a notable increase, with students demonstrating improved ability to analyze and synthesize information. However, the data revealed a continued need for targeted intervention in mathematics, especially for students in lower grades and specific subgroups, such as English learners and students with disabilities.

In addition to academic performance, student engagement in extracurricular activities saw a significant uptick, with increased participation in after-school enrichment programs and family engagement events. This trend suggests that our efforts to build a positive school climate and foster a sense of community are proving effective.

Despite these successes, areas for improvement remain. The data highlights the need for enhanced support in math intervention programs, as well as more consistent professional development for teachers focused on differentiated instruction. Moving forward, we plan to build on the gains made in literacy while developing a targeted action plan to address the math achievement gaps. Additionally, we aim to continue fostering family involvement by offering more resources and opportunities for engagement, ensuring that all students have the support they need to succeed

### Assessment Results:

#### **Identify ELA areas of strength:**

In English Language Arts, the school performed above the district average with 37.76% of students meeting or exceeding standards on the SBAC. Notably, 6.28% of students performed at the "above standard" level in reading, indicating strong reading comprehension skills among a portion of the student body. Additionally, 58.94% of students were near standard, showing progress toward full proficiency in reading.

#### **Identify ELA areas of need:**

There are significant areas that require attention. The performance of African American students and English learners remains a concern, with only 21.74% and 23.14% of these groups meeting the standard, respectively. Writing and research also show room for improvement, with only 7.62% of students meeting the "above standard" benchmark, and nearly half of the students (46.03%) are near standard in writing, signaling a need for more targeted support in writing skills.

#### **Identify ELD areas of strength:**

In English Language Development, the school showed strengths in oral language performance, with 30.77% of students scoring at Level 4 and 31.79% scoring at Level 3. These results suggest that a significant portion of students have developed strong oral language skills. Additionally, 35.38% of students overall scored at Level 3 on the ELPAC, demonstrating solid progress in English language proficiency.

#### **Identify ELD areas of need:**

There are clear areas of concern, particularly in written language. Only 10.77% of students scored at Level 4 in written language, and 48.72% scored at Level 2, indicating a substantial gap in writing proficiency. The performance at Level 1 (22.56%) and Level 2 (29.23%) in overall ELPAC scores further suggests that a significant number of students are struggling to reach the desired language proficiency levels.

**Identify Math areas of strength:**

In mathematics, the school performed slightly above the district average, with 28.76% of students meeting or exceeding standards on the SBAC. Notably, 11.44% of students performed at the "above standard" level in concepts and procedures, and 42.81% were near standard, indicating a solid foundation in these areas. Additionally, 40.52% of students were near standard in problem solving and modeling & data analysis, suggesting strengths in these problem-solving areas.

**Identify Math areas of need:**

There continues to be significant gaps in performance, particularly for African American students and English learners, with only 21.74% and 18.58% of these groups meeting the standard, respectively. In all areas, performance is lower in the "above standard" category, especially in communicating reasoning, where only 7.52% of students are at the "above standard" level. This highlights a need for improved student understanding and articulation of mathematical reasoning.

School: Lindbergh Elementary School

**2024-2025 Activities/interventions**

<b>2024-2025 ACTIVITIES/INTERVENTIONS</b>	<b>CONTENT AREA</b>	<b>EVALUATION DATA SOURCE</b>	<b>EVALUATION DATA PRE</b>	<b>EVALUATION DATA POST</b>	<b>Implementation Status and Comments Fully, Partially or Not Implemented</b>
Before/After School Intervention Program	ELA	SBAC	SBAC/District Benchmark	SBAC/District Benchmark	Fully
Before/After School Intervention Program	Math	SBAC	SBAC/ SWUN Math Benchmark	SWUN Math Benchmark	Fully
Summit K12	EL	ELPAC	Summit K12	Summit K12	Fully
Family Workshops	ELA/Math/SEL	Attendance Records	ODRs/Aeries	ODRs/Aeries	Partially

