

School Year: 2023-24



# 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 2, 2023	December 5, 2023

# 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 2022-2023 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

Positive ratings for overall categories were as follows:

Engagement - 80% for students, 76% for families, and 86% for staff

Relationships - 74% for students, 80% for families, and 81% for staff

Culture - 19% for students, 60% for families, and 35% for staff

Belonging - 33% for students

DEI - 55% for families and 59% for staff

The survey results indicate that students are engaged with their learning and have established positive relationships with staff and peers. The data also indicates that work needs to be focused on improving school culture and belonging.

## 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 facilitates biweekly COST (coordination of services) meetings with support staff including the RSP teacher, school psychologist, counselors, restorative practices specialist, and interventionists to review data, identify individual student needs and propose interventions. 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, Spanish 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 classroom instruction and form intervention groups to improve student achievement. Teachers also use foundational literacy assessments and running records to assess 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. They respond with whole group lessons or small group instruction targeted at the needs of the students. Interventionists use data to plan three 8-10 week intervention cycles throughout the school year.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Credentialed and classified staff meet ESEA highly qualified requirements. If a credentialed teacher is misassigned, the staff member is working with the District to obtain the appropriate credential through specific programs and universities.

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, the LCAP, and SPSA goals, professional development is offered by trained NUSD personnel or contracted specialists. Feedback is solicited after each professional development session to monitor the effectiveness of the professional development to meet ongoing needs. Professional development is specific to the needs of a dual language immersion program.

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

Staff development is researched-based and aligned to Common Core and California Content Standards, Dual Language Immersion goals, 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 both school-wide and grade level professional development. A data specialist guides teachers through data cycles throughout the year to support them as they interpret and use data to improve instruction. The data specialist and reading interventionist use data to identify students for intervention cycles and deliver instruction based on student need. We have teacher leaders to support our work in Proficiency Based Education (PBE), Positive Behavior Interventions and Support (PBIS), and equity. Grade level leads and consultants work with grade level teams to support tier I instruction.

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 for language acquisition, standardized test preparation strategies such as using interim assessments, social emotional health of the student body, and emergency preparedness are discussed. Grade level teams are provided with additional weekly paid planning time after school to increase alignment and fidelity to curriculum materials.

## 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)

Lynwood is a 90/10 dual language immersion school and adheres to recommended instructional minutes for ELA, SLA, and math.

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

Intervention 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.

## **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, ELA, and SLA to guide them to provide differentiated, small group, or one-on-one instruction to help students meet expected levels of proficiency.

Evidence-based educational practices to raise student achievement

Teachers teach with the adopted curriculum and use formative assessments to adjust instruction. They differentiate instruction through small group and/or one-on-one instructional time.

## **Parental Engagement**

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

School Community Liaison  
School Based Therapist  
Restorative Practices Specialist  
Mariposa Wellness Center  
ASES/LEAP After School Program  
Interventionists (Spanish and English intervention available)

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)

School Programs Fiscal Specialist

## **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 2023-24 SPSA  
October 31, 2023

ELAC  
Review and input 2023-24 SPSA  
November 9, 2023

School Site Council (SSC)  
October 11, 2023  
November 2, 2023 - Discussion and approval 2023-24 SPSA

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	115	120	111	41.7%	46.7%	40.1%
Fluent English Proficient (FEP)	47	29	34	17.0%	11.3%	12.3%
Reclassified Fluent English Proficient (RFEP)	2	15	14	1.7%	5.8%	5.1%

