



Lindsey Middle School

School Plan for Student Achievement
2025-2026

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

The SPSA contains the following:

Needs Assessment-

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

Accountability Measure I: Increase Achievement-

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Other Findings for Dashboard Red-Category Subgroups :

Our students' overall SBAC performance increased by 2% by the end of June 2025. However, our students still need improvement in their writing, particularly in unpacking the prompt and structuring their writing to answer all parts of the question more effectively.

All of Lindsey's teachers are committed to improving our students' reading and writing skills across all subjects because we believe that strengthening these skills will help them succeed in all aspects of their education. Our goal is to create a multi-layered exposure to a rich print environment.

Although overall performance improved, a significant number of our students still lack proficiency in reading. Students must practice independent reading, employ various strategies, and analyze texts to improve their reading and writing scores.

We are committed to preparing our students for high school and beyond by increasing literacy for all our targeted groups, including African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, Homeless, and all students. We aim to intentionally implement school-wide literacy strategies across all subjects, a print-rich environment, and reading clubs. With these in place, we expect to see an increase in SBAC scores for our targeted groups by the end of June 2026.

Our students' overall performance increased modestly by 2% from 35% Standard Met and Exceed to 37% by the end of the last school year, June 2025. However, our students are demonstrating the ability to grasp reading and writing strategies. However, they still need improvement in their capacities, particularly in unpacking the prompt, structuring their texts, and implementing reading strategies.

All of Lindsey's teachers are committed to improving our students' reading and writing skills across all subjects because we believe that strengthening these skills will help them succeed in all aspects of their education. Our goal is to create a multi-layered exposure to a rich print environment.

Our ELA scores increased by 2%, and we also observed accelerated growth. Still, a high percentage of our students require proficiency in reading. Students must practice independent reading, employ various strategies, and analyze texts to improve their reading and writing scores. Our school has a 'Read, Reflect, Respond' focus this school year, along with academic vocabulary and strategies for understanding questions, to help students engage more effectively with the text.

ELA Goals

Goal 3: The overall Writing and Reading Proficiency goal is to achieve a 6% increase in SBAC scores by the end of the school year, June 2026.

To increase literacy for all students so they are fully prepared for high school and beyond. With the intentional implementation of school-wide literacy strategies, we expect to see a 6% increase in SBAC scores by the end of June 2026. The percentage of students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will increase from 37% in June 2025 to 40% by June 2026. (+5%)Growth. On the District Unit Assessment our main student subgroup categories are: African American Subgroup. To prepare our Black/African American students to meet ELA proficiency on the District Unit Assessments, at least 60% of this subgroup will be On Track in typical growth from District assessment D1 (1) to District assessment 3 (D3), according to the District Unit Assessments. The English Language Learner Subgroup will achieve proficiency, with at least 70% on track for typical growth from D1 to D3 on iReady Reading. (Reading +9%) Growth Goal Special Education Subgroup. To prepare our Special Education students to meet ELA proficiency on the District Unit Assessment, at least 60% of this subgroup will be On Track for typical growth from D1 to D3 on i-Ready Reading. (Reading +9%)

Progress Monitoring Plan Summaries for ELA

This is how Lindsey will monitor ELA progress by analyzing monthly data for red and orange dashboard subgroups. Teachers will plan after analyzing data, and the necessary modifications will be made at least 4 times during the school year. Our ELA teacher will plan and conduct collaboration sessions and PDs to monitor progress. Staff and during SSC meetings will review I-Ready test scores, District Unit Assessments, and SBAC data each quarter, including Dashboard red-level subgroups, for further analysis and determination of next steps.

Our school staff will review the first I-Ready assessment and use the first scores as a baseline. The data from each quarter, including Dashboard red-level subgroups: African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students, will be monitored to identify opportunities for improvement and determine next steps. In addition, our Instruction Intervention Coordinator will develop a monitoring plan for data analysis, including iReady, Unit Tests, and district assessments. All collected data will be shared with the ELA departments to conduct a half-year recalibration of strategies to ensure student success.

After analyzing the I-Ready Assessment number one data, teachers will identify the types of questions most students missed and isolate the question styles for further instruction or mini-lessons on how to answer them.

Mock test questions will be used as warm-ups and exit tickets to help students become familiar with the format and types of questions. This can be used several times throughout the week to monitor students' progress.

Instructional Focus or ELA Action Plan

Our ELA action plan is developed with the commitment to preparing our students for high school and beyond by raising every student's literacy level. Additionally, we created an extrinsic plan for the following targeted groups in the orange and red dashboard categories based on our three-year cycle starting in 2023: African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students. All students are at the center of our efforts to increase literacy across all subjects. We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program for our population that requires greater support.

Our school provides CCR Classes for all grade levels
Homework Club staffed with an ELA teacher

Saturday School Staff with school teachers
QCI or Quality Curriculum Instructions
ELLevation Strategies
I-Ready Preparation
GPA Goals, Follow-ups, and Assembly Recognitions
IReady Growth and Stretch Goals
Read, Reflect, Respond
Literacy Focus
Continuing with/ Questioning Strategies
Data Chats & Class Observations (Quarterly)
Conferences in person or on the D/F list
U's starting 3rd quarter

We intend to revisit our action plan to ensure we are on track to deliver tangible improvements by the end of the school year. In line with our Vision 2025, Student Portrayal of our priorities is reflected in the development of our instructional plan. Our Dashboard Red and Orange categories students: African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students are personally invited and encouraged to participate in all the programs.

Progress Monitoring Plan

Our school staff will review the first I-Ready assessment and use the first scores as a baseline. The data from each quarter, including Dashboard red-level subgroups: African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students, will be monitored to identify opportunities for improvement and determine next steps. In addition, our Instruction Intervention Coordinator will develop a monitoring plan for data analysis, including iReady, Unit Tests, and district assessments. All collected data will be shared with the ELA departments to conduct a half-year recalibration of strategies to ensure student success.

After analyzing the I-Ready Assessment number one data, teachers will identify the types of questions most students missed and isolate the question styles for further instruction or mini-lessons on how to answer them.

Mock test questions will be used as warm-ups and exit tickets to help students become familiar with the format and types of questions. This can be used several times throughout the week to monitor students' progress.

The percentage of students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment is expected to increase from 37.11% Proficient and Advanced Proficient to 40% Proficient to Advanced Proficient by June 2026.

Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so they are fully prepared for high school and beyond. By intentionally implementing school-wide literacy strategies, we expect to see a 7% increase in SBAC ELA scores and higher I-Ready scores.

Goals for Subgroups: Red Category Dashboard

African American Goal Subgroup

To prepare our Black/African American students to meet ELA proficiency, at least 60% of this subgroup will be “On Track” in typical growth from D1 to D3, according to i-Ready ELA testing.

The Goal for ELA is +10%

Hispanic or Latinx Students Goal Subgroup

Hispanic or Latinx students are in a special category due to the high percentage of them in our school. Almost 60% of the student population identifies as Hispanic or Latino. Our goal for our Hispanic population is integrated into our school's overall goal. Hispanic students must meet proficiency in ELA; at least 60% of this subgroup will be “On Track.” Reading's goal is 10% by June 2026.

The Goal for ELA +10%

English Language Learner Subgroup

To prepare our English Language Learners to achieve proficiency in math and ELA, at least 70% of this subgroup will be “On Track” for typical growth from D1 to D3 on iReady ELA testing.

The Goal for ELA+10%

Long-Term English Language Learners Goal Subgroup

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

The Goal for ELA +10%

Growth Goal Special Education Subgroup

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

The Goal for ELA +10%

Homeless Students Goal Subgroup

To prepare our Homeless students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 on i-Ready ELA testing.

The Goal for ELA+9%

Economically Disadvantaged Goal Subgroup

To prepare our Economically Disadvantaged students to meet ELA proficiency, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 on the i-Ready ELA. For SBAC reading testing, there was a +10% increase in Math.

The Goal for ELA +10%

Teachers are intentionally implementing school-wide literacy strategies across all subjects, and we expect to see an increase in SBAC scores for our targeted groups, including African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, and Homeless. They will show a 10+% increase by June 2026. In addition, our targeted groups include African Americans, English Learners, Long-Term English Learners, Special Education, Economically disadvantaged, Hispanics, Chronic Absentees, Foster Students, and Homeless, who will show a 10% growth in ELA.

Our instructional focus is “Read, Reflect, Respond with literacy as the focus across subjects and grade levels. We will continue to support teachers in developing effective questioning strategies. Class observations will be conducted, with an emphasis on providing targeted feedback on literacy and classroom management. Additionally, grade conferences will be held in November and April to enhance communication with families regarding academic progress.

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall proficiency on the SBAC Math test increased. Specific gains were made in 6th and 7th grade. However, proficiency among our 8th-grade students decreased. Our Equity Question is, "How do we ensure that all students, especially our African Americans and English Language Learners, Long Term ELL student populations, Hispanics, Special Education students, Economically Disadvantaged, Homeless, Forster students, have access to, analyze, and prove their knowledge with engaging and rigorous instruction?"

Our Theory of Action is, "If we coach our teachers towards critical classroom management and creative and critical thinking strategies, then teachers will implement strategies that will help students become more efficient and critical thinkers, and more equipped to analyze questions and develop strategies to answer math problems accurately. We know our students still need support with math performance tasks linked to writing, so we are creating a multi-layered collaboration on comprehension across departments.

Our instructional focus is on mathematical reasoning; we will continue to support teachers with effective questioning strategies. Classroom observations will be conducted to provide feedback on mathematical logic, logical thinking, and classroom management strategies. Additionally, grade conferences will be held in November and April to improve communication with families about academic progress.

Over the past three-year cycle, our math achievement scores have been low. During the 23-24 school year, our scores remained essentially unchanged. However, during the 24-25 school year, our school showed an improvement; our scores are moving in the right direction. Teachers receive consistent professional development on launching math tasks. By June 2026, our school-wide math SBAC goal is to show that at least 10% of students will be Met/Exceeded, a 7% increase from Spring 2025 results.

The percentage of students who meet or exceed grade-level standards on the state SBAC Math assessment was 21.30%. Our goal is for our students to achieve their stretch goal by June 2026.