**2025-2026 Next Steps (narrative)**

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

<p><b>What 2024-2025 actions/interventions worked?</b></p> <p>Before and after-school interventions worked to varying degrees in addressing students' academic needs. These interventions provided additional instructional time for students, allowing for more targeted support in areas such as reading, writing, and math. Students who participated in these sessions showed improvement in their academic performance, particularly in areas where they had previously struggled. While some students made significant progress, others benefitted to a lesser extent, highlighting the need for more tailored approaches in future interventions. Overall, the before and after-school interventions contributed positively to student achievement, but additional focus on individualized strategies may be needed to maximize their impact.</p>
<p><b>What 2024-2025 actions/interventions will you keep for 2025-2026?</b></p> <p>We will continue to keep before and after school interventions as a key strategy to support student achievement. These sessions have proven effective in providing additional instructional time and targeted support in areas like reading, writing, and math. Based on their success, we will expand these opportunities and incorporate more personalized approaches to address individual learning needs. The continued focus on before and after school interventions will help ensure that all students receive the support they need to make academic progress and close achievement gaps.</p>
<p><b>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?</b></p> <p>To ensure more accelerated achievement in 2025-2026, the before and after school interventions need to be modified to be more tailored to individual student needs. While these interventions provided valuable support, a more personalized approach will be necessary to address specific gaps in student learning. This can be achieved by incorporating substitutes to push-in or pull-out students for small group interventions, allowing for more focused attention and targeted instruction. By refining the interventions to meet the unique needs of each student and providing additional support through substitutes, we can accelerate student progress and achieve stronger academic outcomes.</p>
<p><b>What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?</b></p> <p>At this time, we do not plan to eliminate any of our programs. Instead, we will focus on enhancing the intervention programs to ensure they are more targeted and accessible for all students who require Tier 3 interventions.</p>

Our goal is to tailor these programs to meet the specific needs of each student, providing them with the support necessary to succeed. By streamlining our approach, we aim to create a more effective framework that not only addresses the challenges faced by our students but also promotes their overall growth and development.

Additionally, we will invest in professional development for our staff to equip them with the tools and strategies needed to implement these focused interventions effectively. Collaboration among teachers, specialists, and support staff will be encouraged to foster a holistic approach to student support.

We believe that by prioritizing accessibility and focus in our intervention programs, we can create a more inclusive environment where every student has the opportunity to thrive. As we move forward, we will keep the lines of communication open and remain committed to adapting our strategies based on the evolving needs of our student population.

**What new interventions will you implement in 2025-2026 as a result?**

In 2025-2026, we plan to implement a series of enrichment clubs to foster a love of learning and enhance student engagement. These clubs will include a journalism club and book club to promote reading and critical thinking, as well as a math club aimed at encouraging problem-solving and collaboration among students. By providing these targeted enrichment opportunities, we can create an environment that nurtures diverse interests, builds community, and supports academic growth outside of the standard curriculum. This initiative will help students develop new skills, explore their passions, and connect with peers who share similar interests. Additionally, we will incorporate substitutes to push-in or pull-out students for small group interventions, offering more individualized support to further enhance their learning experience and ensure academic success for all students.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

Lindbergh Elementary School will increase proficiency on the Smarter Balanced Assessment Consortium (SBAC) / Common Core State Standards (CCSS) annual assessment in English Language Arts. All students and student subgroups (i.e. African American students, Students With Disabilities, English Learners, and Foster Youth) will meet the targets outlined below.

### Basis for this Goal

What data did you use to form this goal?

SBAC results from spring 2024, district benchmark assessments, data reflections protocol notes, needs assessment results, and DORA data

What were the findings from an analysis of this data? Students who exceeded or met the SBAC standards: (look at needs assessment for data)

- All Students: 32.76%
- English Learners: 15.79%
- African-American: 26.32%
- Students with Disabilities: 13.79%

How will the school evaluate the progress of this goal?