### Conclusions based on this data:

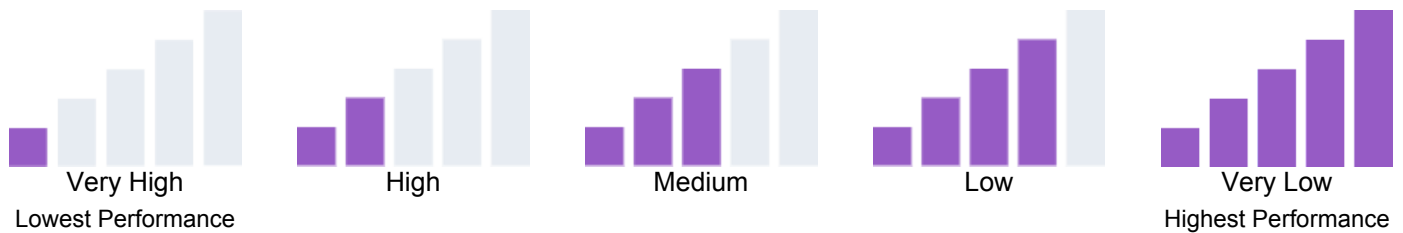
1. English Learner enrollment has remained relatively consistent for the past three years.
2. Based on the number of students redesignated, the site needs to provide more attention to redesignating students by fifth grade.
3. The data shows us that we are maintaining our two-way model with the appropriate percentages of native Spanish and English speakers in all grades except the 2022-23 5th grade. K: E-EL = 39%, EO = 61%; 1st: E-EL = 47%, EO = 53%; 2nd: E-EL = 56%, EO = 44%; 3rd: E-EL = 58%, EO = 42%; 4th: E-EL = 42%, EO = 58%; 5th: E-EL = 78%, EO = 22%

# School and Student Performance Data

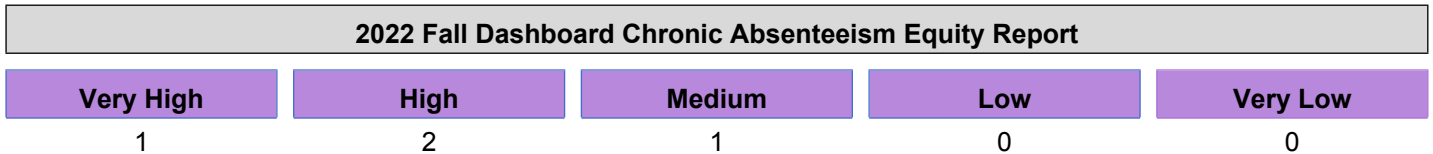
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

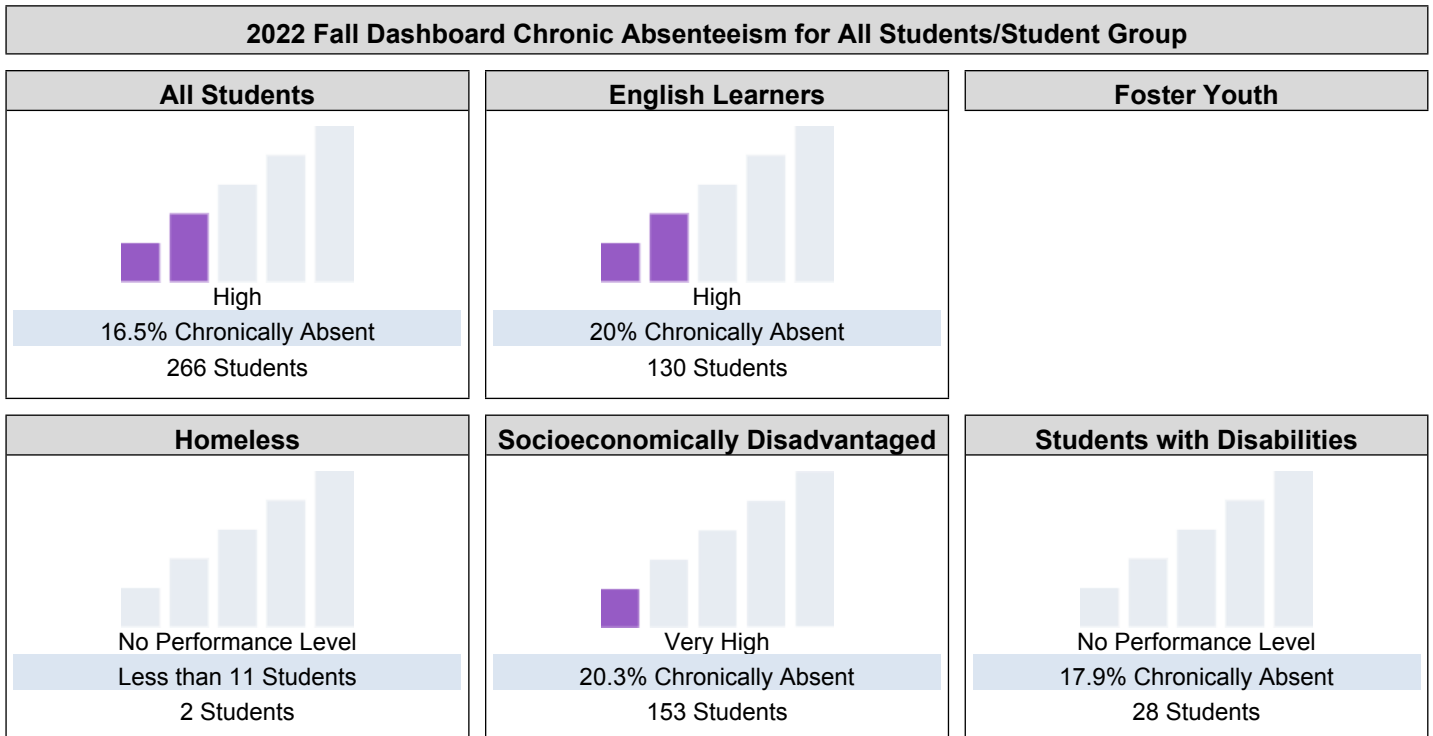
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