Last year, our math scores stayed about the same; compared to the end of 2025, they increased by 5%. We aim to address all students' basic math skills, which is imperative to improving their confidence and proficiency.

Our math achievement scores have not been sufficient in the past. Last school year, our scores increased moderately. This school year, we will continue focusing on instruction by supporting students as they launch math tasks, analyze questions, and complete and check step-by-step solutions.

Math Goals

Progress Monitoring Plan Summaries for Math

This is how Lindsey will monitor Math progress by analyzing monthly data for red and orange dashboards subgroups. Teachers will plan after analyzing the data, and the necessary modifications will be made at least 4 times during the school year. Our math teacher will plan and conduct collaboration sessions and PDs to monitor progress. Staff and during SSC meetings will review I-Ready test scores, District Unit Assessments, and SBAC data each quarter, including Dashboard red-level subgroups, for further analysis and determination of next steps.

Our school staff will review SBAC scores during the Data Day PD to set math goals, and will then dedicate time during each release or Professional Development session to monitor progress toward those goals. In addition, the I-Ready first assessment will serve as a baseline for developing a monitoring plan for I-Ready 2 and 3 to track progress. In addition, math teachers will look for patterns across question clusters that indicate a gap in instruction overall. Once the question clusters are identified, questions will be used as warm-ups and exit tickets to address the types of math problems and equations proactively.

For our Dashboard red- and orange-level subgroups, African American, Hispanic ELL, Long-Term ELLs, Special Education, Economically Disadvantaged students, Chronic absenteeism, Foster Students, and Homeless students, to further analyze and determine next steps. In addition, our School Site Council and Instruction and Intervention Coordinator will develop a monitoring plan for data assessment, including iReady, Unit Tests, and district assessments. Our teachers will use formative assessments to ensure student engagement and understanding. Key strategies include using exit tickets, questioning techniques, and data dashboards to track completion and adjust instruction immediately, both in-person and online.

Our instructional focus in mathematics will be practical math instruction that shifts students from passive memorization to active mathematical thinking. We aim to emphasize the standards that call for narrowing the curriculum to go "deeper" rather than "wider". Our math classes call for greater focus on mathematical reasoning and require us to significantly narrow and deepen how we allocate our time and energy in the math classroom. Our instructional focus requires going deeply into the major work of each grade so that students can build strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply what they know to solve problems inside and outside the math classroom.

These are our pillars that define our high-quality instructional focus in mathematics:

Focus: Narrow the scope of content to deepen understanding of the mathematical content.

Coherence: Connect learning across grade levels so students build on prior knowledge.

Rigor: Balance three equal components: conceptual understanding (the "why"), procedural skill and fluency (the "how"), and application to real-world problems.

Our Math action plan is developed with the commitment to preparing our students for high school and beyond by strengthening every student's analytical mathematical skills. Additionally, we created a comprehensive plan for the following targeted groups in the orange and red dashboard categories, based on our three-year cycle starting in 2023: African Americans, Foster Students, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students. All students are at the center of our efforts to increase mathematical reasoning, a valuable skill in the math classroom with real-world applications. We are all committed to ensuring that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program for our population that requires greater support.

Math Development Class for all grade levels
Algebra support group
Homework Club staffed with a Math teacher
Saturday School Staff with school teachers
QCI or Quality Curriculum Instructions
I-Ready Preparation
GPA Goals, Follow-ups, and Assembly Recognitions
IReady Growth and Stretch Goals
Read, Reflect, Respond
Continuing with/ Questioning Strategies
Data Chats & Class Observations (Quarterly)
Conferences in person or on the D/F list
U's starting 3rd quarter

In line with our action plan, we expect all students in grades 6-8 to meet or exceed grade-level standards on the District math common assessments. Furthermore, we are working to improve our other categories and exceed grade-level standards on the District math common assessments. Finally, we anticipate that all our red and orange categories, African American, Hispanic ELL, Long-Term ELLs, Special Education, Economically Disadvantaged students, Chronic absenteeism, Foster Students, and Homeless students will improve by the end of our school year, June 2026

By June 2026, our school-wide SBAC math goal is to show that at least 25% of students will score at least Met, a 7% increase from Spring 2025 results. Overall, our student population is in the red category for mathematics, according to the 2023-3-year cycle Dashboard. Our overall goal for our population is to increase scores on district math assessments, I-Ready tests, and the SBAC.

Last year's scores show improvement; our students were very close to meeting their growth target. Addressing all students' math skills is essential to increasing their confidence and proficiency. Lindsey has the highest increase in overall proficiency for SBAC math in comparison to other LBUSD middle school sites (+6%)

Our goal is to continue supporting students in launching math tasks, developing mathematical reasoning, and increasing overall knowledge. Teachers receive consistent professional development on launching math tasks and on improving students' understanding of what is required to complete them.

Furthermore, we hope to see improvement in our other categories identified on the dashboard, red and orange, such as African American, Hispanic ELL, Long-Term ELLs, Special Education, Economically Disadvantaged students, Chronic absenteeism, and Homeless students, with all groups exceeding grade-level standards on the District math common assessments. In addition, every student in grades 6 through 8 will meet or exceed grade-level standards on the District math common assessments. We also anticipate that all our dashboard categories marked in red and orange will improve on the District math common assessments.

Perry Lindsey aims to increase SBAC math scores by 7% and ensure that African American students achieve a 12% increase in their SBAC scores to close the gap with other subgroups. Additionally, Hispanic, Chronic absenteeism, English Learner, Long-Term English Language Learners, students with disabilities (Special Ed), economically disadvantaged students, and homeless students are expected to show a 10% increase in math scores by June 2026.

We are committed to preparing our students for high school and beyond by enhancing mathematical reasoning across all red- and orange-targeted groups: African American (AA), English Language Learners (ELL), and Long-Term English Learners (LTEL). Chronic absenteeism, special Education (SPED), homeless students, Hispanics, and

Economically disadvantaged students will benefit from the district's 24/7 homework assistance and our homework house, both of which focus on math reasoning.

Goals by Dashboards Sub-Groups

African American Goal Subgroup:**

We aim to ensure that at least 60% of our Black/African American students are "On Track" for typical growth from Diagnostic 1 (D1) to Diagnostic 3 (D3) on the iReady math assessments.

Goal for Math SBAC: +12%

Hispanic Students Math Goal Subgroup:

Hispanic or Latinx students represent nearly 60% of our student population. Our goal for this subgroup is integrated into the school's overall objectives: at least 60% of Hispanic students will be "On Track" in math, "On Track" for typical growth from Diagnostic 1 (D1) to Diagnostic 3 (D3) on the iReady math assessments.

Goal for Math SBAC: +10%

English Language Learner Subgroup

Our goal is for at least 70% of English Language Learners to be "On Track" in typical growth from D1 to D3 in iReady -

Goal for Math SBAC: +10%

Long-term English Language Learners' Overall Goal:

Our goal for ELL students is for 100% to increase their ELPAC Summative level by at least one level.

Goal for Math SBAC: +10%

Growth Goal for Special Education Subgroup

Our goal is to ensure that at least 60% of Special Education students are "On Track" for typical growth from D1 to D3 in iReadymath testing.

Goal for Math: +10%

Homeless Students Goal Subgroup:

Our aim is for at least 60% of homeless students to be "On Track" for typical growth from D1 to D3 in i-Ready math.

Goal for Math SBAC: +10%

Foster Students Goal Subgroup:

Our aim is for at least 60% of Foster students to be "On Track" for typical growth from D1 to D3 in i-Ready math.

Goal for Math SBAC: +10%

Chronic Absenteeism: Goal 10%

We aim for at least 60% of economically disadvantaged students to be "On Track" for typical growth from D1 to D3 in both math.

Goal for Math SBAC: +10%

Economically Disadvantaged Goal Subgroup:

We aim for at least 60% of economically disadvantaged students to be "On Track" for typical growth from D1 to D3 in both math.

Goal for Math SBAC: +10%

Our goal is for students in 6th, 7th, and 8th grades to be at or above grade level in the Algebra and Algebraic Thinking domain on the i-Ready Diagnostic 3 by the end of June 2026, representing a 5% increase. Additionally, by June 2026, students in grades 6-8 will earn a grade of C or better in their mathematics course.

Comprehensive Needs Assessment: English Learners

English Learner Findings

We are addressing the needs of our EL students, especially since they are currently in the red category on the Dashboard. We have developed comprehensive strategies to support their language learning across all subjects by offering professional development for teachers and equipping them with the tools for effective language acquisition.

ELL students' ELA proficiency on the SBAC increased by 3%. Some of the improvements are attributed to the support students receive from CCR.

All grade levels and subjects include instruction designed to help all students achieve mastery of grade-level standards in English Language Arts reading and writing, as defined by the California Common Core State Standards.

This year, we continued offering five sections of CCR classes as an intervention to support reading and writing for English learners. In addition, we provide math tutoring and professional development for our staff to implement daily EL strategies and increase our students' achievement. Our goal is for our English Learners (EL) students to demonstrate gains in ELA and a deeper understanding of other subjects.

English Learner Findings

The English language learner population declined in 2024-2025. One in 6 students is an English Learner, underscoring the importance of this subgroup within our school. Our goal for English Language Learners is and has been that all our English Learners increase their ELPAC Summative level by at least 1 level, in 2025 we fell short of our goal.

According to the English Learner Progress Indicator on the California Dashboard, our English Learner (EL) students are showing significant growth, with a 10.9-point increase. Our Lindsey College and Career Readiness (CCR) teacher credits this improvement to the support students receive from our college aide in their core classes. She also attributes this progress to our data chats and SOAR writing programs across departments.

Furthermore, EL students who scored a 3 on the ELPAC assessment are receiving after-school classes that prepare them for the four ELPAC test areas and provide targeted support for I-Ready and SBAC question types.

English Learner Goals

English Language Learners Action Plan

We plan to ensure that our English Language Learners, part of our dashboard and the newest category, the Long Term English Learners subgroups, achieve their targets through a combination of strategies. We have a targeted intervention program for our ELL population that requires greater support to acquire English proficiency.

