School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lynwood Elementary School	21654176024525	November 29, 2022	December 6, 2022

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2021-2022 school year, Lynwood Elementary along with all other NUSD schools administered the Youth Truth Survey to students, parents and staff. Research-based surveys and age-and reading-level appropriate questions on the topics that aligned with LCAP and SPSA goals are asked to obtain stakeholder input.

Youth Truth Key ratings

Student-Staff Relationship
% of students felt connected to at least one adult at school

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers undergo formal observations in accordance with the NUSD collective bargaining unit agreement. The principal conducts informal classroom observations throughout the school year. The principal sets up and participates with teachers and parents during SSTs (School Study Team) to delve into student needs and interventions and accommodations the teacher has in place to meet the needs of those students. The principal goes into classrooms weekly to observe classroom lessons, effectiveness of lessons and curriculum and to guide the needs for future staff development.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State mandated assessments are used to monitor student achievement based on California Dashboard outcomes. Locally, students are administered the Galileo Assessment for English Language Arts and math. These benchmark assessments are administered three times during the school year. Data from the assessments is used to create, monitor and adjust instruction to improve student achievement. Teachers also use various methods, such as Fountas & Pinnell and RazKids to access reading levels in English and Spanish.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use state and local assessment data to monitor student progress reaching expected levels of proficiency. Teachers use reading levels to program students to leveled readers and to create groups for Universal Access.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Credentialed and classified staff meet ESEA highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction and assessment throughout the year. Based on need, LCAP and SPSA goals professional development is offered by trained NUSD personnel or contracted specialists. Satisfaction surveys are administered after each PD session to monitor effectiveness of PD to meet ongoing needs. Based on survey data staff report that they are pleased that teachers are granted the opportunity to lead teachers as well as reporting the need for additional training and support around adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is researched-based and aligned to CA Content Standards, student achievement/SEL data and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is provided by the site administrator and district staff through collaboration school wide and grade level professional development. An MTSS Coordinator and Student Services Coordinator provide direct support to sites and arrange for professional development based on needs. One Data/Intervention TOSA supports administering our Universal Access program which houses our ELD program for identified students with access to curriculum and assessments. She uses data cycles to have teachers. Our four TLT (Lead Teachers) teachers help coordinate professional development to enhance instruction and provide support with academic standards, MTSS, PBIS and equity/inclusion goals.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The master schedule for the school has a minimum day schedule to accommodate staff collaboration weekly, with the principal's guidance, teachers are provided with numerous opportunities to collaborate as a whole school team and as grade levels. During these meetings, topics such as curriculum alignment, instructional strategies such as GLAD, standardized test preparation strategies such as using interim assessments, social emotional health of student body and ongoing issues affecting the school and district are discussed.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Materials are researched and standards-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Yes, there is adherence to recommended instructional minutes for ELA and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Invention is considered when creating lesson pacing schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to necessary standards-based texts and technology provided to them by NUSD and the school. This is monitored by Williams Act reporting. This includes adopted curriculum specifically to Lynwood: Maravillas, Wonders, Estrellitas, Lunitas and Bridges.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All texts and materials used in courses and intervention programs are standards-aligned and available to students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers analyze student achievement data in the areas of math and ELA/SLA to guide them to provide differentiated instruction, small group, one-on-one or online credit recovery programs to help students meet expected levels of proficiency.

Evidence-based educational practices to raise student achievement

- Use formative assessments to adjust instruction
- Differentiated instruction through small group and/or one-on-one instruction
- English Language Development for English learners
- Title I instructional support services to increase academic achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- School Community Liaison
- School Based Therapist
- Tutorial Services
- ASES/LEAP After School Program

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of students, families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Lynwood community and share the experiences of students, families, and staff by utilizing surveys and holding community meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Credentialed Intervention Teacher
Instructional Aides
Para Educators
Supplemental Instructional Materials

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. It is important that the goals, actions, metrics, and expenditures within the SPSA are informed by the voices of students, families, staff, and community members. The stakeholder groups individually and collectively worked to amplify the voices of the Lynwood community and share the experiences of students, families, and staff.