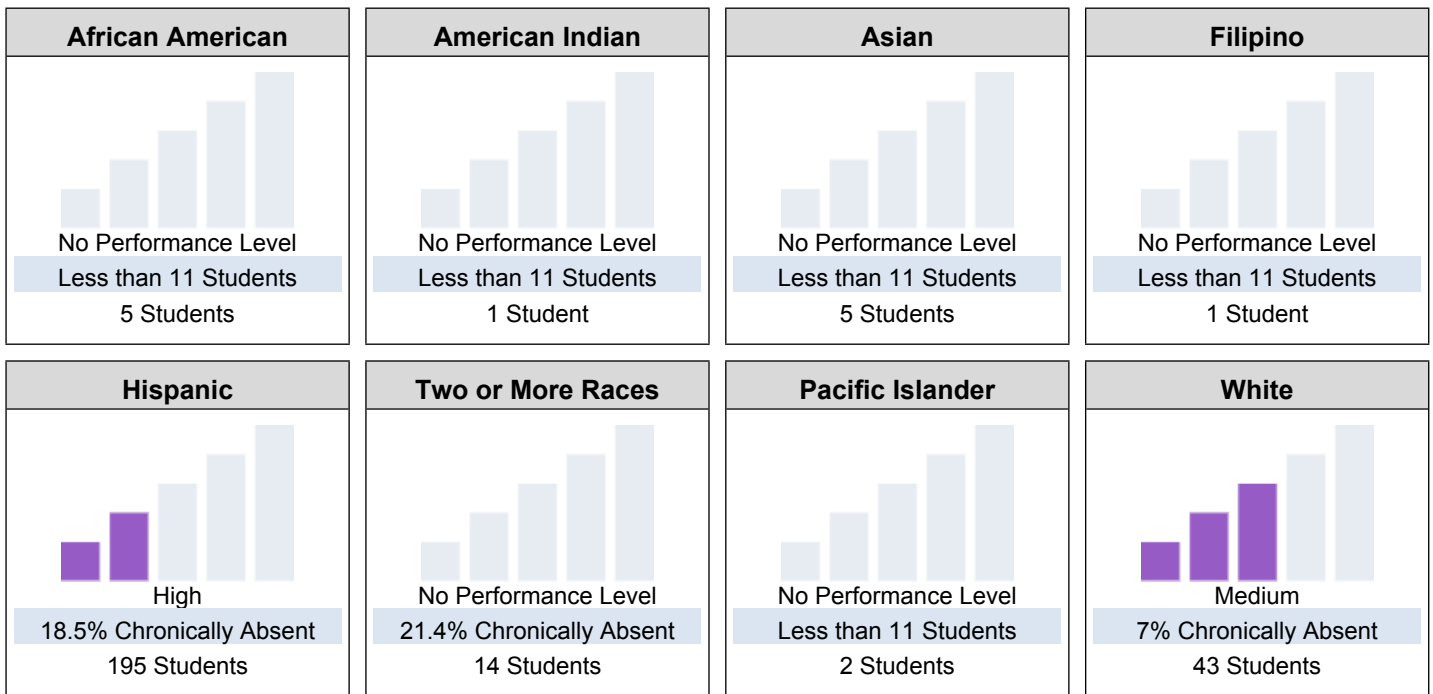


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Conclusions based on this data use the 2021-22 school year data. The 2022-23 data will be available in December.
2. Chronic absenteeism occurred more frequently in the low socio-economic group, English learner, and hispanic group than in the white student group.

# 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 Lynwood Feb 2023: 2.39	Student response will increase positively to 2.7
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 Lynwood Feb 2023: 2.48	Student response will increase positively to 2.8
Student Attendance	2020-2021 Overall Student Attendance: 94.2%  2021-2022 Overall Student Attendance: 93.98%	Overall Student Attendance will increase by 1.4% to 94.7%  Chronic Absenteeism will decrease by 8.5% to 15%,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-2023 Overall Student Attendance: 93.40%  2022-23 Chronic Absenteeism: 23.5%	which is 24 fewer students than 2022-23
Student Suspension	2020-21 Number of students suspended: 0 2021-2022 Number of students suspended: 0 2022-2023 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% 2022-2023 Pre-Assessment: Need: 6% Post-Assessment: Need: 8%	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 align with the NUSD's 6 C's learning outcomes.

Description:

- 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, clear PBIS expectations).
- Lynwood staff will receive additional training in PBIS and strengthen tier 1 expectations.
- Lynwood will continue to integrate the 12 Tools as prescribed by the Toolbox Project, a social emotional everyday strategy curriculum.

- New Lynwood staff will receive Year 1 Toolbox Training and all staff will receive Year 2 training on Toolbox Project.
- Teachers and staff will be supported by the restorative practices specialist to use trauma-informed methods and restorative practices in the classroom, playground, and office.
- Lynwood's after school program (LEAP) will support the social emotional development of the students through enriching activities.

**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)
1,200	Title II Part A: Improving Teacher Quality Professional Development - Toolbox Project and Estrellita