- The school will monitor student progress by reviewing the results of district-created benchmarks.
- Data will be presented and evaluated by the Leadership team, SSC, and ELAC.
- Be strategic when visiting classrooms to monitor effective instruction. Have a weekly/bi-weekly instructional focus (centers; whole-group; writing)
- Participate in data reflection sessions after each unit assessment to monitor subgroups in each grade level.
- Use pre-assessments and post-assessments data from Intervention Programs to monitor student progress.
- Provide teachers with PDs and conferences to learn about the latest researched strategies to close the achievement gap.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment Schoolwide	2024 Standards Met/Exceeded 39%	2025 Smart Goal Target: 42%

### Planned Strategies/Activities

#### Strategy/Activity 1

Academic intervention, support, and enrichment in ELA:

To help mitigate the learning loss and provide students with extended learning opportunities, Lindbergh will offer supplemental intervention and extended learning opportunities for all students who are struggling academically in English Language Arts and/or have a D or below and/or score intensive or strategic on the ELA Benchmark assessments. The intervention will implement an evidence-based ELA curriculum to ensure accelerated achievement. Intervention classes are meant to help students with vocabulary development, writing proficiency, and reading comprehension. The ultimate goal of academic intervention is to increase academic progress in English Language Arts. Our academic intervention program would require extra duty hours for teachers.

### Students to be Served by this Strategy/Activity

Student who scored 'Standard Not Met' or 'Below Standard' on the ELA SBAC.

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	24,105
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty hours for teachers and instructional lead to plan and implement an intervention program (which may include small group instruction) with an ELA focus, along with the materials needed to support this program.
<b>Amount</b>	14,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Recruit personnel (substitute teachers, etc.) to support with intervention (which may include small group instruction) with an ELA focus.
<b>Amount</b>	5,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty hours to the Instructional Lead for gathering student data, tracking progress, communicating with parents on student progress, and organizing activities to support academic achievement, while also coordinating with state and district assessment requirements.

### Strategy/Activity 2

Lindbergh will provide evidence-based curriculum and materials to mitigate student loss of learning and increase student performance in English Language Arts Standards.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

March 2025- March 2026

### Person(s) Responsible

Principal, Instructional Lead, Academic Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide supplemental access to print and online materials and programs to support instruction in all ELA areas (reading, writing, listening, speaking) including the technology needed to implement these programs (for example, Teachers Pay Teachers, supplies from Lakeshore Learning, Office Depot, Ready Common Core ELA, Readers Theater, etc.)
<b>Amount</b>	8,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide various reading opportunities for students, such as, a learning winter challenge, a library day, literacy workshops etc., to promote and support literacy, along with the materials needed to support these programs.

### Strategy/Activity 3

Teacher Collaboration and professional development:  
To help mitigate learning loss, Lindbergh will provide opportunities for teachers to plan, collaborate, and address the needs of struggling students via grade-level and/or cross-level collaboration. Collaboration will take place throughout the school year and during the summer. Teachers will also engage in professional development that supports the language arts curriculum.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Administration, Instructional Lead, Academic Coach, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty hours for teachers to provide professional development, collaboration, planning time, and materials for teachers to create standards-based lessons for students throughout the year in the areas of Reading, Writing, Grammar, Listening, and Speaking.
<b>Amount</b>	10,000
<b>Source</b>	Title I

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will have the opportunity to participate in professional development to support the language arts curriculum.

### Strategy/Activity 4

Implement a literature-based curriculum that includes novels to utilize close reading strategies with our English Learner, African American, and Students with Disabilities student subgroups.

### Students to be Served by this Strategy/Activity

All students including English Learner, African American, and Students with Disabilities student subgroups

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Teachers, and Library Media Assistant

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,133
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Enhance literacy resources by providing additional novels, library books, instructional materials, and literature-related supplies to support student engagement and comprehension. These resources will help diversify reading options, cater to different learning levels, and align with curriculum goals.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

Lindbergh Elementary School will increase proficiency on the Smarter balanced Assessment Consortium (SBAC) / Common Core State Standards (CCCSS) annual assessment in Mathematics. All students and student subgroups (i.e. African American students, Students With Disabilities, English Learners, and Foster Youth) will meet the targets outlined below.