Staff Meeting
Review and input 2022-23 SPSA

ELAC
Review and input 2022-23 SPSA
November 7, 2022

School Site Council (SSC)
October 26, 2022 Discussion
November 29, 2022 approval 2022-23 SPSA

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject
Culture of Caring

LEA/LCAP Goal
Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1
Lynwood Elementary will build a positive and inclusive culture that engage students, parents and the community as partners through education, communication, and collaboration.

Identified Need
There is a need to focus on building a sense of 'community' and 'safety' at Lynwood based our annual measurable outcomes as listed below. Our actions will support a sense of belonging and safety for students, staff and families with communication at its base.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Question - Do you feel like a real part of your school community?	Student Response: 1 = No hardly ever 2 = Sometimes 3 = Yes very often Lynwood Feb 2021 2.50 Lynwood Feb 2022 2.47	Student response will increase positively to 3=Yes very often
Youth Truth Survey Question - Do you feel safe during school?	Student Response: Youth Truth Data Rating: 1 = No not very safe 2 = Somewhat safe 3 = Yes very safe Lynwood Jan 2020: 2.62 Lynwood Feb 2021: 2.69 Lynwood Feb 2022: 2.54	Student response will increase positively to 3= Yes very safe
Student Attendance	2020-2021 Overall Student Attendance: 94.2% 2021-2022 Overall Student Attendance: unknown	Overall Student Attendance will increase by 4% to 98.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspension	2020-21 Number of students suspended: 0 2021-2022 Number of students suspended: 0	Number of students suspended: 0
SEL as measured by Aperture's DESSA scale.	2021-2022 Pre-Assessment: Need: 7% Post-Assessment: Need: 12%	The percentage of student need will decrease from the Pre-assessment to the Post-assessment by 2% in a given school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and staff will integrate social and emotional learning into academic curriculum daily routines. Teachers and staff will explicitly teach social and emotional skills that with the NUSD's 6 C's learning outcomes.

Description:
- Lynwood staff will develop a common language for social and emotional learning that aligns with NUSD's 6 Cs.
- Lynwood will integrate the 12 Tools as prescribed by the Toolbox Project, a social emotional everyday strategy curriculum.
- Lynwood staff will receive training and materials on Toolbox Project.
- Teachers will identify routines and structures to support students' social and emotional development (ie. Reset space to promote self-regulation, use of Toolbox Project Strategies with students in the classroom, playground and offices).
- Administration will communicate with families about how they can support students' development of social and emotional skills through newsletters and family meetings.
- Teachers and staff will get training on restorative practices to use in the classroom, playground and office.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

530   Title II Part A: Improving Teacher Quality

                                                       Professional Development
15,000   After School and Education Safety (ASES)

                                                       After School Program-LEAP

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

Teachers and staff will build an assets-based culture based on shared values to promote a safe and inclusive culture.

Description:
- The Lynwood Community will identify its common values and plan school-wide rituals and routines to reinforce those values and associated behaviors.
- In the classroom, teachers will implement Positive Behavior Interventions and Support (PBIS) to reinforce those shared values and desired behaviors such as improvements were found in office discipline referrals, suspensions, school safety and climate, academic achievement, and bullying.
- To promote discussion about equity and race, administration and teachers will use tools such as the Courageous Conversations About Race Compass, during staff meetings and other community forums, to promote and encourage discussions that dismantle racist beliefs, language, practices and policies.
- Teachers will meet once a month in four PLCs, one of which focuses on Equity, as prescribed by the work of Dr. Nancy Dome. The other PLC is Inclusion/Wellness. The small PLCs will share out and plan curriculum and activities with the rest of the staff during school staff meetings.
- Teachers will use the 'Equity Walkthrough' strategy to access and build their classrooms into inclusive and welcoming spaces for all students, regardless of race and identity.
- Project Coordinator supports PBIS and MTSS school strategies (ie student recognition and parent outreach).
- Restorative Specialist will work with students to help them work out conflicts and repair harm.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)
10,000   After School and Education Safety (ASES)

                                       After School Program-LEAP
1000   Lottery: Instructional Materials

10,000   Title I

                                                  Restorative Specialist

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Lynwood Staff will strengthen communication with students, families, staff, and the community to promote learning partnerships.