119,176	After School and Education Safety (ASES) After School Program-LEAP
29,267	Other MCF - Restorative Practices Specialist (also funded through district LCFF funds)

**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 complete and use the PBIS handbook to provide school-wide rituals and routines to reinforce 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 in office discipline referrals, suspensions, school safety and climate, academic achievement, and bullying.
- Teacher leaders will lead the work of the PBIS Committee and Equity with Dr. Anthony Muhammad. These committees will share out and plan curriculum and activities with the rest of the staff during school staff meetings.
- The d.Can team will infuse joy through assemblies, events, and attendance challenges to improve ADA and decrease chronic absenteeism.
- The Restorative Specialist will work with students to help them work out conflicts, repair harm, and make a plan for challenging situations.

**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)
0	After School and Education Safety (ASES) After School Program-LEAP
1,000	Lottery: Instructional Materials Provide incentives for decreasing chronic absenteeism
0	Other MCF - Restorative Practices Specialist (also funded through district LCFF funds)

**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 communicate regularly with the parents and community. This communication will be aligned to the mission/vision of our DLI master plan, school objectives and goals, and school activities.
- Administration and staff will use a variety of communication tools to listen to stakeholders' needs such as parent surveys, biweekly charlas, monthly coffee with the principal, parent information nights, and our weekly teacher and principal newsletters.
- Teachers will send home regular communication via a newsletter with information for how they can support their students' learning at home.
- Parents will be trained on communication modalities used by NUSD, specifically in the use of Aeries and ParentSquare.
- Classroom teachers will provide intervention during the after school program, as available
- Site and district leadership will work with a consultant to plan community forums to assess the ongoing needs of the full DLI program to ensure program coherence