As a part of our action plan, our school provides CCR Classes for all grade levels. CCR (College and Career Readiness) classes for English Language Learners (ELLs) focus on accelerating language acquisition and building foundational academic skills in reading, writing, and critical thinking. Programs often include designated English Language Development (ELD) classes, specialized literacy support, and integrated content instruction to help students progress toward proficiency.

In addition to the CCR classes, our school offers after-school courses specifically geared toward students taking the ELPAC test in the spring. The after-school program is an eight-week program targeting the four areas of language acquisition, reading, writing, listening, and speaking.

In addition, all the English Language Learner Students also benefit from this program:

- Homework Club staffed with an ELA teacher
- Saturday School Staff with school teachers

QCI or Quality Curriculum Instructions
ELLevation Strategies
I-Ready Preparation
GPA Goals, Follow-ups, and Assembly Recognitions
IReady Growth and Stretch Goals
Read, Reflect, Respond
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We intend to revisit our action plan to ensure we are on track to deliver tangible improvements by the end of the school year. In line with our Vision 2025, Student Portrayal of our priorities is reflected in the development of our instructional plan. Our Dashboard Red and Orange categories students: African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students are personally invited and encouraged to participate in all the programs.

English Learners Learners Progress Monitoring

The progress monitor for English Language Learners:

Our school staff is committed to helping our English Language Learners stay on track with the English Language Acquisition. Teachers review the first I-Ready assessment and use the first scores as a baseline. The data from each quarter, including Dashboard red-level subgroups: African Americans, English Learners, Long-Term English Learners, Special Education, Economically Disadvantaged, Hispanics, Chronic Absentees, and Homeless students, will be monitored to identify opportunities for improvement and determine next steps. In addition, our Instruction Intervention Coordinator will develop a monitoring plan for data analysis, including iReady, Unit Tests, and district assessments. All collected data will be shared with the ELA departments to conduct a half-year recalibration of strategies to ensure student success.

After analyzing the I-Ready Assessment number one data, teachers will identify the types of questions most students missed and isolate the question styles for further instruction or mini-lessons on how to answer them.

Mock test questions will be used as warm-ups and exit tickets to help students become familiar with the format and types of questions. This can be used several times throughout the week to monitor students' progress.

Learning a language takes time and effort, and it's sometimes hard to stay motivated and on target. Setting clear learning goals can help you study more effectively and increase your chances of success.

One helpful way to set goals is to use the SMART method. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

The goal is to increase the assessment scores of English Language Learner (ELL) students by 10% across typical growth measures and SBAC and iReady assessments.

To prepare our ELL students for proficiency in English Language Arts (ELA) and other subjects, we aim for at least 70% of this subgroup to be on track for typical growth as measured by the ELA District Assessments 1, 2, and 3. With respect to iReady ELA, we expect an increase from assessment 1 to assessment 4. This translates to a target increase of 9% + in reading.

Lindsey is dedicated to helping ELL students acquire English language skills, regardless of their current proficiency levels. All teachers, whether teaching core subjects or electives, employ various strategies to scaffold their lessons. These lessons are designed to address the specific needs of ELL students, facilitating both language acquisition and content learning. Our purpose is to help students internalize and transfer key concepts into their target language, irrespective of their current English proficiency.

By June 2026, staff will ensure that at least 85% of English Learner (EL) students have completed all required evaluations, intervention plan recommendations, documentation, and program updates by the regular deadlines established for the current school year.

Another goal is that by June 2026, students will increase 10% on the SBAC assessment.

Lindsey is setting practical language acquisition goals for each of our English Language Learners (ELLs), balancing long-term fluency with short-term, manageable tasks. Using structured frameworks helps ensure goals are realistic and directly improves communication skills.

Our goal for our English Learners is to apply the SMART criteria to help them acquire the language.

Specific: Focus on a single domain (Listening, Speaking, Reading, or Writing) and a concrete skill, such as "giving a five-minute presentation".

Measurable: Use tools like rubrics or numeric targets (e.g., "learn 15 new words this week") to track progress.

Achievable: Ensure goals are challenging but realistic based on the student's current proficiency level (e.g., Pre-Emergent, Basic, or Intermediate).

Relevant: Connect goals to immediate needs, such as writing professional emails for work or ordering at the school cafeteria, for daily life.

Time-bound: Set clear deadlines, like "by the end of the month," to maintain urgency and focus.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

By the end of June 2025, the overall suspensions show some decrease, particularly in our Dashboard's red and orange subgroups: African Americans, Hispanics, English Language Learners, Long-Term English Language Learners, Economically Disadvantaged, Homeless, Foster Students, and Special Education students (all groups). Our staff discussed how to communicate our schoolwide expectations and safety policy to enhance safety throughout the school year.

Another parameter we closely monitor is the number of students classified as chronic absenteeism. This is one of the focus groups for our school this year. We recognise that chronic absenteeism is one of the most significant issues to be addressed. Our African American subgroup held the highest chronic absenteeism rate, which proved to be a need for support in the 2025-26 school year. In addition, we closely monitored our red and orange subgroups, African Americans, Hispanics, English Language Learners, Long-Term English Language Learners, Economically Disadvantaged, Homeless, Foster Students, and Special Ed students, checking their attendance rate monthly.

Our school staff reviews the Pulse survey, suspension rates, and attendance data each quarter, including Dashboard red-level subgroups, to further analyze the data and determine next steps. Also, the Instruction Intervention Coordinator and the family facilitator developed a monitoring plan for absenteeism data that is reviewed weekly.

Our CORE survey showed that our students need greater cultural relevance in their classes and experiences at Lindsey. Our attendance scores improved slightly. Our suspension rates declined somewhat, but Lindsey still has the highest rate among similar schools in the district.

Other Findings for Dashboard Red-Category Subgroups :

The overall attendance rate for our school was 93.9%, while chronic absenteeism accounted for about 30%. Our closely followed subgroups: AA attendance was 91.6%; ELL attendance was 91.7%, and economically disadvantaged students' attendance was lower than that of the general population. The attendance rate for homeless students was 91.7%. Students with disabilities had an attendance rate of 91.3%, and our Hispanic students had a rate of 93.5%. Our subgroups with the lowest attendance rate were students with disabilities. In addition to attendance, another key metric for our school was the suspension rate across subgroups. The parameters used to measure subgroups are the same as those used for the regular population. The overall suspension rate for our school was 11.4%. The suspension rate by subgroup was as follows: students with disabilities, 28.1%; African Americans, 25.8%; ELL, 11.6%; the homeless population, 17%; students with economically disadvantaged backgrounds, 15.4%.

Culture/Climate Findings

Climate and Culture

Findings:

According to our most recent three-year cycle, starting with the 2023 California Dashboard, Perry Lindsey Academy continues to have red indicators for culture and climate. Suspension rate is one variable to consider in our climate and culture school parameters. Although our suspension rate has decreased, particularly for our African American subgroup, our school site still has a much higher suspension rate than other schools in our district. Our Special Education subgroup is another group we closely monitor due to the disproportionate number of suspensions relative to its student population.

The overall attendance rate for 2024-2025 at our school was 94.9%, and chronic absenteeism was 30.2%. According to our Dashboard, the red and orange categories, the subgroups to pay special attention to are: African Americans with attendance of 93.6%; ELLs and LTEL with attendance of 95.3%; and economically disadvantaged students, whose attendance was also lower than the general population. Homeless students' attendance was 93.9%. Students with disabilities had an attendance rate of 92.7%, and our Hispanic students had a rate of 95.1%. Our subgroups with the lowest attendance rate were students with disabilities. In addition to attendance, another key metric for our school was the suspension rate across subgroups. The parameters used to measure subgroups are the same as those used for the regular population. The overall suspension rate for our school was 14.4%, with students suspended for at least one day. The suspension rate by subgroup was as follows: students with disabilities, 28.1%; African Americans, 25.8%; English Language Learners, 11.6%; the homeless population, 17%; students with economically disadvantaged backgrounds, 15.4%. The findings reflect percentages of subgroups, and because the number of students in some red subgroups is low, the reported numbers may differ.

Culture/Climate Goals

Culture and Climate Action Plan:

Our action plan aims to drive behavioral modification by promoting mutual respect and protecting and promoting students' cultural relevance across our campus. It leverages traditional knowledge and creative expression to increase students' acceptance and knowledge about other cultures. Lindsey has established a Sankofa Village group. So far, Sankofa has been very well received among our African American Families. We had several thematic Sankofa celebrations planned throughout the year.

Key frameworks

Continue Restorative Justice Practices

Continue Circles and Community Building

Having a Wellness Center, WC

Having a Social Worker 100% as the head of the WC

Having 50% a bilingual Family Facilitator

Maintain the Conduct Rubric

Having a Sankofa Village

Implement Cultural Relevance

Celebrate Hispanic Heritage Month

Celebrating Black History Month

Celebrate Día de los Muertos

Create a Día de los Muertos altar

Winter Fun Fair

Three "Lunch with a Love One" gatherings.

Six "Family Fun Fairs" are hosted by different departments.

Student of the Month

Star Students

Perfect Attendance Celebrations

Perfect Attendance Assemblies

I-Ready Improvement Celebrations

GPA Assemblies

Perfect Attendance Recognition

Different Interests Clubs

Coffee with the Principal

Progress Monitoring for Culture and Climate

Here at Lindsey, we monitor our culture and climate goals throughout the school year by administering four PULSE surveys that assess students' sense of belonging and the overall culture of our school. In school culture and climate, a multifaceted approach is required, primarily using regular school climate surveys of students, staff, and parents, along with other observable indicators. Key strategies include tracking attendance and behavioral data, such as suspensions and other incidents. We also conduct informal group and individual interviews, analyze safety and relationships, and establish a dedicated Admin team that reviews data periodically and recalibrates our efforts to improve outcomes.

We are also continuing to monitor the implementation of restorative justice practices to help students resolve conflicts without harming one another. If damage occurs, we teach students and our collective community how to restore the harm.

We review student attendance weekly and emphasize our chronic-absent students. We log all times our attendance team makes phone calls regarding attendance and conducts home visits. We also monitor attendance by subgroup and adjust the approach to parent contact as needed.