### Basis for this Goal

What data did you use to form this goal?

SBAC results from spring 2024, district benchmark assessments, data reflections protocol notes, needs assessment results, and ADAM data

What were the findings from an analysis of this data? Students who exceeded or met the SBAC standards:

- Overall: 20.75%
- English Learners: 10.25%
- African-American: 5.26%
- Students with Disabilities: 10.34%

How will the school evaluate the progress of this goal?

- The school will monitor student progress by reviewing the results of district-created benchmarks.
- Data will be presented and evaluated by the Leadership team, SSC, and ELAC.
- Be strategic when visiting classrooms to monitor effective instruction. Have a weekly/bi-weekly instructional focus (centers; whole-group; writing)
- Participate in data reflection sessions after each unit assessment to monitor subgroups in each grade level.
- Use pre-assessments and post-assessment data from Intervention Programs to monitor student progress.
- Provide teachers with PDs and conferences to learn about the latest researched strategies to close the achievement gap.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment Schoolwide	2024 Standards Met/Exceeded: 20.75 %	2025 Smart Goal Target: 42%

### Planned Strategies/Activities

#### Strategy/Activity 1

Academic Intervention/Support & Enrichment Opportunities:

Extra duty hours for teachers to help mitigate the learning loss and provide students with extended learning opportunities, Lindbergh will offer supplemental intervention and extended learning opportunities for all students who are struggling academically in Mathematics. The intervention will implement an evidence-based Math curriculum to ensure accelerated achievement. The intervention class is meant to help students with Operations and Algebraic Problem Solving, Numbers and Operations, and Measurement and Data. The ultimate goal of academic intervention is to increase academic progress in Mathematics.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

March 2025 - March 2026

## Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty hours for teachers and instructional lead to plan and implement intervention with a Math focus to improve critical thinking in the area of math, along with the materials needed to support these programs (before school, after school, Saturdays)
<b>Amount</b>	14,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Recruit personnel (substitute teachers, etc.) to support with intervention (which may include small group instruction) with a Math focus.

## Strategy/Activity 2

Lindbergh will offer teachers opportunities for grade-level and cross-level collaboration to address the needs of struggling students and mitigate learning loss. This collaboration will occur throughout the school year and during the summer. Additionally, teachers will engage in professional development in mathematics curriculum.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

March 2025 - March 2026

## Person(s) Responsible

Principal, Instructional Lead, Academic Coach, Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	15,000.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty hours for teachers to provide professional development, collaboration, planning time, and materials for teachers to create standards-based lessons for students throughout the year in Mathematics

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will have the opportunity to participate in professional development to support the Mathematics curriculum.

### Strategy/Activity 3

Lindbergh will implement evidence-based curriculum to mitigate student loss of learning and increase student performance in the SBAC Math.

### Students to be Served by this Strategy/Activity

All Students including English Learners, African American and Students with Disabilities.

### Timeline

March 2025-2026

### Person(s) Responsible

Administration, Instructional Lead, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,976.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Create math clubs (such as gardening, cooking, etc.) to support student achievement in math, along with the materials needed to support this program.

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Create a school-wide math program and school-wide competitions to promote math fluency, facts, etc., along with the materials needed to support this program.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Learners

### Goal Statement

English Language Learners at Lindbergh Elementary School will increase performance on the ELPAC Summative Assessment and on the SBAC ELA assessment, as outlined below.

### Basis for this Goal

What data did you use to form this goal?