**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)
9,702	Other MCF - Community Liaison (also funded with district LCFF funds)
15,000	LCFF Intervention
0	After School and Education Safety (ASES) After School Program
0	District Funded Consultant for community forums

### 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 Coordination of Services Team (COST) 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 biweekly COST meetings, 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 Restorative Practices Specialist will be available to come to classrooms as a support of students who need additional support to de-escalate. This staff member will also bring students to the Mariposa Restorative Room to do preventative work to develop social and emotional skills in struggling students. The Restorative Specialist will also 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)
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0	Other  MCF - Community Liaison (also district funded with LCFF funds)
	District Funded  MCF - Restorative Practices Specialist (also district funded with LCFF funds)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

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.

The data indicates that Lynwood declined in many of the chosen indicators with declining attendance rates and a decrease in Youth Truth scores.

This data was likely impacted by significant transitions in leadership throughout the school year in 2022-23. In addition to having an interim superintendent, the school had a new principal who did not complete the school year. The final months of school were led by 2 substitute administrators who shared the job. Additionally, due to 5 years of transitioning to a dual language immersion school, which the school achieved in 2022-23, the previous years had significant turnover in order to hire the qualified, bilingual staff needed for the program. There was also a violent incident that occurred after hours with youth that were not Lynwood students. As members of the neighborhood were involved and the event happened on school campus, this likely negatively impacted students sense of safety this past year.

DESSA scores indicating social emotional competence was an area that improved from 2021-22 to 2022-23. Teachers began using the SEL curriculum Toolbox Project in December and a Restorative Practices Specialist was hired in the Spring. Additionally, a Wellness Center was established and the Family Center was revitalized in the spring. All of these steps may have had an impact on this indicator.

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

Unknown

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 result of this analysis, Lynwood will continue to focus upon the goal and take the steps outlined above.



# 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 Hispanic, English learners, low income, foster youth and students experiencing homelessness to increase levels of proficiency in academic curriculum.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Smarter Balanced English Language Arts	<p>2021-22 percentage of students meeting or exceeding ELA standards</p> <ul style="list-style-type: none"> <li>All 28.70%</li> <li>Hispanic 10.53%</li> <li>White 82.36%</li> <li>Low-Income 10.96%</li> <li>English Learner 5.56%</li> <li>Ever-EL 12%</li> </ul> <p>2022-23 percentage of students meeting or exceeding ELA standards</p> <ul style="list-style-type: none"> <li>All 34%</li> <li>Hispanic 23%</li> <li>White 81%</li> <li>Low-Income 17%</li> <li>English Learner 8%</li> <li>Ever-EL 14%</li> </ul>	Overall scores and each student group will increase by 7%
CAASPP - Smarter Balanced Mathematics	<p>2021-2022 percentage of students meeting or exceeding math standards</p> <ul style="list-style-type: none"> <li>All 28.70%</li> <li>Hispanic 14.48%</li> </ul>	Overall scores and each student group will increase by 7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• White 64.71%</li> <li>• Low-Income 13.7%</li> <li>• English Learner 7.41%</li> <li>• Ever-EL 13%</li> </ul> <p>2022-2023 percentage of students meeting or exceeding math standards</p> <ul style="list-style-type: none"> <li>• All 36%</li> <li>• Hispanic 19%</li> <li>• White 91%</li> <li>• Low-Income 9%</li> <li>• English Learner 4%</li> <li>• Ever-EL 6%</li> </ul>	
English Language Proficiency English Assessments for California (ELPAC)	<p>2021-2022 percentage of students scoring moderate/well developed on ELPAC Summative-42.11%</p> <p>2022-2023 percentage of students scoring moderate/well developed on ELPAC Summative-15%</p>	Percent of students scoring moderate/well developed will increase by 10%
California Spanish Assessment (CSA)	<p>The Student Score Distribution has three ranges with different nomenclature.</p> <p>Range 1 = Student may be able to accomplish assigned domains</p> <p>Range 2 = Student can usually accomplish assigned domains</p> <p>Range 3 = Student can consistently accomplish assigned domains</p> <p>Lynwood 2021-22</p> <p>Grade 3 Range 1=77% Range 2 = 20% Range 3 = 3%</p> <p>Grade 4 Range 1= 68% Range 2 = 26% Range 3 = 5%</p> <p>Grade 5 - Not yet DLI</p> <p>Lynwood 2022-23</p>	<p>Fifth grade student results</p> <p>Range 1 - Decrease by 10%</p> <p>Range 2 - Increase by 5%</p> <p>Range 3 - Increase by 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 3 Range 1=71% Range 2 = 14% Range 3 = 15% Grade 4 Range 1= 71% Range 2 = 21% Range 3 = 8% Grade 5 Range 1= 56% Range 2 = 39% Range 3 = 5%	
Galileo - Reading - End of Year (EOY)	2021-2022 Percentage of all students meeting of exceeding standards in Reading All students 27%  2022-2023 Percentage of all students meeting of exceeding standards in Reading *students did not take EOY Galileo in Reading	EOY percentage of all students meeting of exceeding standards in Reading will be 40% or higher
Galileo - Math - End of Year (EOY)	2021-2022 EOY Percent of all students meeting of exceeding standards in Math All students 25%  2022-2023 Percentage of all students meeting of exceeding standards in Math *students did not take EOY Galileo in Math	EOY percentage of all students meeting of exceeding standards in Math will be 40% or higher
California Assessment of Science Test (CAST)	2021-2022 5th grade - 6% met or exceeded standards  2022-2023 5th grade - 27% met or exceeded standards	Overall scores 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 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.”

