

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LINDBERGH/SCHWEITZER ELEM SCHOOL

2020-21

37-68338-6039887

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Peterson, Victoria

Contact Person: Peterson, Victoria

Position: Principal

Telephone Number:

Address: 4133 Mount Albertine Ave, Lindbergh/Schweitzer Elem, San Diego, CA, 92111-3128,

E-mail Address: vpeterson@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT



*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Lindbergh Schweitzer Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Victoria Peterson

PHONE: 619-605-1350 **FAX:** (858) 292-0746 **E-MAIL ADDRESS:** vpeterson@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

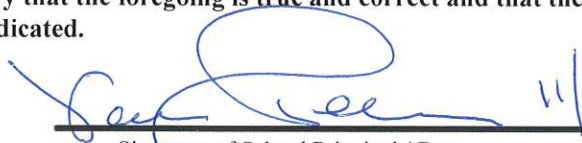
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|---|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: Oct. 15, 2020 |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: Oct. 15, 2020 |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>TBD</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>Oct 15, 2020</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

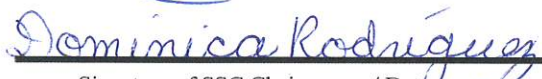
4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: Oct. 15, 2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

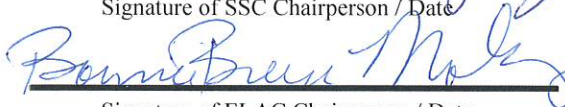
Victoria Peterson
Type/Print Name of School Principal

 11/19/2020
Signature of School Principal / Date

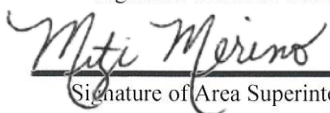
Dominica Rodriguez
Type/Print Name of SSC Chairperson

 11-19-20
Signature of SSC Chairperson / Date

Bonnie Bruce-Mohney
Type/Print Name of ELAC Chairperson

 11/19/20
Signature of ELAC Chairperson / Date

Mitzi Merino
Type/Print Name of Area Superintendent

 11/20/2020
Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, increase attendance, and decrease suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders. The mission of Lindbergh Schweitzer Elementary school is to foster an environment that demands academic excellence and global responsibility. We are a school that promotes strong critical thinking and communication skills and prepares our students for a life of continued learning.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Principal involved Instructional Leadership Team and School Site Council monthly by looking at data and areas of need throughout 2019-20 school year. School Site Council and Site Governance team connected with constituents for feedback on budget priorities in January 2020 via verbal connections. Principal also met with Parent Teacher Association monthly (until March 2020) 2019-20 and Site Governance Team monthly in 2019-2020. A focus on school site needs based on data and budget development was the focus of portions the meetings with various stakeholder groups.

RESOURCE INEQUITIES

Lindbergh Schweitzer's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-2020 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2020-21 SPSA was focused on ELA and Math funding supported our targeted students, EL's, AA and Sped students.

Data indicated that there are inequities in the area of literacy and math. When examining the groups of students as they move from 3rd to 5th grade specific groups of students dropped in met or exceeded grade level standards. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers and education specialists will participate in monthly PLCs strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year. They will also be administering common formative assessments PK/TK-5 and monitoring student progress as grade level teams on a bi-weekly basis.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. (Data shows improvement however students who identify as black and 2 or more races are still in the orange). EL's have made slight progress but we will have to continue focusing on this sub group of students. The school community will continue to work on Trauma Informed Care and have put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The attendance team will work collaboratively and closely with the principal, school counselor, guidance attendance, and certificated staff to monitor attendance and student needs. There will be home visits and communication with families to support daily student attendance. In addition we will work to increase parent engagement and strengthen the home-school relationships with families. There will be a school counselor, guidance assistant, TKF and nursing staff on-site to support students with social and emotional needs. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school wide to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
1. Victoria Peterson	Principal / Cochair
Ellen Riffenbergh	Teacher
3. Caye Baxter	Teacher
4. Jan Garon	Teacher
5. Carrie Morgan	Other Staff
6. Keli Ingrande	Parent /ELAC
7. Princess Webber	Parent
8. Amanda Flatt	Parent
9. Ursula Braley/DAC	Parent
10. Dominica Rodriguez-Adams	Community Member / Cochair

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The overall implementation and use of strategies resulted in positive outcomes. To support this goal, the school counselor, guidance assistant or TKF mentor will facilitate: attendance groups, community circles, friendship groups, Place for Peace activities, meetings with individual or whole class groups for conflict resolution (attendance topics, home/community topics).

One or more members of the team will meet with individual and or small groups of students to promote safe/healthy choices a safe and inclusive environment for all students.

The principal, school counselor, attendance clerk, and attendance team will meet regularly to review attendance data. We will follow up with students/families to promote daily attendance. Every trimester, students will be acknowledged for perfect attendance. Classrooms with high attendance will be acknowledged on a regular basis.

The Lindbergh Schweitzer staff will devote professional development time in fostering resilient youth and on creating a trauma sensitive classroom and school environment. The staff will grow in their understanding of how their own experiences and responses shape their actions and reactions to student behaviors. The staff will take time to build relationships with students in their own classrooms, but also get to know other students at varying grade levels through community building. We are building more engaging classroom and school environments with the intention of creating environments that support students wanting to be at school daily and on time. We want to bring families into the school setting through academic and social functions at the school site to continue to build positive relationships. We are also offering district resources and making connections with community resources to support the needs of our families. These supports include resources that support daily student's attendance. A few examples of these partnerships include Primetime, the Boys and Girls Club, and afterschool sports and dance class.

*Major Differences						
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.						
Online learning may present challenges to implementation within a virtual setting.						
*Changes						
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.						
The major changes were due to online learning. Training that was not provided directly from the site was supported by the district in order for teacher to focus on implementing quality online instruction to students. All other resources such as Trauma Informed Care and Anti-racism was led by ILT.						
*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	PK/ECSE/TK-5	Decrease the overall school wide chronic absenteeism rate.	14.4%	10.4	Attendance	Trimester
June 2021	PH/ECSE/TK-5	Decrease overall school wide suspension rate	1.5%	.5%	Suspension	Trimester
June 2021	PK/ECSE/TK-5	Increase the average encourages parent involvement (Section 4.1) rate of "Strongly Agree"	49%	55%	CAL-SCHLS (CSPS)	Annual
June 2021	PK/ECSE/TK-5 (African American students)	Increase the average encourages parent involvement (Section 4.1) rate of "Strongly Agree"	baseline	55%	CAL-SCHLS (CSPS)	Annual
June 2021	PK/ECSE/TK-5 (African American students)	Decrease overall school wide suspension rate	10.8%	7%	Attendance	Annual
June 2021	PK/ECSE/TK-5 (African American students)	Decrease overall school wide suspension rate	2.4%	1.6%	Chronic Absenteeism	Annual

***Identified Need**

On the California Dashboard (2018) Lindbergh Schweitzer is in the orange in the following indicators: Chronic Absenteeism and Suspension Rates. The overall school chronic absenteeism rate is 14.4% chronically absent.

Chronic Absenteeism Rates (subgroups):

Students with disabilities = 28.4%

Hispanic students = 19%

Socioeconomically Disadvantaged 14.7% (Over 71% of Lindbergh Schweitzer's student population is considered socioeconomically disadvantaged (SARC 2017-2018). This group is addressed in the goal for all students.)

African American students=10.8%

English Learners= 6.6%

According to the California Dashboard (2018), Lindbergh Schweitzer's suspension rate reports 1.5% students were suspended at least one time.

Suspension Rates (subgroups):

African American = 2.4 %

Hispanic students= 2.3 %

Students with Disabilities = 1.8 %

English Learners= 1.4 %

Socioeconomically Disadvantaged students= 1.3% (Over 71% of Lindbergh Schweitzer's student population is considered socioeconomically disadvantaged (SARC 2017-2018). This group is addressed in the goal for all students.)

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 49% (with the response of "strongly agree" in each of the indicators under 4.1 School Encourages Parental Involvement, 149 parents (46%) completed the survey in a population of 320 students TK-5 (as of May 2019).

Parent Involvement (indicators):

-School allows input and welcomes parents' contributions=48%

-School encourages me to be an active partner with the school in educating my child=49%

-School actively seeks the input of parents before making important decisions=30%

-Parents feel welcome to participate at this school=55%

-School staff treat parents with respect = 56%

-School staff take parent concerns seriously = 54%

-School staff are helpful to parents= 54%

Section 4.1 of California Parent Survey = 49% STRONGLY AGREE

***Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning to whole class and/or individual lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure all students, parents, and staff feel valued and respected.
- SDUSD’s on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional wellbeing. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school counselor, guidance assistant, and wellness team that includes the school nurse.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified via attendance clerk that their child (ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - Administrator, clerk, classroom teachers, and counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple absences and tardiness. Additional measures will be taken to support families of students who are chronically absent and or tardy.
- Tier 3 - The District’s Family and Community Engagement team and site staff will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees, counselor, and teachers will continue monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	ECSE/PK/TK-5	Students with Disabilities	Decrease chronic absenteeism rate	28.4%	18%	Attendance	annually
June 2021	ECSE/PK/TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	19%	10%	Attendance	annually

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June 2021	ECSE/PK/TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	14.7%	9%	Attendance	annually
June 2021	ECSE/PK/TK-5	Black or African American	Decrease chronic absenteeism rate	10.8%	7%	Attendance	annually
June 2021	ECSE/PK/TK-5	Black or African American	Decrease suspension rate.	2.4%	1.6%	Suspension	ANNUALLY
June 2021	ECSE/PK/TK-5	Hispanic or Latino	Decrease suspension rate.	2.3%	1.5%	Suspension	ANNUALLY
June 2021	ECSE/PK/TK-5	Students with Disabilities	Decrease suspension rate.	1.8%	1.2%	Suspension	ANNUALLY
June 2021	ECSE/PK/TK-5	English Learner	Decrease suspension rate.	1.4%	.9%	Suspension	ANNUALLY

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Black or African American, Hispanic, Students with disabilities and English Learners. Note: Over 71% of Lindbergh Schweitzer's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

The district funded Guidance Assistant will continue to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant may participate in home visits with a certificated staff member to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of other subcommittees as needed to support the positive school culture. This work is further supported by our contract with the Tariq Khamisa Foundation. The site's counselor will work with the Guidance Assistant on these activities and strategies.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01752X	School Counselor	0.20000	\$17,414.40	\$21,394.29	0175-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		The counselor will help with restorative practices, do home visits, actual support to EL during CORE instruction and plan with Para support to support special needs students
N01753P	Interprogram Svcs/Paper		\$3,019.00	\$3,019.00	0175-30100-00-5733-2495-0000-01000-0000	Title I Basic Program	[no data]		To support all site programs such as ELA/Math and Black Youth
N0175EZ	Contracted Svcs Less Than \$25K		\$11,000.00	\$11,000.00	0175-30100-00-5853-2700-0000-01000-0000	Title I Basic Program	[no data]		Tariq Khamisa Foundation: Mission is to create safer schools and working with at risk youth as mentors.