At Lindbergh Elementary School, English Language Learners make up approximately 36% of the student population. English Language Learners are evaluated using ELPAC results, SBAC Results, and District Benchmark Unit Assessments in ELA. On the ELPAC summative assessment, English Language Learners must place at Level 4 to be considered for reclassification. 15.4% of Lindbergh's ELLs placed at Level 4, which means that 88.8% were not proficient and were not considered for reclassification. On SBAC, 80% did not meet or exceed standards. Lindbergh must increase English learner performance on the ELPAC and SBAC ELA assessments. Lindbergh will evaluate this goal during grade level and department meetings, testing data (ELPAC, SBAC, Common Assessments), The EL Monitoring Tool, and ELA Matrices, in addition to scheduled ELA Data Reflections Sessions.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
ELPAC	Based on the ELPAC Levels, out of 200 students who are classified as English Learners, the students fall under the following levels: Level 1: 22.5% Level 2: 32.8% Level 3: 33.3% Level 4: 11.2%	ELPAC Level 4 Goal: 21.2%

### Planned Strategies/Activities

#### Strategy/Activity 1

Academic Intervention/Support & Enrichment Opportunities:

To help mitigate learning loss and provide English Learner students with extended learning opportunities, Lindbergh Elementary School will offer supplemental intervention for all English Language Learners struggling academically in ELA.

#### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Academic Coach, ELD Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000.00
---------------	----------

<b>Source</b>	Title III
---------------	-----------

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
-------------------------	--

<b>Description</b>	Extra duty hours for teachers and instructional lead to Implement an intervention program (before school, after school, or Saturdays) with a focus on reading, writing, listening, and speaking to support English Learners
--------------------	---

<b>Amount</b>	4,000
---------------	-------

<b>Source</b>	Title III
---------------	-----------

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
-------------------------	--

<b>Description</b>	Recruit personnel (substitute teachers, etc.) to support with intervention (which may include small group instruction) with a focus in reading, writing, listening, and speaking.
--------------------	---

### Strategy/Activity 2

Provide professional development and/or planning time for teachers to create lessons that support reading, writing, listening, and speaking for English Learners.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Academic Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,703.00
---------------	----------

<b>Source</b>	Title III
---------------	-----------

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
-------------------------	---

<b>Description</b>	Registration fees for professional development opportunities (ie. conferences, workshops, etc)
--------------------	--

### Strategy/Activity 3

Lindbergh Elementary School will organize rallies and assemblies focused on equipping English Learners with effective strategies to enhance their reading, writing, listening, and speaking skills, fostering greater language proficiency and academic success.

### Students to be Served by this Strategy/Activity

English Learners

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

Principal, Instructional Lead, Academic Coach

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,600.00
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Plan rallies and assemblies to provide strategies to aid English Learners in reading, writing, listening, and speaking.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Increase parent and family engagement at Lindbergh Elementary School, and provide parents/families an opportunity to become partners in their child's education by providing learning opportunities. This initiative will include a variety of workshops, informational sessions, and events designed to foster collaboration between families and educators. By creating a welcoming atmosphere, we aim to encourage parents to take an active role in their children's academic journey.

### Basis for this Goal

Lindbergh Elementary School needs to enhance parent and family engagement, particularly in Title I programs. Parents have indicated a need for workshops and training via surveys and interviews. These workshops boost student attendance and equip parents with the tools to support their children's academic engagement.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Parent Survey	2023-2024: 122	2024-2025: 150
Back to School Night	2023-2024: 136	2024-2025: 145
Open House	2023-2024: 152	2024-2025: 170

### Planned Strategies/Activities

#### Strategy/Activity 1

Lindbergh will host Parent Nights for all families throughout the school year (i.e. African American Parent Night, English Learner Parent Night, and Students with Disabilities Parent Night).

#### Students to be Served by this Strategy/Activity

All student subgroups

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal, Instructional Lead, Teachers, Community Case Manager

#### Proposed Expenditures for this Strategy/Activity

Amount	725.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

<b>Description</b>	Teachers will facilitate Parent Night events throughout the school year.
<b>Amount</b>	400.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Staff will facilitate Parent Night events throughout the school year.
<b>Amount</b>	400.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Provide parents with a series of workshops to support students in literacy, math, homework help, technology, bullying, mental health, socio-emotional learning, special education, and other parenting tips and strategies, along with the materials and technology needed to support these workshops.