- Professional development will focus on Tier 1 instruction for all students in the academic curriculum adopted by the school, PBIS expectations, the SEL curriculum Project Toolbox, and DLI pedagogy
- This summer all K-2nd grade teachers attended a national PD for the Spanish phonics curriculum, Estrellitas
- This summer all new staff completed the national PD for phase 1 of Toolbox and all staff will complete phase 2 this school year
- The Data Specialist will engage teachers in 3 data cycles with their grade level team to support the use of data to guide small group instruction
- A Coordination of Services Team (COST) will meet biweekly to review SST requests and data that indicates areas of need and plan interventions. The COST team includes the Principal, Data Specialist, ELD/Reading Specialist, RSP teacher, school psychologist, community liaison, counselor, and restorative practices specialist.
- A Behavioralist will work on social-emotional skills with small groups in response to DESSA scores that indicate high need for social emotional learning
- After school tutoring will be provided by classroom teachers, as available
- The Data Specialist and ELD/Reading Specialist will use assessment data to prioritize students for pull-out intervention cycles using intervention materials aligned to classroom instruction and needs
- The Restorative Practices Specialist will work with individuals or small groups of students to develop behaviors that will support their academic and social-emotional growth

**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)
31,000	Title I Instructional Aide to support intervention and small group instruction
27,341	Other MCF - Instructional Aide to support small group instruction
0	After School and Education Safety (ASES) After School Program-LEAP to support extended learning opportunities

0	LCFF After School Tutoring provided by Lynwood teachers
0	District Funded Data Specialist (district funded LCFF)
53,213	Title I Reading Specialist (also funded with district LCFF funds)
0	Other MCF - Community Liaison

## 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.

- Site and district leadership will develop metrics for the dual language immersion program based on district-wide assessments and aligned to the 90/10 instructional model; these metrics will be shared with the Board, families, and staff
- Teachers will work with the Data Specialist, b.a.s.i.c. consultant Himilcon Inciarte, and in grade level teams to respond to student data through inquiry cycles (plan/teach/analyze/reflect)
- Teachers will use assessment data in order to inform small group interventions and drive instruction in order to meet the needs of all students.
- Instructional aides in kindergarten, 1st, and 2nd grade will support teacher's small group instruction.