Goal 2 - English Language Arts**Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Resources were allocated to fund the following:

Teacher release time to participate in Professional Learning Communities (PLCs), Professional Development (PD) and collaborative planning for individuals and groups of students. Teacher participation in PLC and PD will support classroom teachers with quality, researched based, Tier I instruction and efforts to support struggling students with Tier II and Tier III interventions. PLC and PD opportunities will improve teacher knowledge and practice to support for English Learners in acquiring English and accessing grade level content; Teachers will collaborate with other certificated teachers, district resource teachers, and specialized service providers to support the effectiveness of the teacher in providing meaningful individualized instruction and supports for students in ELA and other content areas.

Visiting teachers to release classroom teachers from the classroom for professional development, PLC, and teacher collaboration in order to design lessons, analyze student work/data, create IEP plans and goals, and improve instructional strategies.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Classroom teachers collaborated with grade level teachers regarding Tier I, II, & III, but did not collaborate during PLCs with special education service providers. Special education service providers who work with students in the general education environment will participate in cluster PDs and collaborate with teachers during PLCs.

Visiting teachers released classroom teachers for professional learning communities (PLCs) and release time to create plans and goals for individual students and groups of students. Release time was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs and collaboration meetings. All teachers did not have the opportunity to participate in all scheduled days.

***Changes**

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

With release time provided by visiting teachers, released teachers will collaborate with administration, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist, APE teachers, IEP teams, and other service providers in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to at risk students.

Visiting teachers will also release classroom teachers and specialized staff to participate in ad hoc committees to work collaboratively, for example, with PE Prep teacher and other staff to engage students in physical education, health, and wellness activities.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	will meet or exceed standards	58.9%	68.0%	DRA 2	annually
June 2021	3rd	will meet or exceed standards	42.1%	53.1%	DRA 2	annually
June 2021	4th	will meet or exceed standards	Baseline Data	52.9%	DRA 2	annually
June 2021	5th	will meet or exceed standards	58.9%	68.9%	DRA 2	annually
June 2021	3rd-5th	will meet or exceed standards	Baseline Data	68.0%	FAST aReading	trimester
June 2021	3rd	will meet or exceed standards	Baseline Data	53.1%	FAST aReading	trimester
June 2021	4th	will meet or exceed standards	Baseline Data	52.9%	FAST aReading	trimester
June 2021	5th	will meet or exceed standards	Baseline Data	45%	FAST aReading	trimester
June 2021	3rd-5th Black Youth	will meet or exceed standards	Baseline Data	50%	FAST aReading	trimester

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June 2021	4th Black Youth	will meet or exceed standards	Baseline Data	50%	FAST aReading	trimester
June 2021	3rd Black Youth	will meet or exceed standards	Baseline Data	47%	FAST aReading	trimester
June 2021	5th Black Youth	will meet or exceed standards	Baseline Data	50%	FAST aReading	trimester

***Identified Need**

Only 49.6% of 3-5th-grade students at Lindbergh Schweitzer Elementary have met or exceeded standards on the CAASPP ELA for their identified grade level. As a collective team, teachers, students, intervention teachers, and parents will work to ensure that at least 59.6% of students at Lindbergh Schweitzer are "meeting or exceeding standard" on the CAASPP ELA by June of 2019.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	will meet or exceed standards	12.5%	22.5%	Fountas and Pinnel	annual
June 2021	3-5	Students with Disabilities	will meet or exceed standards	10.3%	20.3%	Fountas and Pinnel	annual
June 2021	3-5	Black or African American	will meet or exceed standards	36%	45%	Fountas and Pinnel	annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

73% UPP. Students identified as English Learners, African American/Black, and Students with Disabilities who performed below standard will receive focused instruction and support during the school day.

***Strategy/Activity - Description**

Teachers and staff will work together to identify the specific academic needs of their English Learners, Black/African Americans, and Students with Disabilities on improving their strengths and areas of growth. This will allow classroom teachers, Education Specialists, specialized staff, and English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

This support includes small group instruction daily for at least 30 minutes per day. Certificated staff members will collaborate to target Critical Concepts in ELA to meet the needs of this targeted group of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01753S	Prof&Curriclm DevHrlyClstrmTchr		\$7,000.00	\$8,560.30	0175-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Planning time for teachers to learn new curriculum and plan for online learning
N0175FK	Classroom PARAS Hrly		\$1,506.00	\$1,999.81	0175-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Para support to help students with after school activities such as busing, planning with resource teacher for online learning and attending professional development
	Prof&Curriclm Dev Vist Tchr				0175-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities Ref Id : N0175FM	Support for our SWD in the area on ELA - to ensure they have to support needed to participate in CORE instruction
	Prof&Curriclm Dev Vist Tchr				0175-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth Ref Id : N0175BL	Support for our Black Youth in the area of ELA to guarantee they continued to achieve achievement success. Planning time, learning and implementing of strategies to make them feel welcomed at our school

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

-This year we improved the levels of support for student and families by supporting the physical and mental well-being of our students by including social emotional learning into lessons and units of instruction. In addition, we have will work to provide teachers with training on Anti-racist teaching to support our new call to action which focuses on our African American students. Teachers will participate in a mixture of discussions, readings, webinars, and/or PDs to effectively implement these strategies during online learning and when we return to onsite learning.

-The upcoming on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional wellbeing. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Support for students and their families will be provided by the site counselor, and the district's Family and Community Engagement team who will support follow ups with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major changes were due to online learning. Trainings that were not provided from the site were provided by the district in order for teacher to focus on implementing quality online instruction to students. Other resources such as, quality distance learning practices, Trauma Informed Care, and Anti-racist supports were offered to site staff via webinars, online conferences, and access to experts/authors via online professional developments.

***Changes**

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

The major change came with online learning and having to support students from a distance. In order to help families, we made sure every student had a working computer, a take home bag with resources and supplies, and parents had access to parent trainings. Teachers and staff were available to answer questions and direct families to resources such as IT, food distribution, counselor services, and parent trainings.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	will meet or exceed standards	36%	45%	FAST aMath	annually
June 2021	3rd	will meet or exceed standards	30%	52%	FAST aMath	annually
June 2021	4th	will meet or exceed standards	37%	48%	FAST aMath	annually
June 2021	5th	will meet or exceed standards	30%	45%	FAST aMath	annually
June 2021	3rd-5th Black Youth	will meet or exceed standards	36%	45%	FAST aMath	annually
June 2021	3rd Black Youth	will meet or exceed standards	baseline	52%	FAST aMath	annually
June 2021	4th Black Youth	will meet or exceed standards	37%	48%	FAST aMath	annually
June 2021	5th Black Youth	will meet or exceed standards	46%	55%	FAST aMath	annually
June 2021	3rd-5th	will meet or exceed standards	baseline	45%	FAST aMath	annually
June 2021	3rd	will meet or exceed standards	baseline	45%	FAST aMath	annually
June 2021	4th	will meet or exceed standards	baseline	50%	FAST aMath	annually
June 2021	5th	will meet or exceed standards	baseline	45%	FAST aMath	annually

***Identified Need**

Only 36% of 3-5 grade students at Lindbergh Schweitzer Elementary have met or exceeded standard for their identified grade level. As a collective team, teachers, students, and parents will work to ensure that at least 46.3% of students at Lindbergh Schweitzer, including English Learners and Students with Disabilities are "meeting standard" on the CAASPP Math by June of 2020.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	will meet or exceed standards	20%	30%	FAST aMath	annually
June 2021	3-5	Students with Disabilities	will meet or exceed standards	10%	20%	FAST aMath	annually
June 2021	3-5	Black or African American	will meet or exceed standards	no data	50%	FAST aMath	trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students, especially unduplicated students. Lindbergh-Schweitzer is 73% UPP.

***Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive supports during the school day. The intensive supports online will be small group instruction in a breakout room with a teacher, paraeducator, English Learner Assistant, or service provider. We will also continue IEP goal monitoring, benchmark goal setting, and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Designated ELD instruction will take place daily for at least 30 minutes per day.

In PLC meetings teachers and service providers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more below proficiency performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP Math.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0175D4	Supplies		\$8,000.00	\$8,000.00	0175-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Use to buy supplies for teachers for online learning and take-home bags for students
N0175FJ	Prof&Curriclm Dev Vist Tchr		\$19,257.00	\$23,549.39	0175-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Planning time for teachers to collaborate weekly in the areas of Math, ELA, ELD and resource teachers to collaborate

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

The English Learner Assistant (ELA) will support classroom teachers and para educators with Tier 1 instruction and support struggling English Learners with Tier 2 interventions. The ELA will provide support for English Learners in acquiring English and accessing grade level content, collaborate with teachers to impact the effectiveness of the teacher in providing individualized instruction and supports for students in reading, writing, and other content areas and support professional development. The collaboration topics could include support in academics, assessments, direct instruction to potential at risk Long Term English Learners. ELA will also help facilitate professional development ideas in all grade levels and work directly with parents and the SSC with information regarding the performance and needs of English Learners.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

English Learner assistant (ELA) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. District OLA staff provided curriculum that integrated ELD supports for English Learners (Benchmark ELD digital). ELA supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated instruction and supports for students. ELA also supported professional development and assessments.

***Changes**

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

Major changes include the online learning setting, the adoption and implementation of the new digital Benchmark Advance Curriculum and the mandatory designated ELD for 30 minutes each school day.

***Integrated English Language Development**

All professional development will include Quality Teaching for English Learners (QTEL) strategies. Classroom teachers will participate in QTEL strategies during professional development and integrate them in classroom instruction. Virtual/In person classroom walkthroughs will be conducted to show evidence of integrated ELD.

***Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Teachers will meet in PLCs to analyze data (with an emphasis on target students, students with disabilities and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 30 minutes of Designated ELD on the daily schedule.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	12.5%	25%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	19.2%	40%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase a minimum of one performance level	no baseline due to changes in the scale ranges from 17/18	80%	Summative ELPAC	Annually

***Identified Need**

English Learner students make up 34.9% of the overall student population. According to the CA Dashboard, English Learner students are performing 76.9 points below standards in ELA and 57.1 below standards in Math. According to the K-5 Summative ELPAC data there are 33 students performing at Level 4 (well developed), 42 students performing at Level 3 (moderately developed), and 25 students performing at Level 13 (somewhat developed), and 45 students performing at a Level 1 (minimally developed).