Description:
- Administration and staff will develop a communication plan to promote stronger learning partnerships with the parents and community. This communication plan will provide a clear mission/vision of our school program, that clearly identifies key messaging, objectives and goals, and communication channels and activities.
- Administration and staff will use a variety of communication tools to listen to stakeholders' needs such as parent surveys, parent information nights, and our weekly newsletter. We will also share strategies that parents can use with their children to support academic and social and emotional learning outcomes.
- Teachers will send home regular communication via a newsletter with information for how they can support their students' learning at home. Ex. Literacy materials in English and Spanish will be sent home on a weekly basis.
- Parents will be trained on communication modalities used by NUSD, specifically in the use of Aeries and ParentSquare.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,000	Other
	MCF Grant
14,000	Title I Part A: Basic Grants Low-Income and Neglected
	Intervention
10,000	After School and Education Safety (ASES)
	After School Program-LEAP
	District Funded

	Centralized District Funds - Community Liaison - LCFF Supplemental
20,000	Title I Part A: Parent Involvement
	Chromebooks Cart for Parent Training - Engagement

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action Item 4: The Lynwood community will support the development of the whole child by connecting students and families with resources and opportunities to realize their goals.

Description:
- The MTSS team and community liaison connects students and families with resources in the community to meet physical and mental health needs, child care needs, and opportunities in the community. This will be done by identifying need through a Tier 2 Team, using data to help track logistics, continuing relationships with community partners that can provide resources, and communication with students and parents through student check-ins and the SST (Student Study Team) process.
- All classrooms utilize a reset space in the classroom when students need a break or to de-escalate emotions.
- A reset room is staffed and available to support students as they develop their social and emotional skills. The person staffing the reset room will also serve a restorative specialist who will help student(s) become aware of their actions, the harms caused and restoration. This ensures continuity and communication between parent, teacher and staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
65,000	Other
	MCF Grant -Restorative Specialist/Community Liaison
10,000	After School and Education Safety (ASES)
	After School Program-LEAP

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Lynwood hired its last set of grade level teachers for the 2022-2023 school year, as it slowly grew its dual immersion program to full capacity. This was the first year it had a 5th grade dual immersion program. Last year's 5th graders were not part of the DI program. With a new program came new teachers and a new administrator, so the program is in a growing period as it establishes itself and grounds itself in the needs of the students and families.

Goal #1: Our PK-5 community will nurture positive relationships by communicating with all stakeholders, using data to ensure that our students feel safe at school, and taking time daily to get to know our students, families, and staff in order to meet their needs.

- 85% of our staff is now bilingual and can help support students and families in their first language.
- MCF funded aides are providing additional academic and social and emotional support to students in the classroom daily.
- Community Liaison provides outreach to support and help families with challenges and communication during distance learning.
- The principal sends out a weekly newsletter to staff and families to keep everyone up to date with the highlights of the school, curriculum and community
- A BACR counselor is providing counseling services in person 3 days a week and we hope to expand this to 5 days by January, 2023.
- Community Liaison providing outreach and assistance to help provide resources for financial support to our families by partnering with outside agencies throughout the county that provide assistance to families in need.
- Amazing support from WX Brands and Shoesthatfit.org providing gift cards to grocery stores, gifts, and free tennis shoes to our students and kids at greatest need.
- All students are provided 2 meals daily.

Goal #2: Our PK-5 community will strengthen self-efficacy and racial/cultural identity in order to foster independent learners through teachers actively promoting self-expression, personal choice, and individual thinking in both academic and personal and social development.