## Strategy/Activity 2

Lindbergh will host family workshops on topics such as but not limited to health, education, parenting, life skills, etc.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

Principal, Instructional Lead, Teachers, Community Case Manager

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	754.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Staff will facilitate parent workshops on topics such as education, health, etc.
<b>Amount</b>	500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Provide parents with a series of workshops to support students in literacy, math, homework help, technology, bullying, mental health, socio-emotional learning, special education, and other parenting tips and strategies, along with the materials and technology needed to support these workshops.
<b>Amount</b>	500.00

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide parent involvement materials for parents to attend school events and activities such as Back to School Night, Open House, Family Art Night, Family picnics, Science Night, Movie Night, Parent/Caregiver Evenings, etc.

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Safe Learning Environment

### Goal Statement

Lindbergh Elementary will facilitate the implementation of school-wide positive behavior expectations to promote a safe learning environment.

### Basis for this Goal

What data did you use to form this goal?

Office Referrals, AERIES Assertive Discipline, Emergency Drills, Attendance, and PBIS events for 2023-2024 school year.

How will the school evaluate the progress of this goal?

Lindbergh will review assertive discipline data and internal records to ensure a decrease in discipline referrals and disciplinary actions. The Safety Committee will review campus supervision practices and evaluate emergency preparedness drills to ensure student and staff safety. Last but not least, the PBIS team will review implementation of practices and student engagement activities that aim to build a positive school environment

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Office Discipline Referrals	2024-2025: 10	2025-2026: 10
Attendance Rates:	2024-2025: 96%	2025-2026: 97%
PBIS Events	2024-2025: 10	2025-2026: 10

### Planned Strategies/Activities

#### Strategy/Activity 1

Lindbergh will facilitate the implementation of school-wide positive behavior expectations and the PBIS Program.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

March 2025 - March 2026

#### Person(s) Responsible

Principal, Instructional Lead, PBIS Coach, PBIS Team, and Classified staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7,861.00
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Planning Time for PBIS Coach and certificated members of the PBIS team to implement PBIS activities and the PBIS program.
<b>Amount</b>	2,500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Planning time for classified members of the PBIS team to implement PBIS activities and the PBIS program.
<b>Amount</b>	2,500.00
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials and supplies to facilitate the implementation of school-wide positive behavior expectations and the PBIS Program.
<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Host assemblies and multicultural events that feature visual and performing arts such as music, dance, visual arts, theater, digital media; plan sports events, field day, school carnival, etc. to promote a positive school environment.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	186,657.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	186,657.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	174,354.00	0.00
Title III	12,303.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	174,354.00
Title III	12,303.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	134,445.00
2000-2999: Classified Personnel Salaries	3,400.00
4000-4999: Books And Supplies	40,709.00
5000-5999: Services And Other Operating Expenditures	5,400.00
5800: Professional/Consulting Services And Operating Expenditures	2,703.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	126,445.00
2000-2999: Classified Personnel Salaries	Title I	3,400.00
4000-4999: Books And Supplies	Title I	39,109.00
5000-5999: Services And Other Operating Expenditures	Title I	5,400.00
1000-1999: Certificated Personnel Salaries	Title III	8,000.00
4000-4999: Books And Supplies	Title III	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,703.00

# Lindbergh Elementary School Parent and Family Engagement Policy



## Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Lindbergh Elementary School:

**(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])**

Lindbergh Elementary School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program.

**(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])**

Lindbergh Elementary School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

**(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan.(20 U.S.C. Section 6318[c][3])**

The Parent and Family Engagement Policy will continue to be reviewed annually by Lindbergh Elementary School Schoolsite Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Lindbergh Elementary School Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

**(d) Provide parents of participating children with the following**

**i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])**

Lindbergh Elementary School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center, family meetings/events, Schoolsite Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, etc.

**ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])**

The curriculum used at Lindbergh Elementary School is Journeys and GO Math by Houghton Mifflin Harcourt for ELA/ELD, and Math for students in K-5th grade. California StudySync ELA with ELD by McGraw Hill for students in 6th grade. Inspire Science by McGraw Hill for students in K-6th grade and CA History-Social Science by Pearson for students in K-6th grade.