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
- These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	no data	40%	Summative ELPAC	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	no data	40%	Summative ELPAC	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	no data	40%	Summative ELPAC	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	20%	40%	Summative ELPAC	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	Baseline Data	40%	Summative ELPAC	Annually

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June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	Baseline Data	40%	Summative ELPAC	Annually
June 2021	2-5	English Learner	Increase percentage of English Learners eligible for reclassification	88%	100%	Summative ELPAC	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, including English Learner students. Lindbergh-Schweitzer is 73% UPP.

*Strategy/Activity - Description

English Learner Assistant will continue to support and collaborate with classroom teachers and para educators to support instructional practices. English Learner Assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). She will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, the Resource teacher will work directly with community partners, students, and families during SSC and ELAC meetings to focus on English Learners and reclassification and to increase family engagement which will positively impact attendance, school culture and academic progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01752Y	ESL Asst	0.37500	\$11,351.25	\$22,092.31	0175-09800-00-2101-1000-4760-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support English learning/scheduling/ call parents. Pull small groups and ELAC testing
N0175C9	Inservice supplies		\$1,169.00	\$1,169.00	0175-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		translation, mailing, and materials to support ELD and training to parents such copies etc.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In 2019-20 administrator met with teachers, service providers, and para educators to discuss IEP goals and interventions for our students who receive special education services to support students meeting the goals on their IEPs. If data showed students needed additional support, case managers met with grade-level teams and parents to formulate a plan to improve the academic outcome for these students. Results showed that this sub group of students, according their progress reports, grades, and the California Dashboard that our intervention were working. As a staff, we still have work to do to support our SWD. This sub group has moved from orange in suspension and chronic attendance but only maintain the same level in English Language Arts. In order to support student needs, the site will offer our neediest students on site appointment based learning in addition to online learning.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major changes are how we are supporting our SWD students during distance learning. They are still receiving services during online learning and office hours with teachers and case managers to support learning at home. We will also be offering a small group of students the opportunity to come on site for additional support from case managers and their teachers.

***Changes**

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

As a leader, it will be imperative to build capacity in order to implement this plan with all stakeholders. With a shift to online learning, it will be a priority to coordinate all of the supports on site so that a team effort is created to build collective efficacy. In preparation for offering both online and on-site learning during the 2020-2021 school year, parents were invited to a Welcome Week hosted for educators, students, and families in which virtual lessons, training, and professional development were offered.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by IEP Goals	10.3%	20%	Progress Reports on IEP Goals	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by IEP goals	10.3%	20%	Progress Reports on IEP Goals	Annually

***Identified Need**

Para educators who serve all students with disabilities will be invited to attend bi monthly informational meetings and opportunities for professional development with certificated staff. Para educators will be coached and guided by multiple subject teachers, education specialist, and other certificated specialized staff throughout the school year. When on campus learning resumes, para educators will also support students before and after school by being on duty and getting to know the students they do not directly work with too. The will also support students arriving safely, participate in after school events and activities, and will support kids during instructional time. To build capacity in working with our student population, paras will also have opportunities to attend PDs with certificated staff

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards in ELA	no data	25%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards in ELA as	8.3%	25%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards in ELA	16.7	25%	Other (Describe in Objective)	Annually

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June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards in Math	no data	25%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards in Math	16.7%	25%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards in Math	8.3%	25%	Other (Describe in Objective)	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from this strategy, especially students who receive special education services. Lindbergh-Schweitzer is 73% UPP and 72% meal eligible.

*Strategy/Activity - Description

Teachers will participate in developing Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly support students with disabilities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0175AS	Classroom Teacher Hrly		\$9,812.00	\$11,999.10	0175-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Use for planning time for special education and gen ed. teacher to collaborate and plan daily instructions and support for our students. The funds are also used to support IEP time for teachers to come to meeting outside their work day.

Lindbergh/Schweitzer Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0175FM	Prof&Curriclm Dev Vist Tchr		\$3,500.00	\$4,280.15	0175-09800-00- 1192-1000-4760- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		To support PLC and teacher collaboration from all designated groups to ensure our SWD students have a wrap-around group of individuals to address their needs
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Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Decrease the number of Black Youth suspension rates	2.7%	100%	Suspensions (Classroom and School)	trimester
June 2021	TK-5	Black Youth	Students meeting or exceeding the standards in math and literacy	Baseline Data	60%	Grades	trimester

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Lindbergh Schweitzer site selection/hiring panel will have opportunities to participate in anti-black racism studies.
- ✓ 2. In 2020-21 school year, Lindbergh Schweitzer Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Our school site will create a process for ensuring each student has a staff member to advocate on their behalf when going through any suspension, disciplinary, or expulsion process.
- ✓ 4. Lindbergh Schweitzer will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, we will develop and implement a site-specific system for tracking student discipline.
- ✓ 6. The staff diversity goal at Lindbergh Schweitzer is to increase the percentage of diverse educators from last school year to this school year.

***Identified Need**

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

At our site, we understand the importance of supporting our African American/Black Youth. We are working in coordination with the district on this initiative. In future hiring, we would like to make sure that students see themselves in the staff at our school.

The overall absenteeism for the school was 15.9% in 2019-2020. For our African American students the percentage was 12.7%

In 2018-2019, the California Dashboard also showed that Chronic absenteeism was an area that we will need to support our African American and Black Youth.

We will take steps in this next school year to monitor our African American and Black youth in regards to their social emotional, academic needs. We will monitor these areas because these areas could have an effect on whether students come to school. We will work diligently as a staff to improve their overall school experience at Lindberg Schweitzer.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All of our African American and Black will be supported through this goal.

***Strategy/Activity - Description**

To support African American and Black Youth, Lindberg Schweitzer will use the following strategies/activities:

-Programs such as ST Math, Raz Kids, Reading A-Z, Moby Max, Scholastic News (ELA and Science), and Mystery Science to support student learning, increase engagement and in turn increase the attendance rate.

-Use Lesson study to improve instructional practice and examine the curriculum for culturally relevant curriculum

-Learn about and use literacy strategies across the curriculum so that students are able to read for detail and to discern what the questions are asking them to do in every content area.

-Primetime tutoring opportunities will be offered afterschool for students to get assistance with their academics.

-Formative and Summative assessments such as: Envision online and paper assessments, Site based assessments, Fast assessments, CAASSP assessment will be used to measure student growth

-Monitoring of student progress to plan for next best instruction (whole or small group). African American and Black Youth will be closely watched to make sure that their learning is accelerated.

Lindbergh/Schweitzer Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0175BL	Prof&Curriclm Dev Vist Tchr		\$5,681.00	\$6,947.29	0175-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Planning for teachers and staff to address the newly implemented Call to Action in service of supporting our Black Youth
	School Counselor				0175-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01752X	The counselor will help with restorative practices, do home visits, actual support to EL during CORE instruction and also plan with Para support to support special needs and Black students.
	Contracted Svcs Less Than \$25K				0175-30100-00-5853-2700-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0175EZ	Tariq Khamisa Foundation: Mission is to create safer schools and working with at risk youth as mentors.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

We believe that families contribute to improving student learning outcomes when engagement is integrated with district and school goals. In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Childcare was provided for parent trainings and meetings. However, the number of parents who attended trainings/meetings and utilized this support was minimal. We will also make sure translation, trainings in how to support their children. In addition, we will find methods of surveying families to find out what they feel they need as support meeting topics.

*Changes

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

Continue to provide childcare for parent trainings/meetings. In addition, subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parents participation from all parent groups	100	200	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "strongly agree" in the area of parent involvement (average of 4 indicators) from all parent groups	33%	50%	CAL - SCHLS (CSPS)
*Identified Need					
<p>During both online and onsite learning platforms, it is important for parents to be engaged in their child's education. For each family, this will look different, so we need to offer differentiated methods for parent learning.</p> <p>Student attendance is an area of focus for Lindbergh Schweitzer. We know that students who are engaged and come to school regularly have better learning outcomes. We will continue to work with school, district and parent teams to address and improve student attendance at our parent meetings. At the beginning of this school year, family outreach was done by the administrator during the Afternoon Tea with the Principal meetings and other methods of communication to ensure parents and students were aware of our return to online learning and that the students had the necessary equipment and supplies at home. Our teachers and staff sent out supply bags to each of our students to support student learning at home. Students received a district issued device to ensure access to curriculum while in the online learning format. Internet connectivity support is offered for any SDUSD family that does not have an Internet connection.</p> <p>In Online learning, our students end each day with 30 minutes of office hours so parents can reach out to the teacher for support. Teachers also focus on social emotional learning and topics such as anti-bullying, computer etiquette, mindfulness, and wellness.</p> <p>Teachers were also trained in how to effectively engage parents and their children while online. Teachers reached out to parents daily to ensure they knew the schedule for class and offered office hours for additional support. Many staff members also help parents outside their work hours to ensure they felt confident with the online learning process. Students and families with unique circumstances such as challenges related to technology, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <p>The site administrator will work alongside all stakeholders to ensure that parents are informed about the following:</p> <ul style="list-style-type: none"> -A guaranteed and viable curriculum in every classroom. -How teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning. -How we will monitor school-wide strategies and the quality of student learning. -Cultivate positive relationships with parents and community. -Implement systems and structures that engage, teach, and support parents/community. 					

- Have clear and open communication with parents/community.
- Help parents understand their child’s learning successes and needs.

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
- For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 1: School allows input and welcomes parents’ contributions from all parent groups as measured by CA Parent Survey.	33%	45%	Other - Describe in Objective

Lindbergh/Schweitzer Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	38%	50%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	28%	45%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	43%	80%	Other - Describe in Objective

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All families and students at the school will benefit from this strategy/activity

*Strategy/Activity - Description

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

Lindbergh/Schweitzer Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01759Y	Classroom Teacher Hrly		\$1,239.00	\$1,515.18	0175-90925-00-1157-1000-0001-12000-0000	Family Fee CDC_SPK	[no data]		Support for Families in pre-school
N0175BM	Postage Expense		\$200.00	\$200.00	0175-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage to mail parents important information or copies of IEP - some parent don't comfortable with this information being given online

Goal 8- Graduation/Promotion Rate**Call to Action Belief Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Resources were allocated to fund the following:

English Learner Assistant (ESL) to support classroom teachers with tier 1 instruction and support struggling students with Tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development. In addition, collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development, PLCS, and collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Visiting teachers also release teachers to study student progress and participate in designing goals, benchmarks, and hours or appropriate services when offering FAPE to families during IEP meetings. These strategies produced effective outcomes.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The ESL assistant will support classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. Support will also be given with the implementation of the digital ELD (Benchmark Advance) integrated ELD supports for English Learners. ESL assistant supports and collaborates with teachers to make an impact on instructional practice with a focus on providing differentiated supports for English Learners. ESL teacher will also support professional development.