- P3 teachers have adopted the NUSD essential standards to help guide instruction to help children focus on standards identified as the most important for academic success in math and ELA.
- P3 facilitator is training staff with trauma informed practices that they can first utilize for themselves to help manage the challenges of teaching and later use with children like clear behavior expectations for everyone, open communication, and sensitivity to the feelings and emotions of others.
- Teachers are participating in trainings to support how we can specifically support equity/inclusion in our classrooms through the work of Dr. Nancy Dome.

Goal #3: Our PK-5 community will support the development of the whole child by providing basic

needs such as food and our academic program and instructional practices support children in meeting their needs for relatedness, competence, and autonomy.

- Lynwood now has one Headstart classroom on campus providing free access to high quality holistic early childhood education and care.
- Daily breakfast and lunch distribution
- Our P3 facilitator bridges the communication between Lynwood Elementary and the Headstart program to strengthen the relationship between the two organizations.

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

Major differences between intended implementation and/or budget expenditures to implement activities:

Our TK-5 community nurtured positive relationships by communicating with all stakeholders, using data to ensure that our students feel safe at school, and taking time daily to get to know our students, families, and staff in order to meet their needs.

Our TK-5 community strengthened self-efficacy and racial/cultural identity in order to foster independent learners through teachers actively promoting self-expression, personal choice, and individual thinking in both academic and personal and social development.
Distance learning caused a shift in how we were able to provide opportunities for students to strengthen self-efficacy and racial/cultural identity.

Our TK-5 community supported the development of the whole child by providing basic needs such as food and our academic program and instructional practices support children in meeting their needs for relatedness, competence, and autonomy. .

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.

Although many of the budgeted expenditures were implemented with success such as mentioned in the three goals above. The goals need to be continued/modified for the 2022-2023 school year as the school settles into a TK-5th dual immersion program:
DESSA: Many of students were reported in the red areas throughout the report indicating a strong need for social emotional support.
CAASPP: Goal 2 Measurable Outcomes
Suspension Data: Goal 1 Measurable Outcomes

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Culture of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Lynwood Elementary will implement a multi-tiered system of support to direct resources that promote all students' academic achievement and social-emotional growth.

Identified Need

Based on CAASPP, Galileo, ESGI and ELPAC test data, there is a need to support LatinX, English learners, low income, foster youth and students experiencing homelessness to increase levels of proficiency in academic curriuculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Smarter Balanced English Language Arts	2021-2022 percentage of students meeting or exceeding ELA standards • All 28.70% • Hispanic 10.53% • White 82.36% • Low-Income 10.96% • English Learner 5.56%	Overall scores and and each student group will increase by 7%
CAASPP - Smarter Balanced Mathematics	2021-2022 percentage of students meeting or exceeding math standards • All 28.70% • Hispanic 14.48% • White 64.71% • Low-Income 13.7% • English Learner 7.41%	Overall scores and each student group will increase by 7%
English Language Proficiency English Assessments for California (ELPAC)	2021-2022 percentage of students scoring moderate/well developed on ELPAC Summative-42.11%	Percent of students scoring moderate/well developed will increase by 10%
California Spanish Assessment (CSA)	2021-2022 3rd grade results	Fourth grade student results

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The Student Score Distribution has three ranges with different nomenclature. Range 1 = 80% Student may be able to accomplish assigned domains Range 2 = 14% Student can usually accomplish assigned domains Range 3 = 4% Student can consistently accomplish assigned domains Results State of California Range 1 = 71% Range 2 = 18% Range 3 = 9% Lynwood Grade 3 Range 1=76% Range 2 = 20% Range 3 = 2% Grade 4 Range 1= 68% Range 2 = 26% Range 3 = 5%	Range 1 - Decrease by 10% Range 2 - Increase by 10% Range 3 - Increase by 10%
Galileo - Reading - End of Year (EOY)	2021-2022 Percentage of all students meeting of exceeding standards in Reading All students 27%	EOY percentage of all students meeting of exceeding standards in Reading will increase by %7
Galileo - Math - End of Year (EOY)	2021-2022 EOY Percent of all students meeting of exceeding standards in Math All students 25%	EOY percentage of all students meeting of exceeding standards in Math will increase by %7