By June 2026, schools will achieve or maintain at least 73% favorable responses to the sense of belonging question on the Pulse Survey and reduce the gap to 3% between students of color and all other students. (+3% & Gap -1%)By June 2026, we will have an overall attendance average of at least 94% (an increase of 1 percentage point). By June 2026, the African American chronic absenteeism rate will decrease to 28% (-6%)

Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high-need students.

African American Goal Subgroup

The Goal for Culture + 6%

The Goal for Suspensions -10%

Hispanic or Latinx Students Goal Subgroup

The goal for Culture + 6%

The Goal for Suspensions -5%

English Language Learner Subgroup

The goal for Culture + 5%

The Goal for Suspensions -5%

Long Term English Learner Subgroups

The goal for Culture + 5%

The Goal for Suspensions -5%

Growth Goal 5: Special Education Subgroup

The goal for Culture + 5%

The Goal for Suspensions -10%

Homeless Students Goal Subgroup

The goal for Culture + 5%

The Goal for Suspensions -5%

Economically Disadvantaged Goal Subgroup

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

Forster Students Goal Subgroup
 The goal for Culture + 5%
 The Goal for Suspensions -5%

Goals:
 By the end of June 25-26, our goal is to reduce the overall rate of school suspensions by 3%.
 Also, by June 2026, African American students will experience a significant decrease in suspensions. Our goal is that by the end of June 2026, 27% of Black/African American students in 6th, 7th, and 8th grades will be at or above grade level in the Algebra and Algebraic Thinking domain on the i-Ready Diagnostic 3, representing a 5% increase. Additionally, by June 2026, we aim to have 72% of Black/African American students in grades 6-8 receive a grade of C or better in their mathematics courses, an 8% increase.
 The rest of the subgroups in the Red and Orange Dashboard subgroups: Hispanics, English Language Learners, Long-Term English Language Learners, Economically Disadvantaged, Homeless, Foster Students, and Special Ed students, by at least 5%.

By June 26, the suspension goal is to reduce our overall level by 5%. In addition, here at Lindsey, we are committed to lowering suspension levels across all our subgroups by at least 5%. By June 2026, our ELLs and students with disabilities will decrease their suspension levels by 5%. For our homeless population and economically disadvantaged subgroups, our goal is to reduce the number by at least 5% by June 2026.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Goal: Overall Reading	Goal Partially or	Our overall ELA scores were 37%	In addition, our focus is to continue with Tier 1

<p>Proficiency To increase literacy for all students so they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in By June, SBAC math and ELA SBAC scores will increase by 5%. In addition, African American and English Learner students will show a 7% growth in math and ELA.</p> <p>Goal 1: The ELA goal is a 5% increase by June 25, 2024. The percentage of students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will increase from 35% in June 2024 to 40% by June 2025. (+5%)</p> <p>Goal 2: Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in SBAC math and ELA scores by 5%.</p>	<p>Not Met</p>	<p>met or above. We also noted that we had an improvement of 2% in our accelerated growth. Still, a high percentage of our students need to be proficient readers. Students must practice independent reading, use various reading strategies, and analyze text to improve reading and writing scores. Our school has a Read, Reflect, Respond focus this school year to better comprehend the text.</p>	<p>instruction with a literacy focus and intentional questioning. Teachers still have department release days to analyze data and strategically plan instruction. By June 2026, our school-wide ELA SBAC goal is to show a 5% increase compared to results from Spring 2025. Our English Learners (EL) students will show a 7% increase in ELA, which will be a proficiency rate of 17%. Our African American (AA) students will also show a 6% increase in ELA, raising the proficiency rate.</p>
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Findings for Dashboard Red-Category Subgroups :

The overall attendance rate for our school was 94.9%, and chronic absenteeism was 30.2%. Our closely followed sub-groups: our AA attendance was 93.6%; ELL attendance was 95.3%; and economically disadvantaged students' attendance was also lower than the general population. Homeless students' attendance was 93.9%. Students with disabilities had an attendance of 92.7%, and attendance for our Hispanic students was 95.1%. Our subgroups with the lowest attendance rate were students with disabilities. Besides attendance, another vital measurement for our school was the suspension rate of subgroups. The parameters used to measure subgroups are the same as those used for the regular population. The overall suspension rate for our school was 14.4% suspended for at least one day. The suspension rate by the sub-group was as follows: students with disabilities 28.1%; African Americans 25.8%;

English Language Learners 11.6%; the homeless population 17%; Students with economically disadvantaged 15.4%. The findings reflect percentages of subgroups, and due to the low numbers of students in some subgroups in red, the numbers may have increased.

Goals for Subgroups: Red Category Dashboard

African American Goal Subgroup
In pursuit of preparing our Black/African American students to meet proficiency in ELA and math, at least 60% of this subgroup will be “On Track” in typical growth from D1 to D3 according to the iReady ELA and math testing.
The Goal for Reading +10%
The Goal for Math +14%
The Goal for Culture + 6%
The Goal for Suspensions -10%

Hispanic Students Goal Subgroup
Hispanic or Latinx students are in a special category due to the high percentage of them in our school. Almost 60% of the total students identify as Hispanic or Latino.

Our goal for our Hispanic population is integrated into our school's overall goal. Hispanic students must meet proficiency in ELA and math; at least 60% of this subgroup will be "On Track." Reading's goal is 10%, and Math's goal is 14% by June 2025.

The Goal for Reading +10%
The Goal for Math +14%
The goal for Culture + 6%
The Goal for Suspensions -5%

English Language Learner Subgroup

In pursuit of preparing our English Language Learners to meet proficiency in math and ELA, at least 70% of this subgroup will be "On Track" in typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +13%)
The Goal for Reading +9%
The Goal for Math +13%
The goal for Culture + 5%
The Goal for Suspensions -5%

Growth Goal 5: Special Education Subgroup
In pursuit of preparing our

Special Education students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +10%)
The Goal for Reading +9%
The Goal for Math +10%
The goal for Culture + 5%

The Goal for Suspensions -10%

Homeless Students Goal Subgroup

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

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

Economically Disadvantaged Goal Subgroup

In pursuit of preparing our Economically Disadvantaged

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

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -5%

English Language Learners Goal Subgroup

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

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -5%

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

decrease their suspension levels by 5%. For our homeless population and economically disadvantaged subgroups, our goal is that June 2025 will decrease by at least 5%.

Action Plan

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

Academic Strategies

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

Enhancing the sense of community and belonging

Restorative Justice
Mediation Circles
Love Without Limits
Student of the Month
iReady Achievement Assemblies

School Dances
Spirit Days
GPA Assemblies
Perfect attendance Recognition
Different Interests Clubs
Spirit Week

Instructional Focus
"Read, Reflect, Respond"
Literacy Focus
Continuing w/ Questioning
Strategies
Data Chats & Class
Observations (Quarterly)

Conferences in person or on D/F
list
U's starting 3rd quarter

1. Continue Read, Reflect,
Respond
Cont. Rigorous Text &
Questioning
Culturally Relevant &
Rigorous Tasks
PDSA - Measure Student Writing
2. Continue Data Chats

Goals for Subgroups: Red
Category Dashboard

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

We aim to continue growing this year by at least 6%. Teachers still have department release days to analyze data and strategically plan instruction. By June 2025, our school-wide ELA SBAC goal is to show a 5% increase compared to results

from Spring 2024. Our English Learners (EL) students will show a 7% increase in ELA, which will be a proficiency rate of 17%. Our African American (AA) students will also show a 7% increase.

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

	<p>ELA, at least 60% of this subgroup will be On Track for typical growth from D1 to D3 iReady reading testing. (Reading +9%)</p> <p>Progress Monitoring Plan for Dashboard Red-Level Subgroups</p> <p>Our school staff will review the Pulse survey, suspension rates, and attendance data each quarter, including Dashboard red-level subgroups, to further analyze and determine the next steps. In addition, our School Site Council and our Instruction and Intervention Coordinator will develop a monitoring plan for data assessment, such as Iready, Unit Tests, and district assessments.</p>			
Math	<p>1) Goal 1 Academic SMART Goals: Perry Lindsey Academy will increase literacy for all students so they are fully prepared for high school and beyond. With intentionality for school-wide literacy strategies, we expect to see an increase in SBAC math and ELA scores by 7%. In addition, African</p>	Goal Partially or Not Met	Our math scores stay the same. However, addressing all students' math skills is imperative to increasing their confidence and proficiency in math tasks.	In the past, our math achievement scores have been low. Last school year, our scores showed no increase or decrease. This school year, we will continue focusing on supporting students in launching math tasks. Teachers receive consistent professional development regarding launching a math task. By June 2026, our school-wide math SBAC goal is to show that at least 10% of students will be Met/Exceeded, which is a 7% increase compared to results from

American and English Learner students will show a 10% growth in math and ELA. By June, 22% of students will be proficient in math, according to the SBAC math results.

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

Our instructional focus is “Read, Reflect, Respond.” With literacy as the focus, we will continue to support teachers with questioning strategies. Class observations will occur, with focused feedback around literacy and classroom management strategies. In addition, grade conferences will

Spring 2025.

occur in November and April to increase communication with families regarding academics.

Goal 2

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

Goals for Subgroups: Red Category Dashboard

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

The Goal for Reading +10%

The Goal for Math +14%

The Goal for Culture + 6%

The Goal for Suspensions -10%

Hispanic Students Goal Subgroup

Hispanic or Latinx students are in a special category due to the high percentage of them in our school.