The Education specialist and service providers will collaborate with and consult classroom teachers with Tier 1 instruction and support struggling students with Tier 2 interventions. The English Learner ASSISTANT will also support small group instruction and assess students on the ELPAC assessment.

Visiting teachers released classroom teachers for professional learning communities (PLCs) but it was inconsistent due to visiting teachers not picking up assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs. All teachers did not have the opportunity to participate in lesson studies. We have PLC's scheduled and are hoping for more consistency with visiting teachers accepting and maintaining the jobs they have accepted.

***Changes**

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

ESL assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). District Leadership and Learning resource teachers will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, ESL assistant will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement. This in turn will positively impact attendance, school culture and academic progress.

Classroom teachers will continue to collaborate with administration and other support staff (ELS, Physical Education Coach, Ed. Specialists, Counselor, Guidance Assistant, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

Visiting teachers will release classroom teachers for PLCs and work collaboratively with PE Prep teacher and other staff to engage students in physical education, health, and wellness learning. Visiting teachers also release teachers to study student progress and participate in designing goals, benchmarks, and hours or appropriate services when offering FAPE to families during IEP meetings

*Goal 8- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	40%	55%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	60%	70%	Grade 5 ELA Reading	Trimester

***Identified Need**

The 2019-2020 3rd grade students met or exceeded grade level standards was at 67.6% (ELA). When this group of students moved to 4th grade in the 2019-20 school year, their performance at the met or exceeded grade level standards was at 53.8% (ELA). This is a 13.8% decrease in ELA. The 2019-20 SPSA was focused on ELA and funding supported ELA development. The school's overall data for the 2019 school year indicated 48% of 3rd-5th grade students met or exceeded standards in ELA. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.

***Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by DRA2.	12.5%	20%	Grade 3 ELA Reading	Trimester

Lindbergh/Schweitzer Elem SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by DRA2.	10.3	20%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by DRA2.	no data	50%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by DRA2.	16.7%	26%	Grade 5 ELA Reading	Trimester
June 2021	3	Black or African American	Increase the percentage of students reading at or above grade level as measured by DRA2.	no data	20%	Grade 3 ELA Reading	Trimester
June 2021	5	Black or African American	Increase the percentage of students reading at or above grade level as measured by DRA2.	no data	50%	Grade 5 ELA Reading	Trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this Strategy/activity in the area of ELA/Math and ELD in grades 3-5.

***Strategy/Activity - Description**
 English Learner Assistant will continue to support and collaborate with classroom teachers to impact teacher effectiveness. English Learner assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). English Learner assistant will also continue to support professional development (provide data, support planning) in both ELA and Math. In addition, she will work directly with community partners, participate in SSC and ELAC, AND WORK DIRECTLY WITH students and families to enhance to increase family engagement which will positively impact attendance, school culture and academic progress.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Postage Expense				0175-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 7 - Family Engagement Ref Id : N0175BM	Support for families - trainings, copies, translation.
	Prof&Curriclm Dev Vist Tchr				0175-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 3 - Mathematics Ref Id : N0175FJ	To ensure student are making progress in the area of Math
	Prof&Curriclm Dev Vist Tchr				0175-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 5 - Supporting Students with Disabilities Ref Id : N0175FM	To support the graduation rate among our SWD
	Prof&Curriclm Dev Vist Tchr				0175-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 6 - Supporting Black Youth Ref Id : N0175BL	To support growth for our Black Youth and the Call to Action
	Prof&Curriclm DevHrlyClstrmTchr				0175-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01753S	To support ELA for our sub-groups to ensure yearly progress and closing of the gap in achievement
	Supplies				0175-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : N0175D4	To support our closing of the gap in math for our sub-groups. To ensure they make process in this area of need

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As a leader, it will be imperative to build capacity in order to implement this plan with all stakeholders. With a shift to online learning, it will be a priority to coordinate all of the supports on site to build a team effort to support collective efficacy. In preparation for offering both online and on-site learning during the 2020-2021 school year parents were invited to a Welcome Week hosted for educators, students, and families in which virtual lessons, training, and professional development were offered.

Student attendance and outreach was done by the administrator during the Afternoon Tea with the Principal to ensure parents and students were aware of our return to distance learning and the necessary equipment and supplies at home. We handled out over 400 take-home bags of materials to support student learning. Students received a district issued device to ensure access to curriculum while in a distance learning format and internet connectivity supported for any SDUSD family that does not have an Internet connection to support online learning.

During Online learning, our teachers hold office hours so students and parents can reach out for general classroom, academic or technology support during the school day. Teachers also focus on social emotional learning and topics such as anti-bullying, computer etiquette, mindfulness, and wellness during their class sessions.

Teachers were also trained in how to effectively engage parents and their children while online. Teachers reached out to parents daily to ensure that they knew the schedule for class and offered office hours for additional support. Many also assist parents outside of their work hours to ensure the families feel confident with the online learning process. Students and families with unique circumstances such as challenges related to technology, connectivity, housing, or other factors, the SDUSD team developed a process to support them.

Our professional development plan is focused on distance learning and Anti-Racist teaching to meet the district's Call to Action to support Black Youth. Our data shows that as a school site and a district that this focus will support African American and Black students who disproportionately have higher rates of suspension, chronic absenteeism, and high percentages of placement in special education programs. In order to address this issue, teachers and

other school staff need support in how to change our behaviors so that this group of children are supported effectively.

The site administrator will work alongside all members of the Instructional Leadership Team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Develop and fine tune a comprehensive assessment system.
- Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the ILT will continue to focus on creating a collaborative risk-taking environment for teachers and students. The site administrator will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities
- Identify teacher practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on target students and areas of need for improved instructional practices
- The school's instructional focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents and community
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences
- Views work through an appreciative lens and focus on what is working at the school

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations
- Establish clear lines of communication.

-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms

Parents/ Community

- Cultivate positive relationships with parents and community
- Implement systems and structures that engage, teach, support parents/community
- Have clear and open communication with parents/community
- Help parents understand their child's learning successes and needs and ways to support improvement
- Provide resources to parents in the areas they need support

Leading for Second Order Change

- Strengthen and fine-tune current instructional practices
- Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies
- Professional Development focused on Tier 1 Instruction, Data Analysis, Improved Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
- Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Having hard conversation when needed
- Provide opportunities for honest reflection that will lead to positive learning outcomes for students and staff

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- Strong knowledge of the standards
- Deeper understanding of the vertical alignment of critical concepts between grade levels
- Application of teaching practices that positively impact student achievement

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, building upon learning from previous year, as evidenced by:

- Daily monitoring of student progress towards a learning goal as well as specific targets
- Lifting or shifting instruction in the moment based on what students are controlling and approximating
- Team analysis of student work and next steps during PLCs

Planning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- Starting with student assessment and critical concepts and making decisions around how they will use literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:**Progression of Learning**

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.

- Designing quality assessments to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing and responding daily, weekly (common/PLCs).
- Developing systems for monitoring.

Professional Development Goals

- Build Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:**PLC****PLC Guiding Questions:**

- What do we want students to learn (target)?
- How will we know they have learned it?
- What will we do if they don't learn it?
- What will we do if they already know it or when they do learn it?

PLC Process:

- Bring common current assessments or performance on pieces of student work
- Analyze student work
- Reflect on student progress towards target based on data
- Calibrate
- Design common next assessment or performance activity

Lesson Study**Focus:**

- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment

Process:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback

Lift and Shift:

- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding? How are teachers responding to students?

Guiding Questions:

- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)?

ACHIEVEMENT

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

Lindbergh-Schweitzer

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 58,781.20
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 124,210.64

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$32,109.69

Subtotal of additional federal funds included for this school (30106): \$32,109.69

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$33,319.75

Subtotal of state or local funds included for this school (09800): \$ 33,319.75

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$124,210.64

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Lindbergh Schweitzer Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Lindbergh Schweitzer Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall, an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title I Parent Involvement Policy for Lindbergh Schweitzer Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- The school convenes an annual meeting to inform parents of Title I Students about Title I Requirements and about the right of parents to be involved in the Title I program.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email and School Messenger messages sent home alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Monthly SSC meetings are scheduled at a time convenient for parents to attend.
- The School provides parents with timely information through the school bulletin boards, school messenger, school calendars, flyers, phone calls, marquee and website to advertise parent meetings.

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.
- Monthly SSC meetings are scheduled at a time convenient for parents to call in or attend on Zoom.
- Input on Title 1 Policy and programming main topic on SSC agenda.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- PTA Meetings
- Afternoon Tea with the Principal

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings on Zoom are held on various days of the week to support during distance learning. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Lindbergh Schweitzer Elementary provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Council and PTA Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- Lindbergh Schweitzer Elementary provides parents of Title I students with timely information about Title I programs.
- Our site also provides parents with timely information through the school bulletin boards, school messenger, flyers, phone calls, marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.
- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Afternoon Tea with the Principal
- Monthly Calendars with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Lindbergh Schweitzer Elementary distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parents are provided parent workshops to support student achievement.
- When necessary, the Principal and Specialized staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Lindbergh Schweitzer Elementary School offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Bi-Monthly Family Fridays
- Monthly school Calendars with meeting announcements and information.
- School Messenger calls and emails (DoJo) with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.
- Funds were included in our Parent Involvement Budget for child care during parent workshops.

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The Principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, contact through Class Dojo, email or call.

This policy was adopted by Lindbergh Schweitzer Elementary on Sept. 24th, 2020 and will be in effect for the period of 2020-2021 school year

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 24, 2020.

Victoria Peterson

October 4, 2020

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

LINDBERGH SCHWEITZER ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Lindbergh Schweitzer Elementary distributes to parents and family members a School-Parent Compact. This Compact, which has been jointly developed with parents and staff, outlines how parents, students and staff will share the responsibility for improved student academic achievement. This Compact describes specific ways stakeholders will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- Lindbergh Schweitzer Elementary convenes annual meetings to inform parents about the right to be involved. This is usually done in connection with our school-wide parent meetings, Back to School night, and Afternoon Tea with the Principal..
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents about their student's progress.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night, school staff provide an in-depth outline of what students will be learning during the year and the academic standards for students. Teachers demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- In the 2020-21 school year, Lindbergh Schweitzer staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year, such as CAASP, ELPAC, GATE, and DRA.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- During the school year, school staff work together to support families who are economically disadvantaged, and Students with Disabilities, to explain academic progress in parent friendly language.