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Action Item 1: Develop and Implement a Multi-Tiered System of Support (MTSS): Lynwood Elementary will develop a Multi-Tiered system of support, based on school-wide learner outcomes and needs which includes an MTSS team. Lynwood will implement clearly articulated systems for behavior, academics, and social-emotional support with fidelity within a multi-tiered system of support enhance a "culture of competence."

Description:
- The MTSS team will audit the existing systems of support such as data collection, intervention, and social-emotional learning programs, using a variety of data to determine the current state of the system and identify equity gaps and opportunities to improve.
- The MTSS team will develop priorities around ELA/SLA, math, ELD, and social-emotional learning and an implementation plan to address needs at Tiers 1-3.
- The MTSS team evaluate and improve on their "Universal Access" schedule that supports designated English Language Development (ELD) and promotes literacy and numeracy skills of all students. Targeted Tier 2 interventions will occur during the "Universal Access" time.
- Administration will provide clear communication regarding roles and responsibilities for each tier. Our community will implement Tier 1, Tier 2, and Tier 3 supports to meet each student's needs. For example, all students will receive curriculum and instruction aligned with school-wide learning goals. As we identify students who need additional SEL, ELA, SLA, or math support, intervention teachers will provide Tier 2 support. Students who require additional support will be identified for Tier 3 interventions such as counseling, mentorship, or Special Education services.
- A weekly Tier 2 team will be implemented to review students of concern in the areas of SEL, Academics, and Behavior.
- Adopt a 'Writing without Tears' program to help K-2nd graders with mechanics of handwriting to embrace literacy with hand-on manipulatives for developing fine motor and phonics skills, as well as letter formations.
- Provide after school tutoring for students in need by their classroom teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF - Supplemental
	Social Emotional Learning Platform
31811	Title I
	Instructional Aides
35,000	After School and Education Safety (ASES)
	After School Program-LEAP
10,000	Title I

	After School Tutoring-Teachers
10,000	Other
	4000-4999: Books And Supplies
	MFC Grant-Writing without Tears Program
10,000	Other
	MFC Grant-Tutoring for Students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action Item 2: Develop and implement systems for continual improvement: The Lynwood community will continually use data to ensure that resources are used efficiently and equitably to improve student learning through the expansion of a multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students.

Description:
- The MTSS team will develop systems and metrics for ELA/SLA, math, and social-emotional learning to determine the effectiveness of our school-wide MTSS plan. Based on quantitative and qualitative feedback from stakeholders, the plan will be revised each trimester.
- Teachers will implement Plan-Do-Study-Act cycles to continually improve and address student needs at the classroom level. Teachers and staff will implement PDSA cycles approximately every 8 weeks to address their students' needs and regroup students as needed. This data will be utilized school wide, including in our after school program to provide continuous academic and social-emotional support for our students.
- Administration will provide teachers with professional development and support to analyze a wide variety of data to inform instruction and next steps. Administration will provide teachers with professional development for data analysis in order to support to analyze a wide variety of data to inform instruction and next steps.
- Lynwood will implement a school-wide universal access during the day for each grade level to get support staff to create small group learning time for whatever they need in school. This includes time with reading intervention, English Language Development, Spanish language development, speech services, counseling, math intervention and more. This creates an opportunity for all of our students to get targeted support with their teacher or other staff member in an area of need based on testing results and data. Every 6-8 weeks we reevaluate the groups and determine what changes need to be made or what additional supports are needed.
- Usage of running records in order to inform and drive instruction in order to meet the needs of all students.
- Instructional aides are needed for 1st Grade and the Universal Access Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
528	Title II Part A: Improving Teacher Quality Professional Development
45000	Other MCF Grant-Instructional Aides
10,000	After School and Education Safety (ASES) After School Program-LEAP

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year's Goal #1: Our community will prioritize communication and promote peer interactions:
- Teachers and staff provided social-emotional support for individual students such as providing scaffolding to help promote student self-regulation with teacher check-ins and through morning meetings. Teachers provided direct support by identifying and providing for basic needs and by establishing links to community services as needed (ex: student materials, direct SEL support based on circumstances and family needs).