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

The Goal for Reading +10%
The Goal for Math +14%
The goal for Culture + 6%
The Goal for Suspensions -5%

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

English Language Learner
Subgroup
In pursuit of preparing our
English Language Learners to
meet proficiency in math and
ELA, at least 70% of this

subgroup will be “On Track” in typical growth from D1 to D3 iReady ELA and math testing.
(Reading +9% / Math +13%)
The Goal for Reading +9%
The Goal for Math +13%
The goal for Culture + 5%
The Goal for Suspensions -5%

Growth Goal 5: Special Education Subgroup
In pursuit of preparing our Special Education students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from D1 to D3 iReady ELA and math testing.
(Reading +9% / Math +10%)
The Goal for Reading +9%
The Goal for Math +10%
The goal for Culture + 5%

The Goal for Suspensions -10%

Homeless Students Goal Subgroup
In pursuit of preparing our Homeless students to meet proficiency in math and ELA, at least 60% of this subgroup will be “On Track” for typical growth from

D1 to D3 iReady ELA and math testing. (Reading +9% / Math +10%)

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -5%

Economically Disadvantaged Goal Subgroup

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

The Goal for Reading +9%

The Goal for Math +10%

The goal for Culture + 5%

The Goal for Suspensions -5%

English Language Learners Goal Subgroup

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

The Goal for Reading +9%

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

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

Action Plan

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

Academic Strategies

Homework House
Saturday School

Tutoring Programs
QCI or Quality Curriculum
Instructions
ELLevation Strategies

Enhancing the sense of
community and belonging

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

Progress Monitoring Plan for
Dashboard Red-Level Subgroups
Climate

Our school staff will review the
Pulse survey, suspension rates,
and/or attendance data each
quarter, including Dashboard red-
level subgroups, to further
analyze and determine the next
steps. In addition, our School Site
Council and our Instruction and
Intervention Coordinator will

develop a monitoring plan for data assessment such as Iready, Unit Tests, and district assessments.

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

	typical growth from D1 to D3 iReady math testing. (Math +10			
English Learner	<p>1) The goal is to increase the ELL students' assessments by 10%: typical Growth, SBAC, and iReady assessments.</p> <p>In pursuit of preparing our English language learners to meet proficiency in math and ELA, at least 70% of this subgroup will be on track with typical growth from D1 to D3 iReady ELA and math testing. (Reading +9% / Math +13%)</p> <p>Lindsey is committed to facilitating the acquisition of English language skills for our ELL students, regardless of their current level of English proficiency. Every teacher, regardless of the subject, core or elective, uses different strategies to scaffold the lessons. Embedded in the lessons, teachers address the needs of EL students to facilitate language acquisition and content learning. Our purpose is for students to internalize and transfer key concepts to their target language regardless of their current level of</p>	Goal Partially or Not Met	<p>Our EL students had an increase of 3% for ELA proficiency on SBAC. Some of the improvements are attributed to the CCR support that students receive.</p> <p>Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high-need students.</p>	<p>We are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If damage occurs, we teach students and our collective community how to restore the harm.</p> <p>With these strategies, our attendance goal is an overall 95% rate by June 2026.</p>

	<p>English acquisition. We plan to ensure the success of our ELLs, so we created a multi-level plan to help our students acquire the English language faster while transferring knowledge from their primary language to English.</p> <p>ELLevation Strategies embedded in the content. Glossary of key vocabulary words for the unit/lesson. After-school tutoring for ELLs to support content and language acquisition. Saturday school for our ELLs to prepare them for the ELPAC. English Language support class as an elective. The school Counselor will follow ELLs' attendance weekly. TAB card for public transportation, if needed.</p>			
Culture/Climate	<p>1) Culture Goal: 5% Increase in Culture and Climate - CORE Survey.</p> <p>Goal 1: Attendance By implementing incentives and monthly intervention strategies, our attendance rate will increase</p>	Goal Partially or Not Met	For some parts, our overall culture and climate did not achieve our goals for 25-26. Different components of our culture and climate show some improvement while others demonstrate a decrease. We could not achieve our 93% attendance goal but attained 91.9 %. Our attendance team,	<p>Our suspension rate increased by .01% from 14.3 in 2026 to 14.4 in 2025. We understand the need to address social media misuse, and implementing the no cell phone policy in our school has alleviated some issues, but there is still a lot of work to do.</p> <p>Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students'</p>

to 93% by June 2025. (+1.1%)
Goal 2: School Climate
Through positive classroom culture, including team building activities, students' Cultural Awareness and Action scores will increase to 42% (+ 10%) as measured by the 2025 CORE survey.
Goal 3:
Through teaching, cultural relevance, and implementing cultural awareness and acceptance, we plan to increase the sense of belonging in our school. In addition, we are implementing a system of incentives using the Lindsey "Sense of Belonging." We aim to increase our to 50% (+4%) as measured by the 2025 CORE survey.

Culture and Climate Action Plan
1. Continue RJ Practices in systems
Cont. Conduct Rubric
Cont. Circles & Community Building
Cultural Relevance implementation
2. Continue Attendance
Interneccion & Incentives

including our TOSA, attendance clerk, and roving substitute, works to close the gap and achieve our goal for next year. This team met weekly to discuss support and incentives for students. Attendance is an essential measure of school culture, and we are working to increase our attendance rate.

sense of belonging. To address our attendance concerns, we continued with an attendance team. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high-need students.

We are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If damage occurs, we teach students and our collective community how to restore the harm.

With these strategies, our attendance goal is an overall 95% rate by June 2026.

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

Our suspension rate increased by .01% from 14.3 in 2023 to 14.4 in 2024. We understand the need to address social media misuse, and implementing the no cell phone policy in our school has alleviated some issues, but there is still a lot of work to do. Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense

of belonging. To address our attendance concerns, we continued with an attendance team. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high-need students.

We are also continuing to implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If damage occurs, we teach students and our collective community how to restore the harm.

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

Goal 1: Attendance Through the implementation of incentives and monthly intervention strategies, our attendance rate will increase to 93% by June 2025. (+1.1%)
Goal 2: School Climate Through positive classroom culture, including team-building activities, students' Cultural Awareness and Action scores will increase to 42% (+ 10%) as measured by

the 2025 CORE survey. Goal 3: PBIS Matrix Through teaching, implementation, and incentives using the Lindsey PBIS Matrix, students Sense of Belonging score will increase to 50% (+4%) as measured by the 2025 CORE survey.

Goal 1: Attendance

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

Goal 2: School Climate

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

Goal 3:

Through teaching, cultural relevance and the implementation, of cultural awareness and acceptance we are planning to increase the sense of belonging in our school. In addition we are implementing a system of incentives using the

Lindsey "Sense of Belonging"
Our goal is to increase our to 50% (+4%) as measured by the 2025 CORE survey.

Culture and Climate Action Plan
1. Continue RJ Practices in systems
Cont. Conduct Rubric
Cont. Circles & Community Building
Cultural Relevance implementation
2. Continue Attendance Intervention & Incentives

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

For some parts, our overall culture and climate did not achieve our goals for 23-24. Different components of our culture and climate show some improvement while others demonstrate a decrease. We could not achieve our 93%

attendance goal but attained 91.9%. Our attendance team, including our TOSA, attendance clerk, and roving substitute, works to close the gap and achieve our goal for next year. This team met weekly to discuss support and incentives for students. Attendance is an essential measure of school culture, and we are working to increase our attendance rate.

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

Our Culture/Climate goals focus on reducing chronic absenteeism while increasing students' sense of belonging. To address our attendance concerns, we continued with an attendance team. This team meets weekly to create and implement an action plan that provides incentives and support for the whole student body and high-need students.

We are also continuing to

implement restorative justice practices so that students learn how to deal with conflict without causing harm to one another. If damage occurs, we teach students and our collective community how to restore the harm.

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

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

Action Plan

We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted

intervention program geared toward our more-needed behavior intervention population.

Academic Strategies

Homework House

Saturday School

Tutoring Programs

QCI or Quality Curriculum

Instructions

ELLevation Strategies

Enhancing the sense of community and belonging

Restorative Justice

Mediation Circles

Love Without Limits

Student of the Month

IReady Achievement Assemblies

School Dances

Spirit Days

GPA Assemblies

Perfect attendance Recognition

Different Interests Clubs

Spirit Week

Progress Monitoring Plan for

Dashboard Red-Level Subgroups

Climate

Our school staff will review the

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

Goal 1: Attendance

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

Goal 2: School Climate

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

Goal 3:

Through teaching, cultural relevance, and implementing cultural awareness and acceptance, we plan to increase the sense of belonging in our school. In addition, we are

implementing a system of incentives using the Lindsey “Sense of Belonging.” We aim to increase our to 50% (+4%) as measured by the 2025 CORE survey.			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students. (IN 6)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Recreational Aides to provide necessary supervision before and after school, during passing periods, cafeteria supervision during breakfast and lunch service. Also, offering supplemental support to students and cultivating a positive school climate in line with the CORE Survey. (IN 3)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Materials and Supplies for student incentives and rewards for attendance, academics, and assessment achievements. -Quarterly Student Achievement Awards -Monthly Attendance Awards (20 for 20) -SBAC attendance / participation incentives -Additional program incentives throughout the year -Promotion Ceremony (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Professional Development Opportunities, onsite or online. Note: on-ground PD may include overnight stay</p> <p>Collaboration PD/ Release Time: Staff within each department/grade level will meet to create more coherent and uniform lessons to meet the California State Standards and increase student achievement. Staff will calibrate rubrics, assessments, and evaluate student writing.</p> <ul style="list-style-type: none"> -District-sponsored Workshop/Training (All Depts, year-round) -California Science Education Conference, Pasadena (October) -Safe and Civil Conference, (various dates year-round) -California League of Middle Schools, Sacramento (March) -CUE Conference, Palm Springs (March) -GATE Conference (various dates & locations, year-round) -Kagan Conference (various dates & locations, year-round) -Physical Education Workshop (various dates & locations year-round) -Fred Jones Conference/Workshop (various dates & locations, year-round) -Other site/district approved PD opportunities (various dates & locations, year-round) (PD 2) 	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students. (IN 1)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
<p>Extra Hourly for Instructional Aides- SPED to provide additional classroom support, instructional support, student engagement, and parent communication.</p> <ul style="list-style-type: none"> - 3 aides will work 2.70 additional hours/ day, 351 hours annually per aide - 3 aides will work additional 0.50 hours/ day, 65 hours per aide (IN 10) 	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year. (PI 1)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
<p>Buses are needed for academic field trips and college visits and events. (IN 9)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
2 Intermediate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school. (PI 3)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
One Bilingual College Aide will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
Additional 50% IOA to support with parent communication and attendance. Will focus on increasing daily attendance, coordinating parent conferences, and acting as a liaison to improve chronic absentee rate. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide support for students with IEPs and SST process. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Homework House will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday each week for one hour from October 2023 to June 2024. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports. (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