Lindbergh Elementary School will continue to provide fall and spring Parent-Teacher Conferences as an opportunity to share information to families on student progress and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance.

**iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])**

Lindbergh Elementary School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences in both the fall and spring, as well as, informal requests made for meetings, as needed.

**(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])**

Lindbergh Elementary School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Lindbergh Elementary School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on 1/23/25.

# Lindbergh Elementary School Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Primaria Lindbergh:

**(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])**

La Escuela Primaria Lindbergh continuará programando una reunión anual de Título I en otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A.

**(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])**

La Escuela Primaria Lindbergh continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

**(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])**

La Política de Involucramiento de Padres y Familias continuará siendo revisada anualmente por el Consejo Directivo Escolar (SSC) y el Comité Asesor de Padres de Aprendices de Inglés (ELAC) de la Escuela Primaria Lindbergh. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Primaria Lindbergh continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

**(d) Proporcionar a los padres de los niños participantes lo siguiente:**

**i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])**

La Escuela Primaria Lindbergh continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo Directivo Escolar (SSC), Comité Asesor de Padres de Aprendices de Inglés (ELAC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, etc.

**ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])**

El plan de estudios utilizado en la Escuela Primaria Lindbergh es Journey y GO Math por Houghton Mifflin Harcourt para ELA/ELD, y Math para estudiantes de K-5to grado.

California StudySync ELA con ELD de McGraw Hill para estudiantes de sexto grado. Inspire Science de McGraw Hill para estudiantes de jardín de infantes a sexto grado y CA History-Social Science de Pearson para estudiantes de jardín de infantes a sexto grado.

La Escuela Primaria Lindbergh continuará brindando conferencias de padres maestros otoño y primavera como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado y la presentación de informes de datos para evaluaciones académicas estatales y locales, e intervenciones disponibles para estudiantes que necesitan ayuda.

**iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])**

La Escuela Primaria Lindbergh continuará brindando oportunidades a las familias para reunirse con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias formales de padres y maestros programadas tanto en el otoño como en la primavera, así como solicitudes informales de reuniones, según sea necesario.

**(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])**

La Escuela Primaria Lindbergh continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan Escolar del Rendimiento Estudiantil (SPSA) de la Escuela Primaria Lindbergh.

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al Distrito USD de Lynwood.

Revisado y aprobado Por SSC el 1/23/25.

# Lynwood District Parent and Family Engagement Policy



## Title I Part A Parent and Family Engagement Policy

### What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

### LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



#### 1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

**2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?**

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

**3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?**

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

**4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?**

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

**5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?**

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

**6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?**

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

**7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):**

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

**8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?**

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

**9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?**

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

**10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?**

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

**11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?**

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

**12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?**

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

**13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??**

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

**14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?**

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

**15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?**

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

**16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?**

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

**17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?**

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

**18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?**

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

**19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?**

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

**20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?**

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

# Lynwood District Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento del Padre y Familia del Título I Parte A

### ¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

### La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



#### 1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

**2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?**

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

**3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?**

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

**4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?**

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

**5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?**

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

**6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?**

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

**7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [ i]):**

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

**8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [ii])?**

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

**9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?**

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

**10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?**

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

**11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?**

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

**12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?**

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

**13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?**

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

**14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?**

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

**15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?**

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

**16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?**

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

**17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?**

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

**18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?**

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

**19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?**

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

**20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?**

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jasmin Harris	Principal
Yasmin De La Torre	Classroom Teacher
Jorge Bravo	Classroom Teacher
Robert Walker	Classroom Teacher
Veronica Gomez	Parent or Community Member
Alma Gonzalez	Parent or Community Member
Pilar De Anda	Parent or Community Member
Daniela Bautista	Parent or Community Member
Esmeralda Porillo	Parent or Community Member
Evangelina Gutierrez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

### Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on February 26, 2025.

Attested:



Principal, Jasmin Harris on 02/26/2025



SSC Chairperson, Veronica Gomez on 02/26/2025

# Addendum

---

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program