Last year's Goal #2 Our community will promote and support self-regulation and encouraged independence throughout the day, and specifically during morning meetings using Second Step curriculum to support common language. Students are encouraged to access reset spaces that have been made available in each classroom. The reset space allowed students to practice self-regulation.
- Teachers and staff used SEL strategies during morning meetings and curriculum through a program called Second-Step to help support students well-being self-regulation.

Last year's Goal #3: Our community will implement Tier 1, Tier 2, and Tier 3 supports to meet the needs of every student:
- Teachers used Data Matters to help identify student progress in and growth in math and ELA/SLA as well as students requiring T1, T2, and T3 support.
- Teachers used data from:
- ESGI (Kindergarten)
- Data Matters, Galileo Benchmark, Fountas & Pinnell Running Records, and formative assessments (i.e. exit tickets) to drive instruction to meet student instructional needs in

Tier 1, 2, and 3. These assessments provided information that help us place students in level appropriate groups to provide additional interventions and supports as needed.

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 intended implementation and budgeted expenditures were a match.

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.

NUSD is now paying for a Data and Intervention TOSA which frees up funding for Lynwood. We currently do not have an 'Intervention Teacher' position open. This is also true because NUSD also has allowed Lynwood to hire 0.6 ELD Specialist. This teacher was hired in late October of 2022 and will be helping serve students with the greatest needs in English language development in grades 3-5.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject
Culture of Excellence

LEA/LCAP Goal
Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3
Lynwood Elementary will empower and support high quality teachers to provide inspiring and personalized learning experiences for each student so that they may realize their life goals.

Identified Need
Based on the need to provide clear and individualized learning outcomes for students in order to address learning loss.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Smarter Balanced English Language Arts	2021-2022 percentage of students meeting or exceeding ELA standards • All 28.70% • Hispanic 10.53% • White 82.36% • Low-Income 10.96% • English Learner 5.56%	Overall scores and and each student group will increase by 7%
CAASPP - Smarter Balanced Mathematics	2021-2022 percentage of students meeting or exceeding math standards • All 28.70% • Hispanic 14.48% • White 64.71% • Low-Income 13.7% • English Learner 7.41%	Overall scores and each student group will increase by 7%
English Language Proficiency English Assessments for California (ELPAC)	2021-2022 percentage of students scoring moderate/well developed on ELPAC Summative - %	Percent of students scoring moderate/well developed will increase by 10%
Galileo - Reading - End of Year (EOY)	2021-2022 Percentage of all students meeting of exceeding standards in Reading	EOY percentage of all students meeting of exceeding

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students %	standards in Reading will increase by %7
Galileo - Math - End of Year (EOY)	2021-2022 EOY Percent of all students meeting of exceeding standards in Math All students %	EOY percentage of all students meeting of exceeding standards in Math will increase by %7

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Action Item 1: Clarify Learning Outcomes for All Students: The Lynwood Community will have clear learning outcomes for both academics and social and emotional skills.