Accountability Measure 1: Increase Achievement

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

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

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

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Professional development opportunities for teachers Core Curriculum 100	Allocating .5 roving substitute teacher position for the full school year, funded by Title 1, is essential to support LBUSD's commitment to Vision 2035. The roving substitute will provide flexible immediate classroom coverage throughout the school year, allowing teachers to fully engage in professional development and peer observations without interrupting student learning. This ensures instruction can continue with a stable learning environment for all student. This allocation directly advances the district's goals of equity, instructional excellence, and student-centered learning.	All Staff, All Students	Title 1 \$15,252 Substitute teacher half day (1) for 100 days - Title 1 100%	09/10/2025 - 06/15/2026 Other	Principal, Office Supervisor	Schedule: Mondays, Thursdays, & Fridays Core Curriculum 100
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
To provide uninterrupted support to students in all subject areas. Core Curriculum 100	Extra Hourly for Instructional Aides-SPED to provide additional classroom support, instructional support, student engagement, and parent communication. - 1.5 aides will work 2.70 additional hours/ day, 170 hours annually per aide - 1.5 aides will work additional 0.50 hours/ day, 65 hours per aide	Special Education, Identified At-Risk Students	LCFF \$3,797 Hourly - Instructional Aide (1.5) for 65 hours annually - LCFF 100%	09/15/2025 - 06/15/2026 Daily	Instructional Aides	Teacher Core Curriculum 100

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Below grade level in math and ELA according iReady and SBAC reports SBAC ELA 30, SBAC Math 30, Attendance/Chronic Absenteeism Rate 40	Homework House and Saturday School will provide tutoring for students who are below grade level in reading and math according to iReady and SBAC reports. Students will be able to attend Homework House Tuesday through Thursday and attend Saturday School on Saturdays each week for one hour from October 2025 to June 2026. Saturday School will also be provided for students who need additional support in ELA and math according to iReady and SBAC reports.	All Students, African-American, English Learners, Identified At-Risk Students, Special Education	Title 1 \$17,491 Teacher Hourly Extra Comp (4) for 45 hours annually - Title 1 100%	07/01/2025 - 06/20/2026 Weekly	Principal, AP, IIC	Edulastic, iReady, SBAC SBAC ELA 30, SBAC Math 30, Attendance/Chronic Absenteeism Rate 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Provide arts in technology for students. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students, Identified At-Risk Students	Prop 28 \$87,717 Teacher - Secondary .5 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher, Administrator	Formal and informal classroom visits, projects, and site interests events. Other 100
High percentage of students with IEP's (~13%) Provide mental health support to students and families. SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 60	20% Psychologist to promote a healthy environment and a safe school climate. Provide mental health support and referrals to related resources to families and students. Provide targeted small group sessions as an intervention for needed subgroups of students.	Identified At-Risk Students, Other Targeted Students, Support Staff/Counselors	Title 1 \$38,489 Psychologist .2 FTE - Title 1 100%	07/01/2025 - 06/20/2026 Weekly	Psychologist	Number of referrals for assessments IEP on-time completion rate SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 60

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Safety and Sense of Belonging Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, SEL Survey 40	The Campus Staff Assistant will provide a safe and secure environment through building and establishing meaningful relationships with students and staff to increase safety and sense of belonging at Lindsey. The additional funding would be split between two CSA positions.	African-American, English Learners, All Students, Special Education	LCFF \$53,325 Title 1 \$53,325 Campus Staff Assistant 1 FTE - LCFF 50%; Title 1 50%	07/01/2025 - 06/20/2026 Daily	Principal, AP, & Office Supervisor	Pulse Surveys and CORE Survey Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 10, SEL Survey 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Technology for 21st century skills SBAC Testing Professional Development and Staff Support Continuous monitoring and support of staff and student technological needs. SBAC ELA 40, SBAC Math 40, Other College Readiness Measures 20	Extra Hourly for technology support to enhance professional development and daily student instruction.	All Students, All Staff	LCFF \$4,683 Title 1 \$1,093 Teacher Hourly Extra Comp (1) for 45 hours annually - LCFF 75%; Title 1 25% OT - Custodian (1) for 30 hours annually - LCFF 100%	07/01/2025 - 06/20/2026 Daily	Principal/Teacher	System for Ipad Quality Control Professional Development for Teachers In-class support for departments SBAC ELA 40, SBAC Math 40, Other College Readiness Measures 20
Increase student sense of belonging. 65% student response rate, 2022 (decreased 1). Increase Leadership opportunities for our 8th grade students. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	WEB Program (Where Everybody Belongs) Summer Student Training Sessions and WEB Orientation. 4 Staff Members will act as Coordinators and Advisors for the WEB Program to create a welcoming environment for our incoming students.	All Students	Title 1 \$1,943 Teacher Hourly Extra Comp (1) for 20 hours annually - Title 1 100%	07/01/2025 - 06/20/2026 Quarterly	Intervention Coordinator	Participation rate, leaders Number of activities throughout year Culture-Climate Survey (Student-Staff) 50, SEL Survey 50

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
SBAC Results for ELL subgroup are below District average Number of students receiving F's and D's in math and EL SBAC ELA 30, SBAC Math 30, EL Reclassification 40	One Bilingual College Aide will provide primary language support to ELL students to access core content, including Math Development and CCR ELA intervention classes to increase student achievement on district and state assessments.	English Learners	Title 1 \$5,382 College Student Aide (1) for 250 hours annually - Title 1 100%	07/01/2025 - 06/20/2026 Daily	IIC & CCR Teacher	Teacher Feedback College Aide evaluations SBAC ELA 30, SBAC Math 30, EL Reclassification 40
High percentage of students sent to see the nurse Chronic Absenteeism above 10%, high percentage due to health related reasons. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 40, SEL Survey 40	20% Nurse to promote a healthy environment and a safe school climate. Provide health support and referrals to health related resources to families and students.	All Students, Low SES, African-American, Identified At-Risk Students, English Learners, Special Education	Title 1 \$31,195 Nurse Inspector .2 FTE - Title 1 100%	07/01/2025 - 06/20/2026 Weekly	Principal, Nurse	Reports to Principal Communication with parents via school messenger, newsletter and phone calls Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Parent) 40, SEL Survey 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
The technology equipment and support will be used for intervention services. SBAC ELA 30, SBAC Math 30, High School Readiness 40	Technology equipment purchase, replacement, refreshing, digital programs and applications: To replace supplementary equipments for tutoring and other additional services. To purchase or renew digital programs and applications, e.g. Nearpod, StoryboardThat!, Run Keeper, and others	All Staff, All Students, African-American, Identified At-Risk Students, Low SES, Special Education, English Learners	Title 1 \$5,000 Materials - Title 1 100%	07/01/2025 - 06/20/2026 Quarterly	Technology Coordinator	CORE Survey Results SBAC Results Helpdesk Ticket requests SBAC ELA 30, SBAC Math 30, High School Readiness 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
To provide classroom teachers the necessary materials, supplies, and equipment to help carry out lessons that addresses needs of ELL's, student with differnt learning modalities and styles, while enriching the curriculum. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40	Materials and supplies used after school tutoring for each department in supporting nearly and not met student populations. Departments include: ELA, Math, Science, History, Physical Education, SPED and Electives/Music.	All Students, African-American, English Learners, Special Education	LCFF \$3,000 Materials - LCFF 100%	07/01/2025 - 06/20/2026 Semester	Principal Department Heads	Quarterly and Semester grades SBAC Scores CORE Survey SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Need to improve chronic absenteeism/ daily attendance, to incentivize and recognize student achievement, and improve assessment (SBAC, other) participation / attendance. SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40	Materials and Supplies for student incentives and rewards for attendance, academics, and assessment achievements. - Quarterly Student Achievement Awards -Monthly Attendance Awards (20 for 20) - SBAC attendance / participation incentives -Additional program incentives throughout the year - Promotion Ceremony	All Students, African-American, English Learners, Low SES, Special Education	LCFF \$5,000 Services - LCFF 100% Materials - LCFF 100%	07/01/2025 - 06/20/2026 Quarterly	Principal Banker	Quarter / Semester Grades Attendance rates HSR rate SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Student-Staff) 40

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

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
<p>Needs: Our school is committed to addressing the needs of our students at every level, for that reason that we are concentrating on the sense of safety and security.</p> <p>* Safety: Overall our safety when down.</p> <p>* My child is safe in the neighborhood around school when down.</p> <p>Action Plan for Subgroups in the Dashboard Red Level</p> <p>We plan to ensure that our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population. African American Students, ELLs Students, Students with Disabilities, Students with Economic Disadvantages and our Homeless Students will improve in the Pulse Survey and the Core Survey by 10 points</p>	<p>Action Plan We plan to ensure that our students including our subgroups achieve their targets through a combination of strategies. We have a targeted intervention program geared toward our more-needed behavior intervention population. Our population in general will also benefit from all these strategies as well.</p> <p>Our strategy is use our Program and Materials to insure a much better outcome this school year.</p> <p>Academic Strategies</p> <p>Homework House Saturday School Tutoring Programs QCI or Quality Curriculum Instructions ELLevation Strategies</p> <p>Enhancing the sense of community and belonging</p>	<p>Title 1 ESER</p>	<p>8-20-25 - 6-14--26</p>	<p>All school personnel, including teachers, administrators, counselors, aids, and all support staff.</p>	<p>Pulse Surveys CORE Surveys Decrease in the Number of Suspension Decrease the Number of Referrals Decrease the Number of Expulsions</p>

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

and Intervention Coordinator will develop a monitoring plan for data assessment, such as Iready, Unit Tests, and district assessments.					
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Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Staff need additional time to collaborate to plan for units of study, analyze assessment data, and determine next steps to better align instructional practices to improve student outcomes. Low substitute job pick-up rate; Substitutes/Roving site-substitutes are needed to cover classes. Core Curriculum 100	Substitutes/Roving Site-Substitutes for class coverage in order for teachers to meet for Dept. Collaboration Release Days, Grade-level planning, cross-department planning, parent workshops, or other professional development opportunities.	LCFF \$10,517 Title 1 \$10,516 Substitute teacher full day (1.5) for 50 days - LCFF 50%; Title 1 50%	07/01/2025 - 06/20/2026 Quarterly	Department Head Principal	SBAC data Quarter/Semester Grades Student Samples Agenda and Minutes