The school coordinates and integrates parental involvement programs with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- Lindbergh Schweitzer Elementary convenes an annual meeting to inform parents about their rights to be involved in SSC, ELAC and PTA. This is usually done in connection with our Title 1 Meeting. Lindbergh Schweitzer's school messenger, bulletin boards, monthly calendars, school newsletters, flyers, phone calls, marquee, and website are used to advertise parent meetings and training sessions offered at Lindbergh Schweitzer and off site, such as:
- The school distributes information related to school and parent programs, meetings, and other activities to parents and guardians in a format and language that they can understand.
- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better serve our families.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Lindbergh Schweitzer convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night and Monthly Afternoon Tea with the Principal.
- With the support of the District's Family Engagement Department, the school administers a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Afternoon Tea with the Principal, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by Lindbergh Schweitzer Elementary on September 24, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before October 24, 2020.

Victoria Peterson

October 4, 2020

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

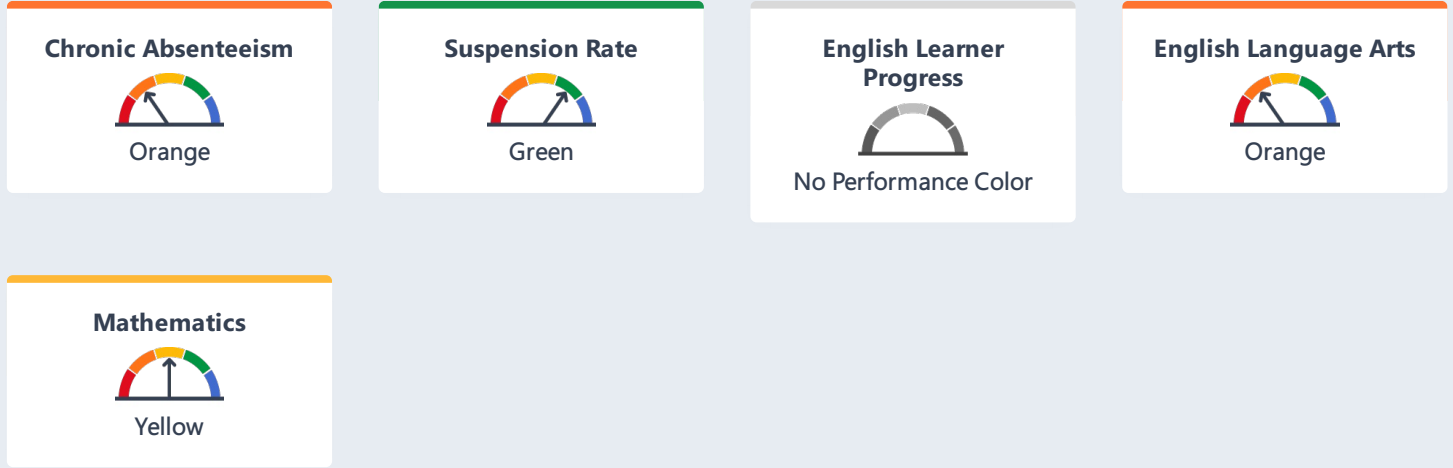
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Lindbergh/Schweitzer Elementary

Explore the performance of Lindbergh/Schweitzer Elementary under California's Accountability System.



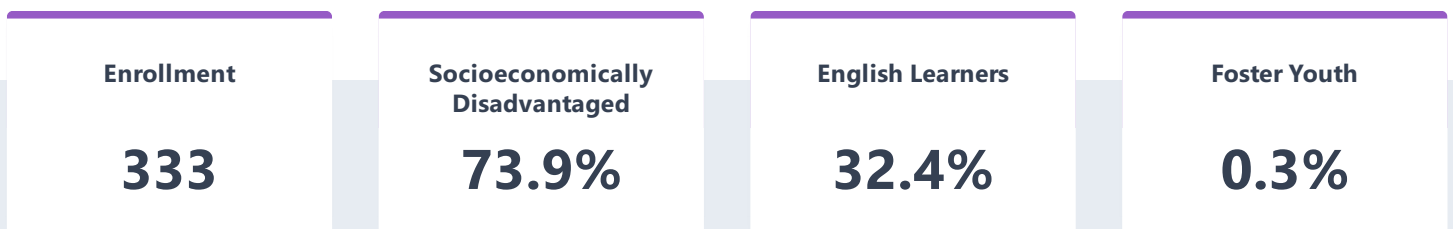
School Details

NAME Lindbergh/Schweitzer Elementary	ADDRESS 4133 Mount Albertine Avenue San Diego, CA 92111-3128	WEBSITE http://sandi.net/lindber...	GRADES SERVED K-6
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LINDBERGH/SCHWEITZER ELEMENTARY

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Orange

11.5 points below standard


Declined 13.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	5 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Yellow

24.1 points below standard

Declined 13.5 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

50% making progress towards English language proficiency

Number of EL Students: 58

Progress Levels


Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Orange

16.1% chronically absent

Increased 1.7% ▲

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	4 Orange	1 Yellow

1

Green

0

Blue

LINDBERGH/SCHWEITZER ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



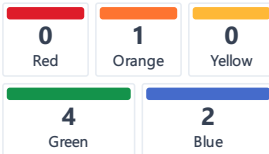
Green

0.6% suspended at least once

Declined 0.9% ▼

EQUITY REPORT

Number of Student Groups in Each Color



Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Orange

11.5 points below standard

Declined 13.8 Points ▼

Number of Students: 134

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

African American



No Performance Color

35.4 points below standard

Increased 11.8 Points ▲

Number of Students: 30

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

22 points above standard

Maintained -0.1 Points

Number of Students: 13

English Learners



Orange

26.2 points below standard

Declined 15.1 Points ▼

Number of Students: 47

Hispanic



Orange

16.8 points below standard

Declined 8.4 Points ▼

Number of Students: 43

Socioeconomically Disadvantaged



Orange

23 points below standard

Declined 12.2 Points ▼

Number of Students: 97

Students with Disabilities



Orange

55.8 points below standard

Declined 3.5 Points ▼

Number of Students: 39

White



Orange

7.2 points below standard

Declined 41.4 Points ▼

Number of Students: 31

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 8.2 points below standard

2.3 points above standard

11.5 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
86.1 points below standard	31.2 points above standard	10.4 points below standard
Declined 10.5 Points ▼	Declined 26.7 Points ▼	Declined 13 Points ▼
Number of Students: 23	Number of Students: 24	Number of Students: 76

Mathematics

All Students

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

All Students



Yellow

24.1 points below standard

Declined 13.5 Points ▼

Number of Students: 132

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

English Learners



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino



African American



No Performance Color

53.3 points below standard

Declined 15.4 Points ▼

Number of Students: 30

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

3.2 points below standard

Maintained -0.9 Points

Number of Students: 13

White



No Performance Color

4.8 points above standard

Declined 14.1 Points ▼

Number of Students: 29

Hispanic



Orange

44 points below standard

Declined 13.9 Points ▼

Number of Students: 43

Socioeconomically Disadvantaged



Orange

33.6 points below standard

Declined 15.2 Points ▼

Number of Students: 95

Students with Disabilities



Orange

78 points below standard

Declined 20.3 Points ▼

Number of Students: 37

English Learners



Yellow

23.3 points below standard

Declined 12.6 Points ▼

Number of Students: 46

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	11.9 points below standard	10.6 points below standard	24.1 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
64.4 points below standard	17.3 points above standard	35.9 points below standard
Declined 8.6 Points ▼	Declined 20.2 Points ▼	Declined 17.5 Points ▼
Number of Students: 23	Number of Students: 23	Number of Students: 75

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

50% making progress towards English language proficiency

Number of EL Students: 58

Performance Level
Medium

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	15.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	34.4%
ELs who Maintained ELPI Level 4	1.7%
ELs Who Progressed at Least One ELPI Level	48.2%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Orange