Description:
- All teachers will implement proficiency-based education school-wide for math and ELA/SLA. This means using the NUSD Essential Standards, Proficiency Scales, Learning Maps, and 6Cs/SEL skills to develop plans for curriculum, instruction, and assessment.
- Administration will provide professional development opportunities to support proficiency-based education in a Dual Language Immersion setting, specifically supporting language learners and utilizing tools such as the Self-Assessment Tool for High Quality Curriculum and Instruction provided by FirstSchool. This includes highlighting the shifts from a traditional system to a proficiency based system, and providing support so that teachers can use assessment data to differentiate instruction.
- The Lynwood Staff will develop an Individualized Learning Plan (ILP) that outlines the school-wide learner outcomes in math and ELA/SLA and communicates' each students' progress toward their goals.
- Administration will provide PD in the area of 'Dual Immersion Programs' so the base of Lynwood's Spanish/English Dual Immersion Program has a sold pedalogical foundation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Other
	MFC-Teacher Release Time to Create ILPs

20,000	After School and Education Safety (ASES)
	After School Program-LEAP
5,000	Other
	MFC-Consultant of Dual Immersion Pedagogy

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Action Item 2: Personalized Learning: Lynwood teachers will use a wide range of data such as Galileo assessments, Fountas and Pinnell Running Records, and classroom assessments, and their relationships with students to ignite curiosity and personalize learning experiences.

Description:
- Teachers will use culturally relevant teaching practices to build learning partnerships with students. Difference will be valued and explicitly promoted. The racial and cultural identities of students within each class will be honored and valued through positive representation and reference.
- Teachers will use their knowledge of students' interests to plan and contextualize learning experiences so that learning is relevant and meaningful (ex. Project and Problem Based Learning, Genius Hour, Maker Space Design Challenges).
- Teachers will use a wide variety of assessment data both formal and informal, to differentiate instruction for each learner. For example, teachers will provide literacy materials at the appropriate level for each student in the form of a school-wide reading program. Teachers will utilize groupings using software such as Imagine to address each student's needs in ELA, SLA, and Math.
- Teachers will promote higher order thinking and problem solving by shifting their role to a facilitator of learning. Curricula will be tailored to meet the learning needs and interests of the students. -Teachers will create opportunities to extend learning as students have demonstrated mastery of the essential standards. Curriculum and instructional practices support children in meeting their need for relatedness, competence, and autonomy.
- Administration will provide high quality instructional and intervention materials to support instructional programs in Spanish and English through GLAD training as well as district adopted curriculum such as Maravillas and Wonders.
- Administration will provide professional development opportunities to support teachers to personalize learning using the strategies listed above to focus on high quality teaching practices and creating meaningful relationships with students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

528	Title II Part A: Improving Teacher Quality
	Professional Development
1289	Other
	MCF Grant-Professional Development-sub costs
9660	Lottery: Instructional Materials
10676	After School and Education Safety (ASES)
	After School Program-LEAP

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We implemented clearly articulated proficiency-based education and school-wide structures to enhance "culture of excellence" Enhanced the accuracy of collecting, recording, and data-analysis to identify areas of academic strengths and growth for all students.

Goal #1
Our community used balanced teaching approaches:
- Teachers utilized multiple forms of virtual learning activities to balance teaching throughout the day in order to provide as much access to the instructional program for students.
- Online learning platforms
- Google Classroom, SeeSaw

Lynwood was able to supply all of our students with backpacks and supplies.
ELD teacher focusing on designated ELD
Site wide, teachers will focus on a formula to integrate and balance curriculum for students:
Essential Standards
Online platforms and formative assessments
Learning Maps (student driven)
Focused on grade level reading levels
Students participated in virtual and in person field trips with their teacher and classmates.

Goal #2
Our community integrated a balanced curriculum and promote higher order thinking. Literacy content includes exposure to students being read to, reading on their own, comprehension, vocabulary development, oral language and writing.

Goal #3
Effectively collected appropriate data to increase academic achievement in math and ELA.

Began data cycle process.
Utilized Data Matters to collect data.

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

Major differences between intended implementation and/or budget expenditures to implement activities:

Effectively collected appropriate data to increase academic achievement:
DESSA
MAP
CAASPP
Suspension Dashboard
EduSnap

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.

Many of the budgeted expenditures were implemented with success.