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Lindsey has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach our families in preparation for the new school year. Culture-Climate Survey (Parent) 80, Basic Services 20	1 Office Supervisor to provide additional support during the summer to assist with parents enrolling new students, communication with incoming families about upcoming events, & preparing for the opening of the school new year.	Par Inv \$682 Hourly - Senior Office Assistant (1) for 15 hours annually - Par Inv 100%	07/01/2025 - 07/20/2026 Daily	Principal Office Supervisor	Number of parents/families serviced

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Improve Parent involvement by building community resource to address language barrier from home-to-school. EL Reclassification 30, Culture-Climate Survey (Parent) 70	Parent English Classes: To increase parent involvement and interaction with student school work and activities. 1 Teacher hired from LB School for Adults to teach 3X per week for 2 hours per session. Parent Orgnaization Network will also work with our Spanish speaking parents to provide useful information regarding ELAC and other subjects such as SBAC and attendance. Our Program Facilitator will work closely with the Parent Organization Network to get parent participation and interest.	Par Inv \$3,985 Teacher Hourly P Schedule (1) for 45 hours annually - Par Inv 100%	07/01/2025 - 06/20/2026 Weekly	Principal Program Facilitator Teacher	Course Evaluation Pre- & Post- Course results
Lindsey has a mobile population with many new enrollees and families that require direct assistance in home language. Early communication is important to reach our families in preparation for the new school year. Culture-Climate Survey (Parent) 80, Basic Services 20	2 Intermdiate Office Assistants & 1 Office Supervisor to provide additional support, guidance and communication for our Spanish speaking families to assist with a smooth transition to middle school.	Par Inv \$679 Title 1 \$678 OT - Senior Office Assistant (1) for 25 hours annually - Par Inv 50%; Title 1 50%	07/01/2025 - 06/20/2026 Daily	Principal Office Supervisor	Number of parents/families serviced

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
To build connect with students and families Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 30	Falcon Family Fun Nights - Each teacher from each department will coordinate and facilitate a Falcon Family Fun Night in which parents and students will receive Title 1 information and other pertinent information for school success along with fun games and activities to build sense of belonging.	Title 1 \$2,214 Teacher Hourly P Schedule (25) for 1 hours annually - Title 1 100%	07/01/2025 - 06/20/2026 Monthly	teachers, department chairs and administrators	CORE survey data

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	253970
Title I Parent and Family Involvement (3008)	5577

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

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

State Programs *	Allocation
LCFF	80080

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

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

Assistance to Schools

Counselors

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Danyett Armstrong-Lee	12-31-2027
Staff	Classroom Teacher	George Martinez	07-30-2026
Staff	Classroom Teacher	Dorian Branch	07-30-2026
Staff	Classroom Teacher	Jordan Pace	07-30-2027
Staff	Classroom Teacher	Khoi Nguyen	07-30-2027
Staff	Other School Personnel	Gabriella Belayachi	07-30-2026
Community	Parent/Community Member	████████ Gutierrez	07-30-2026
Community	Parent/Community Member	████████ Numata	07-30-2027
Community	Parent/Community Member	████████ Dyfan	07-30-2026
Community	Student	A ██████████	07-30-2026
Community	Student	C ██████████	07-30-2026
Community	Student	J ██████████	07-30-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████████ Perez
DELAC Representative	Parent of EL Student (required)	██████████ Hernandez
Principal or Designee	Staff Member (required)	Danyett Armstrong-Lee
Secretary	Parent of EL Student (required)	██████████████████ Lopez

Name	Representing
██████████ Barrera	Community Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	09/15/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Supervision for SPED students before and after school A camera in front of the gymnasium and one more in the parking lot Additional staff for supervision in common areas at the beginning of the day and at dismissal EL support after school (tutoring) For the second semester/Saturday School to support ELPAC testing
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades CELDT/ELPAC Results Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	09/16/2025

Question	Answer
6. What was SSC's response to ELAC recommendations?	<p>We thank the ELAC members for their recommendations to support academic achievement for our English Language Learners and our underperforming students.. Members of SSC support this and have been consulting on options for interventions targeting ELs and our at-risk students. Further information regarding the interventions will be made available at a later date. Please know that we have already discussed and committed to providing parents with various workshops/trainings throughout the year that will address different topics. Once again, thank you for your recommendations.. We look forward to our continued collaboration throughout the year.</p>

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 09/16/2025
2. SSC approved the **Home-School Compact** on 09/16/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/16/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/18/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/14/2025
6. The SPSA was approved at its meeting on 11/18/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

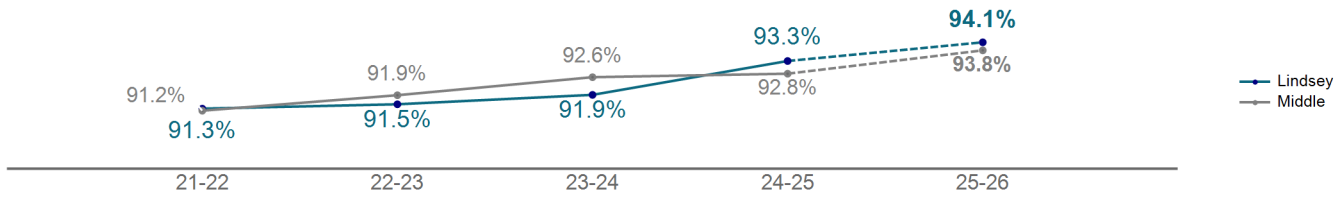
Printed Name: _____ Date: _____

ELAC Chair: _____

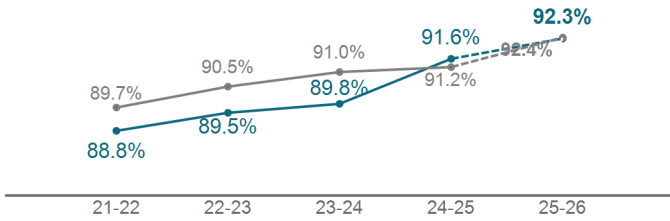
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Attendance Rate

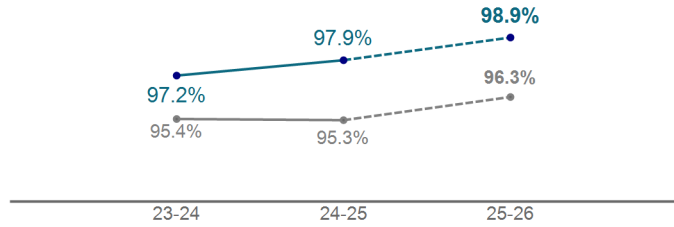
Lindsey
All Students
N = 670



African American
N = 99



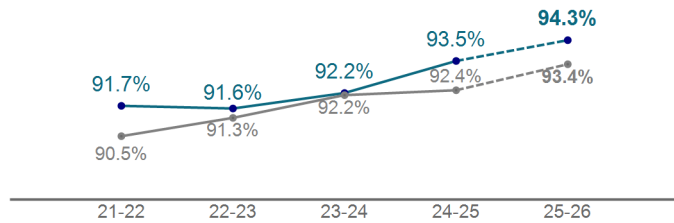
Asian
N = 21



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 496



Pacific Islander

Subgroup with fewer than 20 students.

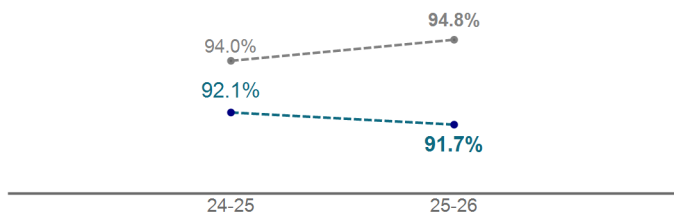
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

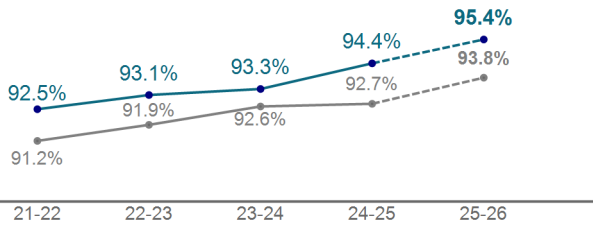
Other
N = 28



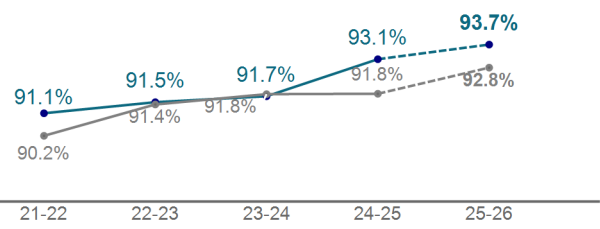
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