16.1% chronically absent

Increased 1.7% ▲

Number of Students: 342

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

Hispanic



Orange

African American

Students with Disabilities

English Learners

Socioeconomically Disadvantaged



Yellow

Two or More Races



Green

White



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

10.7% chronically absent

Increased 3.6% ▲

Number of Students: 28

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Hispanic



Red

25.5% chronically absent

Increased 6.5% ▲

Number of Students: 98

African American



Orange

17.1% chronically absent

Increased 6.3% ▲

Number of Students: 76

Students with Disabilities



Orange

25.7% chronically absent

Declined 2.7% ▼

Number of Students: 101

English Learners



Orange

9.7% chronically absent

Increased 3.2% ▲

Number of Students: 113

Socioeconomically Disadvantaged



Orange

16.9% chronically absent

Increased 2.3% ▲

Number of Students: 254

Two or More Races



Yellow

15.9% chronically absent

Declined 4.1% ▼

Number of Students: 44

White



Green

8.1% chronically absent

Declined 3.6% ▼

Number of Students: 86

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

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

All Students



Green

0.6% suspended at least once

Declined 0.9% ▼

Number of Students: 359

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Two or More Races



Yellow

No Students



Green

African American

English Learners

Socioeconomically Disadvantaged

Students with Disabilities



Blue

Hispanic

White



No Performance Color

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 29

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



Orange

2.3% suspended at least once

Increased 2.3% ▲

Number of Students: 44

African American



Green

1.2% suspended at least once

Declined 1.2% ▼

Number of Students: 84

English Learners



Green

0.8% suspended at least once

Declined 0.6% ▼

Number of Students: 119

Socioeconomically Disadvantaged



Green

0.7% suspended at least once

Declined 0.6% ▼

Number of Students: 267

Students with Disabilities



Green

1% suspended at least once

Declined 0.8% ▼

Number of Students: 103

Hispanic



Blue

0% suspended at least once

Declined 2.3% ▼

Number of Students: 105

White



Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 86

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.9%	1.5%	0.6%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lindbergh/Schweitzer
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	230	43.9	179	55.9	179	48.0	148	50.7	129	49.6	5.7	-1.1	231	31.6	179	36.3	180	45.0	148	45.3	130	36.2	4.6	-9.1
Female	109	54.1	83	67.5	73	56.2	58	65.5	52	53.8	-0.3	-11.7	110	31.8	83	39.8	74	45.9	58	39.7	52	32.7	0.9	-7.0
Male	121	34.7	96	45.8	106	42.5	90	41.1	77	46.8	12.1	5.7	121	31.4	96	33.3	106	44.3	90	48.9	78	38.5	7.1	-10.4
African American	41	36.6	23	43.5	28	25.0	31	22.6	27	40.7	4.1	18.1	42	21.4	23	8.7	28	25.0	31	25.8	28	21.4	0.0	-4.4
Asian**	11	27.3	10	30.0	9	-	4	-	8	-	-	-	11	27.3	10	20.0	9	-	4	-	8	-	-	-
Filipino	7	-	1	-	3	-	6	-	6	-	-	-	7	-	1	-	3	-	6	-	6	-	-	-
Hispanic	73	37.0	65	46.2	64	42.2	49	42.9	43	39.5	2.5	-3.4	73	24.7	65	29.2	64	42.2	49	36.7	43	18.6	-6.1	-18.1
Indochinese**	4	-	1	-	3	-	3	-	-	-	-	-	4	-	1	-	3	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	5	-	1	-	1	-	0	-	0	-	-	-	5	-	1	-	1	-	0	-	0	-	-	-
White	68	58.8	56	71.4	50	58.0	32	68.8	30	53.3	-5.5	-15.5	68	42.6	56	51.8	51	52.9	32	65.6	29	55.2	12.6	-10.4
Multiracial	21	38.1	22	68.2	21	71.4	23	65.2	15	66.7	28.6	1.5	21	23.8	22	50.0	21	57.1	23	43.5	16	43.8	20.0	0.3
English Learner	52	21.2	36	13.9	29	3.4	26	3.8	24	12.5	-8.7	8.7	52	21.2	36	8.3	30	10.0	26	23.1	26	19.2	-2.0	-3.9
English-Speaking	178	50.6	143	66.4	149	57.0	121	61.2	105	58.1	7.5	-3.1	179	34.6	143	43.4	149	52.3	121	50.4	104	40.4	5.8	-10.0
Reclassified†	44	63.6	31	74.2	34	64.7	24	83.3	25	68.0	4.4	-15.3	44	36.4	31	45.2	34	55.9	24	66.7	24	58.3	21.9	-8.4
Initially Eng. Speaking	134	46.3	112	64.3	115	54.8	97	55.7	80	55.0	8.7	-0.7	135	34.1	112	42.9	115	51.3	97	46.4	80	35.0	0.9	-11.4
Econ. Disadv.*	168	32.1	122	48.4	121	35.5	105	42.9	93	46.2	14.1	3.3	169	22.5	122	26.2	122	35.2	105	41.0	94	30.9	8.4	-10.1
Non-Econ. Disadv.	62	75.8	57	71.9	58	74.1	43	69.8	36	58.3	-17.5	-11.5	62	56.5	57	57.9	58	65.5	43	55.8	36	50.0	-6.5	-5.8
Gifted	75	57.3	50	74.0	33	84.8	21	95.2	19	84.2	26.9	-11.0	75	53.3	50	54.0	33	78.8	21	76.2	19	78.9	25.6	2.7
Not Gifted	155	37.4	129	48.8	146	39.7	127	43.3	110	43.6	6.2	0.3	156	21.2	129	29.5	147	37.4	127	40.2	111	28.8	7.6	-11.4
With Disabilities	52	19.2	36	36.1	39	17.9	32	15.6	27	7.4	-11.8	-8.2	52	15.4	36	13.9	39	25.6	32	15.6	27	11.1	-4.3	-4.5
WO Disabilities	178	51.1	143	60.8	140	56.4	116	60.3	102	60.8	9.7	0.5	179	36.3	143	42.0	141	50.4	116	53.4	103	42.7	6.4	-10.7
Homeless	4	-	0	-	5	-	3	-	3	-	-	-	4	-	2	-	5	-	3	-	3	-	-	-
Foster	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	18	61.1	9	-	12	75.0	9	-	2	-	-	-	18	44.4	9	-	12	50.0	9	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lindbergh/Schweitzer
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	57	64.9	71	67.6	63	52.4	40	40.0	38	42.1	-22.8	2.1	57	59.6	71	54.9	63	58.7	40	42.5	40	42.5	-17.1	0.0
Female	27	74.1	33	78.8	21	57.1	19	42.1	17	58.8	-15.3	16.7	27	59.3	33	60.6	21	57.1	19	42.1	18	44.4	-14.9	2.3
Male	30	56.7	38	57.9	42	50.0	21	38.1	21	28.6	-28.1	-9.5	30	60.0	38	50.0	42	59.5	21	42.9	22	40.9	-19.1	-2.0
African American	9	-	5	-	16	31.3	11	27.3	6	-	-	-	9	-	5	-	16	31.3	11	36.4	7	-	-	-
Asian**	4	-	5	-	1	-	1	-	3	-	-	-	4	-	5	-	1	-	1	-	3	-	-	-
Filipino	0	-	1	-	2	-	3	-	1	-	-	-	0	-	1	-	2	-	3	-	1	-	-	-
Hispanic	16	56.3	26	61.5	23	43.5	11	18.2	12	33.3	-23.0	15.1	16	43.8	26	46.2	23	60.9	11	9.1	12	41.7	-2.1	32.6
Indochinese**	1	-	0	-	2	-	0	-	-	-	-	-	1	-	0	-	2	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	23	82.6	21	85.7	12	75.0	10	50.0	12	25.0	-57.6	-25.0	23	78.3	21	71.4	12	75.0	10	60.0	12	41.7	-36.6	-18.3
Multiracial	4	-	13	69.2	6	-	4	-	4	-	-	-	4	-	13	53.8	6	-	4	-	5	-	-	-
English Learner	17	52.9	13	23.1	12	0.0	10	0.0	8	-	-	-	17	47.1	13	15.4	12	8.3	10	20.0	10	20.0	-27.1	0.0
English-Speaking	40	70.0	58	77.6	51	64.7	30	53.3	30	50.0	-20.0	-3.3	40	65.0	58	63.8	51	70.6	30	50.0	30	50.0	-15.0	0.0
Reclassified†	5	-	7	-	11	100.0	5	-	9	-	-	-	5	-	7	-	11	100.0	5	-	9	-	-	-
Initially Eng. Speaking	35	65.7	51	74.5	40	55.0	25	52.0	21	52.4	-13.3	0.4	35	62.9	51	60.8	40	62.5	25	44.0	21	47.6	-15.3	3.6
Econ. Disadv.*	37	51.4	45	62.2	47	40.4	28	32.1	29	44.8	-6.6	12.7	37	45.9	45	48.9	47	51.1	28	39.3	31	45.2	-0.7	5.9
Non-Econ. Disadv.	20	90.0	26	76.9	16	87.5	12	58.3	9	-	-	-	20	85.0	26	65.4	16	81.3	12	50.0	9	-	-	-
Gifted	23	69.6	14	85.7	7	-	3	-	9	-	-	-	23	73.9	14	85.7	7	-	3	-	9	-	-	-
Not Gifted	34	61.8	57	63.2	56	46.4	37	35.1	29	31.0	-30.8	-4.1	34	50.0	57	47.4	56	53.6	37	37.8	31	29.0	-21.0	-8.8
With Disabilities	12	41.7	10	50.0	16	18.8	10	10.0	5	-	-	-	12	33.3	10	20.0	16	31.3	10	10.0	5	-	-	-
WO Disabilities	45	71.1	61	70.5	47	63.8	30	50.0	33	48.5	-22.6	-1.5	45	66.7	61	60.7	47	68.1	30	53.3	35	48.6	-18.1	-4.7
Homeless	1	-	0	-	4	-	3	-	3	-	-	-	1	-	0	-	4	-	3	-	3	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	5	-	2	-	1	-	0	-	-	-	6	-	5	-	2	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lindbergh/Schweitzer
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	66	37.9	49	49.0	65	53.8	57	43.9	35	42.9	5.0	-1.0	66	18.2	49	34.7	65	44.6	57	47.4	35	37.1	18.9	-10.3
Female	36	50.0	18	72.2	32	59.4	15	60.0	16	37.5	-12.5	-22.5	36	19.4	18	44.4	32	46.9	15	40.0	16	31.3	11.9	-8.7
Male	30	23.3	31	35.5	33	48.5	42	38.1	19	47.4	24.1	9.3	30	16.7	31	29.0	33	42.4	42	50.0	19	42.1	25.4	-7.9
African American	14	50.0	4	-	6	-	16	18.8	9	-	-	-	14	14.3	4	-	6	-	16	18.8	9	-	-	-
Asian**	2	-	4	-	4	-	1	-	2	-	-	-	2	-	4	-	4	-	1	-	2	-	-	-
Filipino	0	-	0	-	1	-	2	-	3	-	-	-	0	-	0	-	1	-	2	-	3	-	-	-
Hispanic	24	33.3	17	41.2	26	46.2	19	31.6	10	20.0	-13.3	-11.6	24	20.8	17	29.4	26	38.5	19	47.4	10	0.0	-20.8	-47.4
Indochinese**	0	-	1	-	0	-	2	-	-	-	-	-	0	-	1	-	0	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	18	33.3	20	60.0	15	66.7	12	75.0	8	-	-	-	18	16.7	20	50.0	15	53.3	12	75.0	8	-	-	-
Multiracial	7	-	3	-	13	61.5	5	-	3	-	-	-	7	-	3	-	13	38.5	5	-	3	-	-	-
English Learner	20	10.0	11	0.0	9	-	13	0.0	8	-	-	-	20	10.0	11	0.0	9	-	13	23.1	8	-	-	-
English-Speaking	46	50.0	38	63.2	55	61.8	44	56.8	27	51.9	1.9	-4.9	46	21.7	38	44.7	55	49.1	44	54.5	27	40.7	19.0	-13.8
Reclassified†	9	-	12	75.0	6	-	11	90.9	3	-	-	-	9	-	12	50.0	6	-	11	81.8	3	-	-	-
Initially Eng. Speaking	37	43.2	26	57.7	49	63.3	33	45.5	24	45.8	2.6	0.3	37	21.6	26	42.3	49	51.0	33	45.5	24	41.7	20.1	-3.8
Econ. Disadv.*	54	33.3	32	37.5	37	37.8	48	39.6	23	30.4	-2.9	-9.2	54	14.8	32	15.6	37	32.4	48	41.7	23	21.7	6.9	-20.0
Non-Econ. Disadv.	12	58.3	17	70.6	28	75.0	9	-	12	66.7	8.4	-	12	33.3	17	70.6	28	60.7	9	-	12	66.7	33.4	-
Gifted	16	43.8	16	62.5	11	100.0	7	-	3	-	-	-	16	31.3	16	56.3	11	81.8	7	-	3	-	-	-
Not Gifted	50	36.0	33	42.4	54	44.4	50	36.0	32	40.6	4.6	4.6	50	14.0	33	24.2	54	37.0	50	40.0	32	31.3	17.3	-8.7
With Disabilities	17	17.6	10	40.0	13	15.4	14	21.4	11	0.0	-17.6	-21.4	17	11.8	10	20.0	13	23.1	14	21.4	11	18.2	6.4	-3.2
WO Disabilities	49	44.9	39	51.3	52	63.5	43	51.2	24	62.5	17.6	11.3	49	20.4	39	38.5	52	50.0	43	55.8	24	45.8	25.4	-10.0
Homeless	2	-	0	-	5	-	2	-	3	-	-	-	2	-	0	-	5	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	7	-	2	-	0	-	-	-	2	-	3	-	7	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Lindbergh/Schweitzer
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	68	45.6	59	47.5	51	35.3	51	66.7	56	58.9	13.3	-7.8	69	29.0	59	15.3	52	28.8	51	45.1	55	30.9	1.9	-14.2
Female	28	57.1	32	53.1	20	50.0	24	87.5	19	63.2	6.1	-24.3	29	27.6	32	15.6	21	33.3	24	37.5	18	22.2	-5.4	-15.3
Male	40	37.5	27	40.7	31	25.8	27	48.1	37	56.8	19.3	8.7	40	30.0	27	14.8	31	25.8	27	51.9	37	35.1	5.1	-16.8
African American	8	-	14	42.9	6	-	4	-	12	33.3	-	-	9	-	14	0.0	6	-	4	-	12	8.3	-	-
Asian**	3	-	1	-	4	-	2	-	3	-	-	-	3	-	1	-	4	-	2	-	3	-	-	-
Filipino	5	-	0	-	0	-	1	-	2	-	-	-	5	-	0	-	0	-	1	-	2	-	-	-
Hispanic	25	40.0	22	31.8	15	33.3	19	68.4	21	52.4	12.4	-16.0	25	20.0	22	9.1	15	20.0	19	42.1	21	14.3	-5.7	-27.8
Indochinese**	1	-	0	-	1	-	1	-	-	-	-	-	1	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	0	-	0	-	0	-	-	-	3	-	1	-	0	-	0	-	0	-	-	-
White	16	68.8	15	66.7	23	43.5	10	80.0	10	80.0	11.2	0.0	16	43.8	15	26.7	24	41.7	10	60.0	9	-	-	-
Multiracial	7	-	6	-	2	-	14	57.1	8	-	-	-	7	-	6	-	2	-	14	35.7	8	-	-	-
English Learner	10	0.0	12	16.7	8	-	3	-	8	-	-	-	10	10.0	12	8.3	9	-	3	-	8	-	-	-
English-Speaking	58	53.4	47	55.3	43	41.9	47	70.2	48	66.7	13.3	-3.5	59	32.2	47	17.0	43	34.9	47	46.8	47	34.0	1.8	-12.8
Reclassified†	17	64.7	12	58.3	17	47.1	8	-	13	76.9	12.2	-	17	41.2	12	16.7	17	35.3	8	-	12	66.7	25.5	-
Initially Eng. Speaking	41	48.8	35	54.3	26	38.5	39	66.7	35	62.9	14.1	-3.8	42	28.6	35	17.1	26	34.6	39	48.7	35	22.9	-5.7	-25.8
Econ. Disadv.*	46	28.3	45	42.2	37	27.0	29	58.6	41	56.1	27.8	-2.5	47	21.3	45	11.1	38	18.4	29	41.4	40	25.0	3.7	-16.4
Non-Econ. Disadv.	22	81.8	14	64.3	14	57.1	22	77.3	15	66.7	-15.1	-10.6	22	45.5	14	28.6	14	57.1	22	50.0	15	46.7	1.2	-3.3
Gifted	23	65.2	20	75.0	15	66.7	11	90.9	7	-	-	-	23	56.5	20	30.0	15	66.7	11	54.5	7	-	-	-
Not Gifted	45	35.6	39	33.3	36	22.2	40	60.0	49	53.1	17.5	-6.9	46	15.2	39	7.7	37	13.5	40	42.5	48	27.1	11.9	-15.4
With Disabilities	16	12.5	16	25.0	10	20.0	8	-	11	18.2	5.7	-	16	12.5	16	6.3	10	20.0	8	-	11	9.1	-3.4	-
WO Disabilities	52	55.8	43	55.8	41	39.0	43	76.7	45	68.9	13.1	-7.8	53	34.0	43	18.6	42	31.0	43	51.2	44	36.4	2.4	-14.8
Homeless	1	-	0	-	5	-	1	-	3	-	-	-	1	-	2	-	5	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	1	-	3	-	6	-	2	-	-	-	8	-	1	-	3	-	6	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: LINDBERGH/SCHWEITZER ELEM