District-wide Grade Level Teams have identified Essential standards and Proficiency Scales in math and ELA/SLA.
We are using multiple methods of data collection:
Online platform and informative assessments
Lynwood's Continuous Improvement Data Cycle protocol in process to
Improve Reading Comprehension
Students to establish individual goals and review progress
For Kindergarten, the District-wide Grade Level Team and District Data Team have identified appropriate and valid assessments to evaluate the Kindergarten Essential Standards. In addition, Proficiency Scale and cut-scores (Approaching, Meeting, Exceeding) by trimester have been developed.
District Grade Level Teams and the Data Team are in process of establishing appropriate and valid assessments as well as mastery cut-scores for Proficiency Scales for 1st-5th grade Essential Standards
The Site Data Specialists will support grade level teams in planning Standards Based Instruction, assessment, analysis of data and Continuous Improvement Data Cycle protocol.
We are improving teacher capacity for analyzing data by providing additional data tools within Data Matters. Teachers are receiving professional development and coaching in analyzing student progress via online tools (Imagine Learning Language & Literacy, Imagine Español, Imagine Math, and Reading programs). Teachers are utilizing new and established data tools to plan for targeted instruction to address identified student needs (based on the Data Cycle).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject
High Quality Data Based Decision Making

LEA/LCAP Goal
NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

Goal 4

Enhance the accuracy of collecting, recording and analyzing academic (math and ELA/SLA) and social-emtotional behavior data to be utilized within the problem-solving process to improve system effectiveness.

Identified Need
Improve student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Effectively collect appropriate data to increase academic achievement in math and ELA/SLA.

- Ongoing developmental assessment guides curriculum and instruction.
- Enhance the accuracy of collecting, recording, and analyzing learning data to be utilized within the problem-solving process to ensure clearly identified academic strengths as well as acquiring knowledge and skills of the graduate profile.
- Provide staff with professional development to support data collection and balanced instructional programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Other
	MCF Grant-Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Data Specialist TOSA worked with each grade level to identify the assessments they would be using and supported them to create a data cycle.
- Teachers created goals around data.
- Teachers went through two data cycles. Each grade level chose their area of focus: either literacy and math.
- TK & K used ESGI data.
- 1st-5th used Galileo pre and post assessments.

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 Data Specialist TOSA was funded with the MFC Grant for the 2021-2022 school year. Trainings were conducted by the Data Specialist TOSA.

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.

NUSD is now paying the the TOSA-Data Analyst position so this funding can be used to provide teachers with release time to collect data for running records, analyze data, receive professional development in the area of data and data analysis.
- We will do three data cycles in the 2021-2022 school year and have four data cycles for the 2022-2023.
- Each cycle will focus in a different area: reading, writing and math in one of the two languages.
- PLC time on early out Wednesdays will be used for grade level meetings to discuss the cycles.
- From pre to post assessment there will be a 3 week span.

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Karolina Gage	Principal
Eden Thibeault	Classroom Teacher
Lidia Que-Macedo	Parent or Community Member
Robin Pence	Other School Staff
Jennifer Caynan	Parent or Community Member
Catalina Cux	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/29/2022.

Attested:

Signature	
Karolina Gage	Principal, Karolina Gage on 11/30/2022
Jennifer Caynan	SSC Chairperson, Jennifer Caynan on 11/30/2022

Budget Summary - Lynwood Elementary 2022-2023

Federal	Approved Budget
Title I	$71,811
Title II	$1,586
Funds provided to the school through the Consolidated Application	$73,397

State and/or Local	Approved Budget
Unrestricted	$11,603
Elementary Yard Duty	$33,793
LCFF Supplemental	$75,791
After School Education Safety (ASES)	$150,225
Lottery - Instructional Material	$9,555
Special Ed	$168
PTA	$19,795
General Donation	$12,383
MCF Grant PreK-3	$189,430
Total State/Local funds for this school	$502,743

Total federal, state, and/or local funds for this school	$576,140