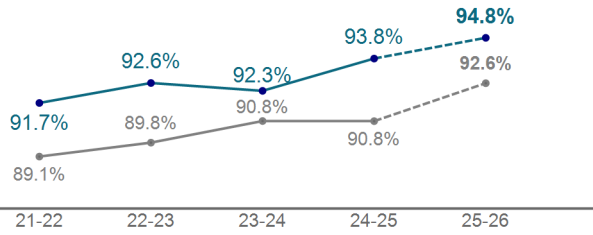
EL + RFEP
N = 261



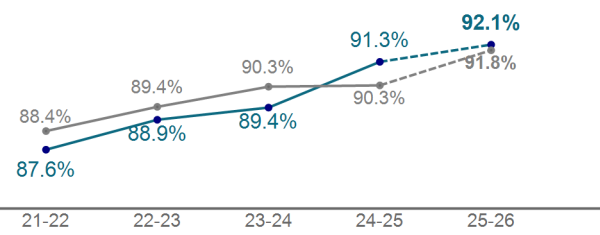
Low SES
N = 529



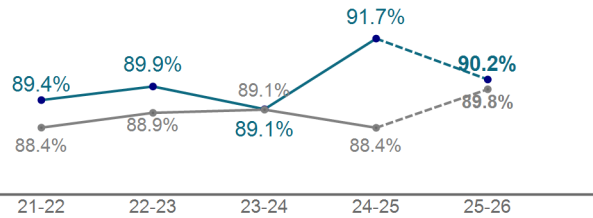
English Learner
N = 116



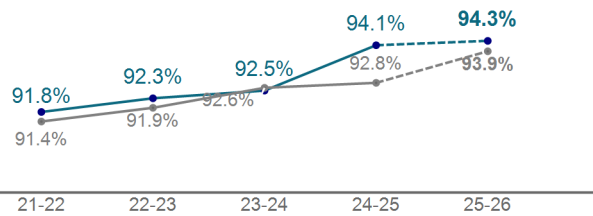
Special Education
N = 102



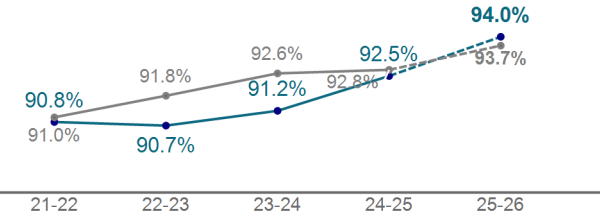
Homeless or Foster Youth
N = 66



Female
N = 305



Male
N = 365



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Lindsey

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

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

SBAC Math 2025 :: School Data by Subgroup

Lindsey

Category	Tested		Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

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

SBAC Science 2025 :: School Data by Subgroup

Lindsey

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-

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

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

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

Lindsey

2024-2025

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2024-2025	YR	All	All	3	118	101	
		Grade	Gr. 06	2	44	47	
			Gr. 07		13	19	
			Gr. 08	1	61	35	
		Ethnicity	African American	1	31	36	
			American Indian		6	7	
			Hispanic	2	76	55	
			Other		3	2	
			Pacific Islander		1	1	
			White		1		
		Gender	Female	2	27	24	
			Male	1	91	77	
		Fluency	EL + RFEP		37	12	
			ELL		26	9	
			RFEP		11	3	
		Foster	Foster			2	
		GATE/Excel	GATE/Excel	1	7	6	
		Homeless	Homeless	1	16	14	
		LowSES	Low SES	2	103	93	
		SPED	Special Ed.		49	42	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		26	23	

Lindsey

2023-2024

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	92	234	229	1
		Grade	Gr. 06	9	33	34	1
			Gr. 07	31	130	117	
			Gr. 08	52	71	78	
		Ethnicity	African American	45	73	96	1
			American Indian	2	1		
			Asian			1	
			Filipino	1	2	4	
			Hispanic	33	140	117	
			Other	5	7	2	
			Pacific Islander	4	7	7	
			White	2	4	2	
			Gender	Female	41	64	44
		Male		51	170	185	
		Fluency	EL + RFEP	14	56	38	
			ELL	5	31	19	
			RFEP	9	25	19	
		Foster	Foster	2	7	5	
		GATE/Excel	GATE/Excel	7	21	18	
		Homeless	Homeless	20	31	39	
		LowSES	Low SES	77	183	172	1
		SPED	Special Ed.	25	75	89	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	12	47	46	

Lindsey

2022-2023

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

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

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

Lindsey

2021-2022

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

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

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

Lindsey

2020-2021

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

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

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

Lindsey

2019-2020

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

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

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

Lindsey

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR	
			Exclusionary	Other Action
All Students	All	222	53	45
	Gr. 06	93	47	51
	Gr. 07	32	41	59
Grade	Gr. 08	97	63	36
	African American	68	46	53
	American Indian	13	46	54
Ethnicity	Hispanic	133	57	41
	Other	5	60	40
	Pacific Islander	2	50	50
	White	1	100	
Gender	Female	53	51	45
	Male	169	54	46

Lindsey

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
subgroup			
Category	# Records	Percent by Category	
Special Populations	EL + RFEP	49	76 24
	ELL	35	74 26
	Foster	2	100
	GATE/Excel	14	50 43 7
	Homeless	31	52 45 3
	Low SES	198	52 47 1
	RFEP	14	79 21
	Spec Ed. Speech/RSP	49	53 47
	Special Ed.	91	54 46



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Lindsey

Site Level Overall Performance Level Summary



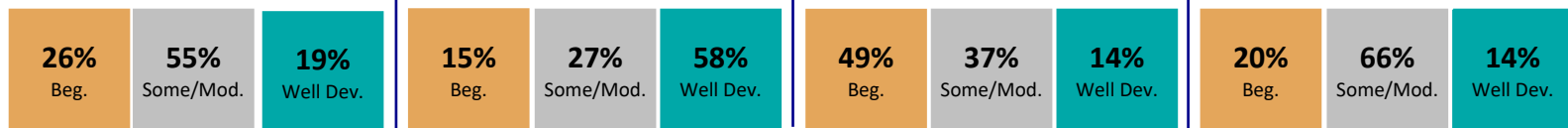
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	9%	32%	32%	26%	12%	54%	34%	6%	20%	74%	32%	51%	17%	18%	63%	18%
07	39%	24%	26%	11%	39%	47%	13%	29%	34%	34%	74%	16%	11%	26%	63%	11%
08	30%	28%	25%	18%	32%	61%	7%	16%	28%	54%	53%	35%	12%	18%	72%	11%

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) -

Lindsey Academy ▾

If TSI/ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

November 18, 2025

Signature of Principal

Signature of SSC Chair

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-promise” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI)

Lindsey Academy

Si es TSI o ATSI, identifique los subgrupos:

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

Atestación:

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

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

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

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

**por sus siglas en inglés*

Fecha de aprobación por el SSC

November 18, 2025

Firma del director

[Redacted Signature]

Firma del presidente del SSC

[Redacted Signature]

Inequidad de recursos

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

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

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

Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



Perry Lindsey Academy

School-Home Compact

2026-2027

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

Como estudiante, me comprometo a:

- Llegar a mis clases puntualmente y vestido apropiadamente.
- Trabajar lo más duro que pueda en las tareas escolares y seguir todas las reglas escolares.
- Hablar con mis padres sobre lo que estoy aprendiendo en la escuela.
- Hacer preguntas a mis profesores cuando no entiendo algo
- No voy a utilizar celular y otro tipo de tecnología durante horas de escuela.
- Utilice la tecnología de manera responsable, especialmente las redes sociales.
- Leer durante 30 minutos o más al día.
- Tratar a los demás, la propiedad de la escuela y todo el personal con cortesía y respeto.
- Utilizar un lenguaje apropiado y respetuoso en todo momento.

Nombre del estudiante

Firma del estudiante

Como padre, me comprometo a:

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

Nombre de los padres

Firma de los padres

Como docente me comprometo a:

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

Nombre del maestro

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

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

Firma del director

Revisado el 16/09/2025



Perry Lindsey Academy

School-Home Compact

2026-2027

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

As a student, I pledge to:

- Arrive to my classes on time and adhere to the dress code
- Work as hard as I can on school assignments and follow all school rules
- Discuss with my parents what I am learning in school
- Ask my teacher(s) questions when I don't understand something
- I will not use a cellphone or personal technology during school time
- Use technology responsibly, especially Social Media
- Read for 30 minutes or more a day
- Treat students, staff, and all school property with courtesy and respect.
- Use appropriate language at all times.

Student's Name

Student's Signature

As a parent, I pledge to:

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

Parent's Name

Parent's Signature

As a teacher, I pledge to:

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

Teacher's Name

As a principal and support staff, I pledge to:

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

Principal's Signature

Revised 09/16/25



STATE & FEDERAL
PROGRAMS
Long Beach Unified School District

Perry Lindsey Academy Family Involvement Guidelines 25-26

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

PART I

Perry Lindsey Academy agrees to implement the following requirements:

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

PART II

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

1. Perry Lindsey Academy will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish families to allow for discussions
2. Perry Lindsey Academy will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Perry Lindsey Academy will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Perry Lindsey Academy will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger and Canvas
 - Child care provided
 5. Perry Lindsey Academy will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)

6. Perry Lindsey Academy will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Perry Lindsey Academy will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Parent classes
 - Principal chats
 - In school newsletters
 - Back-to-School night and Open House
 - Monthly Family Fun Nights
 - At SSC & ELAC meetings
7. Perry Lindsey Academy will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
8. Perry Lindsey Academy will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Perry Lindsey Academy will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Perry Lindsey Academy will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distribution occurs with school enrollment

3. Perry Lindsey Academy will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Perry Lindsey Academy will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
5. Perry Lindsey Academy will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Office supervisor will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

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

- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

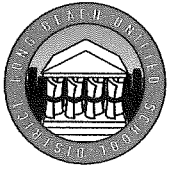
Perry Lindsey Academy’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on September 16 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before September 30, 2025. Perry Lindsey Academy, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

September 16, 2025

Revised and Adopted Date



Perry Lindsey Academy

Guía de Participación Escolar para las Familias

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

PARTE I

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

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

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

1. Perry Lindsey Academy tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar.
Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC

- iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores
- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español para permitir discusiones
2. Perry Lindsey Academy tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
- En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
3. Perry Lindsey Academy actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
- En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. Perry Lindsey Academy convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
- Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolMessenger” y Canvas
 - Se proporcionará cuidado de niños
5. Perry Lindsey Academy proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
- Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)

6. Perry Lindsey Academy les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. Perry Lindsey Academy también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
7. Perry Lindsey Academy coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. Perry Lindsey Academy entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

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

1. Perry Lindsey Academy construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. Perry Lindsey Academy incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - Distribucion incluido con el proceso de inscripción

3. Perry Lindsey Academy, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. Perry Lindsey Academy, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
5. Perry Lindsey Academy, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal
6. Perry Lindsey Academy, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - Supervisor de oficina hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

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

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

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

- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

* * * * *

PARTE V: ADOPCIÓN

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía fue adoptada por el Concilio del Plantel Escolar de la Escuela el 16/09/25 y estará vigente por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 30/09/26 o antes. Perry Lindsey Academy, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

09/16/2025

Fecha de Adopcion