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers and staff will work together to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, specialized staff, and English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

This support includes small group instruction daily for at least 30 minutes per day. Certificated staff members will collaborate to target Critical Concepts in ELA to meet the needs of this targeted group of students. Data that is determined by the PLC will be used to increase overall grade-level achievement.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Lease of Printer/Duplicator		\$6,500.00	09800-5614	Copier to support instructional needs in the classroom	Copier to support instructional needs in the classroom	Expensive lease and it breaks down	Proper care is shared with teachers on how to keep printer working effectively

Lindbergh/Schweitzer Elem SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

ESL Asst - Falcon, Lynne	--	--	09800-2101	Support English Learners during CORE instruction and plan with teachers support for them during tier 1/2 instruction	Support English Learners during CORE instruction and plan with teachers support for them during tier 1/2/3 instruction	Few trainings offered to para educators to support ELD in classrooms	ESL Assistant will work with district OLA support personnel to support students and teachers in the classrooms.
Classroom PARAS Hrly	--	--	09800-2151	Para to support special needs students during Core instructions and supporting IEP goals.	Para educators can support students during tutoring	Para educators are not always available to support students after school.	We will reach out to other sites to offer hourly opportunities to support tutoring

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive supports during the school day. This support includes small group instruction, IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place daily for at least 30 minutes per day.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP Math.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP Math.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$12,270.00	09800-4301	Supplies to support Tier 1 and Tier 2 intervention and to buy supplements materials such as	Basic needs such as pencils, pens, paper, and textbooks help students engage in lessons, as they gain	There are times when we have "community supplies" for the classrooms.	We will support less "community supplies" and give each student "their own" supplies as much as possible.

Lindbergh/Schweitzer Elem SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				pencils, journals, chart paper, etc.	knowledge they can bring back to their learning community to improve overall learning experiences.	Studies have proven that when students have their own school supplies, their grades and classroom behavior improve and they become more excited about school and learning.	
ESL Asst - Falcon, Lynne	--	--	09800-2101	Support closing the achievement gap in ELA and Math and graduation rate especially for English Learners	Support English Learners during CORE instruction and plan with teachers support for them during tier 1/2/3 instruction	Few trainings offered to para educators in CORE subjects to support ELD in classrooms	ESL Assistant will work with district OLA support personnel to support students and teachers in the classrooms.
Lease of Printer/Duplicator	--	--	09800-5614	Copy machine for teachers and support staff to use for additional materials need to support struggling students	Used to provide materials for lessons in the classroom and homework for practice	Expensive lease and it breaks down	Proper care is shared with teachers on how to keep printer working effectively

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

ESL Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. ESL will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). She will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, she will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Falcon, Lynne	--	--	09800-2101	Provide small group instruction for our struggling English Learners, perform ELPAC year round and plan with teachers in order to support Core instruction use ELD strategies	Support English Learners during CORE instruction and plan with teachers support for them during tier 1/2/3 instruction	Few trainings offered to para educators in CORE subjects to support ELD in classrooms	ESL Assistant will work with district OLA support personnel to support students and teachers in the classrooms.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Teacher will participate in developing Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$3,923.70	09800-2151	Support our Special needs students with before and after school support on scheduling and bus duty to ensure their safety	Para educators can support special education students with academic success and safety	Para educators are not always available to support students with disabilities after school.	We will reach out to other sites to offer hourly opportunities to support SWD

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Falcon, Lynne	0.37500	\$20,383.78	09800-2101	Works with the parents to help with the home-school connection and training on how they can effectively support English Learners. She also does home visits and connects parent with resource needed to support students	Parent resource and teacher support for ELD	Attends site parent meetings and is a known resource to parents.	ESL Assistant will also be attending SSC meetings to provide information regarding Els

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

ESL assistant will continue to support and collaborate with classroom teachers to impact teacher effectiveness. ESL will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). ESL will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, she will work directly with community partners, students and families to enhance the school’s magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
ESL Asst - Falcon, Lynne	--	--	09800-2101	Provides small group instruction to students especially our English Learners and collaborate with teachers on best practices	Supports teachers and students in all ties of instruction and is a resource to parents	Few hours each day with ESL Assistant on site and parents must schedule time with her	ESL Assistant will also be attending SSC meetings to provide information regarding Els

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: LINDBERGH/SCHWEITZER ELEM

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The district funded Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of other subcommittees as needed to support the positive school culture. This work is further supported by our contract with the Tariq Khamisa Foundation.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512540	0.20000	\$20,231.50	30100-1210	The counselor supports site work with regarding restorative practice, they do home visits, small group instruction/support and supports	The counselor provides quality developmentally appropriate guidance counseling focused on attendance, academic success,	Counselor is on site for only 2 days a week (One day is paid by the district and one day is paid by the site.) Site needs would be better served with a	The counselor will continue providing directions to TKF coaches and guidance assistant to connect with students in order to support the

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				parents with resources that will help support their students in the areas of academics, attendance, developing skills connected to decision-making, communication, and character values.	and social development. Services are provided in a group setting and with individual students.	counselor on site more days of the week.	work the counselor is working on with students.
Contracted Svcs Less Than \$25K		\$11,000.00	30100-5853	Tariq Khamisa Foundation: Mission is to create safer schools and communities through education and inspiring children in the restorative principles of accountability, compassion and peacemaking	Tariq Khamisa Foundation collaboration and partnership encourages students to make healthier decisions, seek positive problem solving avenues, and learn restorative practices that impact their overall academic and social success in the classroom.	The contract with TKF includes one TKF coach. There are times of the year where 2 coaches are needed to support student needs on campus.	The TKF coaches have been flexible with work hours on site and will modify their hours Based on student needs.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers and staff will work together to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, specialized staff, and English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

This support includes small group instruction daily for at least 30 minutes per day. Certificated staff members will collaborate to target Critical Concepts in ELA to meet the needs of this targeted group of students. Data that is determined by the PLC will be used to increase overall grade-level achievement.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Equipment Non Capitalized		\$5,395.00	30106-4491	Instructional software and computers.	Site staff are able to use software and computers to support the needs of students, staff, and community. Students use updated technology and software to support their best writing of reports,	Computers and software are expensive and become outdated rather quickly.	Educational software in the classroom offers students a wide variety of options for learning, practicing skills and connecting with classmates and their learning. We will continue to use updated

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					speeches, debates, and other projects.		technology in the classrooms.
School Counselor - NEW POSN, SBB2512540	--	--	30100-1210	The counselor supports site work with regarding restorative practice, they do home visits, small group instruction/support and supports parents with resources that will help support their students in the areas of academics, attendance, developing skills connected to decision-making, communication, and character values.	The counselor provides quality developmentally appropriate guidance counseling focused on attendance, academic success, and social development. Services are provided in a group setting and with individual students.	Counselor is on site for only 2 days a week (One day is paid by the district and one day is paid by the site.) Site needs would be better served with a counselor on site more days of the week.	The counselor will continue providing directions to TKF coaches and guidance assistant to connect with students in order to support the work the counselor is working on with students.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Release time for educational specialist to collaborate with general education teachers.	Teacher collaboration promotes teachers working together and results in a positive impact on student outcomes. Collaboration also contributes naturally to school	Substitute teachers accepting jobs and then canceling with short notice and the substitute assignment goes unfilled.	We will include the English Learner assistant, special education case managers, and special education support providers to portions of the PLC.

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					improvement. Specific types of teacher collaboration include working together in teams, calibrating grade level expectations, sharing responsibilities, providing feedback and building trust with each other and greater community.		
Prof&Curriclm DevHrlyClstrmTch r	--	--	30100-1170	Teacher hourly to provide PLC time outside the regular school day for teachers to monitor student assessments, plan using digital ELD lesson - observe other teacher on grade-level walk throughs and lesson plan designing.	Teacher collaboration promotes teachers working together and results in a positive impact on student outcomes. Collaboration also contributes naturally to school improvement. Specific types of teacher collaboration include working together in teams, calibrating grade level expectations, sharing	Substitute teachers accepting jobs and then canceling with short notice and the substitute assignment goes unfilled.	We will include the English Learner assistant, special education case managers, and special education support providers to portions of the PLC.

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					responsibilities, providing feedback and building trust with each other and greater community.		
Supplies	--	--	30100-4301	Supplies needed to support instruction core throughout the year such as pencils, journals, chart paper, etc.	Basic needs such as pencils, pens, paper, and textbooks help students engage in lessons, as they gain knowledge they can bring back to their learning community to improve overall learning experiences.	There are times when we have “community supplies” for the classrooms. Studies have proven that when students have their own school supplies, their grades and classroom behavior improve and they become more excited about school and learning.	We will support less “community supplies” and give each student “their own” supplies as much as possible.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive supports during the school day. This support includes small group instruction, IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place daily for at least 30 minutes per day.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP Math.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP Math.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$9,673.00	30106-4301	Supplies for classroom teachers to make room ELD accessible and digital materials for Benchmark Advance.	Basic needs such as pencils, pens, paper, and textbooks help students engage in lessons, as they gain	There are times when we have "community supplies" for the classrooms. Studies have proven that when students	We will support less "community supplies" and give each student "their own" supplies as much as possible

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					knowledge they can bring back to their learning community to improve overall learning experiences.	have their own school supplies, their grades and classroom behavior improve and they become more excited about school and learning.	
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Release time for Education Specialist to plan and collaborate with classroom teachers/ Join grade-level PLC as need to review IEP goals and interventions for our targeted students	Teacher collaboration promotes teachers working together and results in a positive impact on student outcomes. Collaboration also contributes naturally to school improvement. Specific types of teacher collaboration include working together in teams, calibrating grade level expectations, sharing responsibilities, providing feedback and building trust with each other and greater	Substitute teachers accepting jobs and then canceling with short notice and the substitute assignment goes unfilled.	Continue to plan ahead of time with visiting teachers. We will include the English Learner assistant, special education case managers, and special education support providers to portions of the PLCs and other teacher PDs.

					community.		
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

ESL Teacher will continue to support and collaborate with classroom teachers to impact teacher effectiveness. ESL will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). She will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, she will work directly with community partners, students and families to enhance the school’s magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTch r		\$1,007.88	30100-1170	Teacher hourly in order to attend district training on EL and special education meeting outside of regular school hours.	Teachers are learning best practices in ELD when they attend trainings connected to many subject areas. They share their best practices with other teachers on site.	The dELD lessons in RELY require the teacher to gather many supplies and pictures . This takes lots of planning time.	The Benchmark dELD lessons provide lessons that require less gathering of materials. We will use Benchmark for dELD lessons and use best practices for integrated ELD.
Supplies		\$5,330.00	30100-4301	Instructional supplies to support the digital ELD lesson and teacher created materials	Basic needs such as pencils, pens, paper, and textbooks help students	There are times when we have “community supplies” for the classrooms.	We will support less “community supplies” and give each student “their own” supplies as

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				for visuals around the room as well as pencils, journals, chart paper, etc.	engage in lessons, as they gain knowledge they can bring back to their learning community to improve overall learning experiences	Studies have proven that when students have their own school supplies, their grades and classroom behavior improve and they become more excited about school and learning.	much as possible
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Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Teacher will participate in developing Assessment/Progress Monitoring and Online Learning workshop/professional development during non-contracted hours. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$16,999.82	30100-1192	Release time for teacher to support IEP meeting twice a week. In addiiton, Professional development and additional PLC and district training funds.	Teacher collaboration promotes teachers working together and results in a positive impact on student outcomes. Collaboration also contributes naturally to school improvement. Specific types of teacher collaboration include working together in teams, calibrating grade level expectations, sharing	Substitute teachers accepting jobs and then canceling with short notice and the substitute assignment goes unfilled.	Continue to plan ahead of time with visiting teachres. We will include the English Learner assistant, special education case managers, and special education support providers to portions of the PLCs and other teacher PDs

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					responsibilities, providing feedback and building trust with each other and greater community.		
School Counselor - NEW POSN, SBB2512540	--	--	30100-1210	helps support IEP goals in the area of mental health and small group interventions	The counselor provides quality developmentally appropriate guidance counseling focused on attendance, academic success, and social development. Services are provided in a group setting and with individual students.	Counselor is on site for only 2 days a week (One day is paid by the district and one day is paid by the site.) Site needs served with a counselor on site more days of the week.	The counselor will continue providing directions to TKF coaches and guidance assistant to connect with students in order to support the work the counselor is working on with students.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Clerical OTBS Hrly		\$3,999.57	30100-2451	Funds used to organize evening events.	Clerical staff support family engagement by creating flyers and eflyers and getting the information to families and community members.	Staff are unavailable to work additional hours.	Clerical staff will continue to support parent engagement. Activities will be planned with lots of notice to support parent engagement.
Inservice supplies		\$890.00	30103-4304	Light refreshments for parent involvement activities.	Using light refreshments for parent involvement activities supports an engaging and comfortable environment.	Cost of refreshments for large groups.	We will continue to use light refreshments for parent involvement activities.
Postage Expense		\$200.00	30103-5920	Fund use for mailing important information home	Parent communication is improved when	There is a cost to sending letters via postal service.	We have a good balance of electronic

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				to parents	we have multiple modes of providing information.		messages to communicate with parents and hard copies of important messages to give to parents.
Interprogram Svcs/Paper		\$500.00	30103-5733	Funding for copying material for parent meeting	Parent communication is improved when we have multiple modes of providing information.	There is a cost to providing hard paper copies of information	We have a good balance of electronic messages to communicate with parents and hard copies of important messages to give to parents.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

ESL assistant will continue to support and collaborate with classroom teachers to impact teacher effectiveness. ESL will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). ESL will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, she will work directly with community partners, students and families to enhance the school’s magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$10,236.26	30100-1157	Tutoring for students at risk of not meeting grade level standards.	Students are improving in their reading, writing, and Math and more students reach grade level proficiency.	Few certificated teachers are willing and able to provide tutoring before/after hours, so fewer students receive this intervention.	Multiple groups of students receive interventions different times of the year.
Classroom Teacher Hrly		\$4,836.87	30106-1157	Tutoring for students at risk of not meeting grade level standards.	Students are improving in their reading, writing, and Math and more students reach grade level proficiency.	Few certificated teachers are willing and able to provide tutoring before/after hours, so fewer students receive this intervention.	Multiple groups of students receive interventions different times of the year.

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Prof&Curriclm DevHrlyClstrmTch r</p>		<p>\$17,295.12</p>	<p>30106-1170</p>	<p>PLC and Special education designee support two day a week and Monthly collaboration time for teacher to plan and implement instructional strategies that support struggling students outside of the regular school day.</p>	<p>Teacher collaboration promotes teachers working together and results in a positive impact on student outcomes. Collaboration also contributes naturally to school improvement. Specific types of teacher collaboration include working together in teams, calibrating grade level expectations, sharing responsibilities, providing feedback and building trust with each other and greater community.</p>	<p>Substitute teachers accepting jobs and then canceling with short notice and the substitute assignment goes unfilled.</p>	<p>Continue to plan ahead of time with visiting teachers. We will include the English Learner assistant, special education case managers, and special education support providers to portions of the PLCs and other teacher PDs</p>
<p>School Counselor - NEW POSN, SBB2512540</p>	<p>--</p>	<p>--</p>	<p>30100-1210</p>	<p>Collaborate with teachers and parents to provide social emotional support to students and small group. The focus is on putting interventions in</p>	<p>The counselor provides quality developmentally appropriate guidance counseling focused on attendance, academic success,</p>	<p>Counselor is on site for only 2 days a week (One day is paid by the district and one day is paid by the site.) Site needs would be better served with a</p>	<p>Continue to plan ahead of time with visiting teachers. We will include the English Learner assistant, special education case managers, and special</p>

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				place so students can learn in a caring environment	and social development. Services are provided in a group setting and with individual students.	counselor on site more days of the week.	education support providers to portions of the PLCs and other teacher PDs
Contracted Svcs Less Than \$25K	--	--	30100-5853	Help students with social- emotional regulation and mentoring (includes Tariq Khamisa Foundation).	Tariq Khamisa Foundation collaboration and partnership encourages students to make healthier decisions, seek positive problem solving avenues, and learn restorative practices that impact their overall academic and social success in the classroom.	The contract with TKF includes one TKF coach. There are times of the year where 2 coaches are needed to support student needs on campus.	The TKF coaches have been flexible with work hours on site and will modify their hours Based on student needs.
Supplies	--	--	30100-4301	Supplement the digital ELD Benchmark Advance curriculum offered by the district.	Basic needs such as pencils, pens, paper, and textbooks help students engage in lessons, as they gain knowledge they can bring back to their learning	There are times when we have “community supplies” for the classrooms. Studies have proven that when students have their own school supplies, their	We will support less “community supplies” and give each student “their own” supplies as much as possible

Lindbergh/Schweitzer Elem SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					community to improve overall learning experiences	grades and classroom behavior improve and they become more excited about school and learning.	
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?