### 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)
0	Other Professional Development
0	Other

	MCF Grant - Instructional Aide to support small group instruction
0	Title I Instructional Aide to support small group instruction
0	District Funded b.a.s.i.c. consultant Himilcon Inciarte

# Annual Review

## SPSA Year Reviewed: 2022-23

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

At a tier I level, additional bilingual curriculum to support a 90/10 dual language program was identified and purchased.

For tier II and tier III, an MTSS team was formed and identified students for SSTs, 504s, and Special Education assessments. They also connected students to counseling services and to work with the Restorative Practices Specialist. An English-speaking interventionist was identified to provide English intervention groups and the Data Specialist used DESSA results to provide small group instruction for social skills. With the change in administration, it is difficult to identify how consistently universal access blocks were used across the grade levels and which grade levels received after school tutoring last year.

It should be noted that 2021-22 included a final group of 5th graders not in the DLI program, and 2022-23 was the first year that the school ran the DLI program in grades TK-5th. The data demonstrates an increase in both ELA and Math overall and in most subcategories. Students in the low income, EL, and Ever-EL categories met or exceeded standards in higher numbers than the previous year in ELA and in lower numbers than the previous year in math.

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

Unknown

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.

# 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 teachers to provide high-quality learning experiences for each student so that they may realize their life goals.

## Identified Need

Based on the need to provide access to a guaranteed, viable curriculum that follows the 90/10 dual language immersion model in grades TK-5th.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See Goal #2	See Goal #2	See Goal #2

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 all students.

#### Description:

- Lynwood will follow an assessment calendar created by the site and district leadership team that uses the same assessment platforms and products as the NUSD calendar and includes the Spanish Language Arts assessments as appropriate for a 90/10 dual language model
- Lynwood's Principal, Data Specialist, and ELD/Reading Specialist will work with district staff to update the Spanish foundational literacy assessments housed in the ESGI platform, which currently lacks sufficient TK-1st foundational literacy assessments for the target language
- Lynwood teachers will use new Dual Language Immersion report cards that differentiates between English and Spanish in the sections for Language Arts



- Data Specialist will train new staff in use of assessments
- TLT will focus on developing proficiency based education (PBE) documents for Spanish Language Arts (SLA) standards. This work will be done in order to use the NUSD Essential Standards, Proficiency Scales, Learning Maps, and 6Cs/SEL skills to develop plans for curriculum, instruction, and assessment.
- The DLI Leadership Team will identify an alternative assessment for oral fluency and comprehension that is grounded in the science of reading and make a plan to shift to a new assessment beginning in the fall of 2024-2025 school year.
- Consultant Himilcon Inciarte will engage K-2nd grade teachers in inquiry cycles (plan, teach, analyze, reflect) to develop high-quality DLI literacy blocks that collect and respond to student data through formal and informal assessments
- Site and district leadership will work with a consultant to develop accountability systems for the agreements in the DLI Master Plan, developed by the DLI Task Force in Spring 2023

**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)
0	District Funded Data Specialist (LCFF district funds)
0	Title I Reading Specialist (additional funding through LCFF district funds)
0	District Funded ATDLE Consultant for school-wide implementation of the DLI Master Plan (LCFF district funds)
0	District Funded b.a.s.i.c. consultant Himilcon Inciarte (Title II district funded)
11,000	Lottery: Instructional Materials Student workbooks, Spanish phonics program, online licenses, manipulatives

**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: Lynwood will ensure a guaranteed, viable curriculum for all students. This goal includes access to curriculum materials, guidance on the use of those materials, and professional development to support the use of the instructional materials and the implementation of the NUSD DLI Master Plan.

- 2023-24 professional development is informed by the Guiding Principles of Dual Language Education. The focus strand for the 2023-24 school year is "Strand 2 - Curriculum".
- Teachers and interventionists are provided high quality instructional and intervention materials to support instructional programs in Spanish and English within the 90/10 model
- Additional curriculum material is purchased to ensure all teachers have access to full sets of curriculum, online licenses, and manipulatives as needed.
- Teachers receive clear guidance on the phonics progression and materials in a DLI program and are being trained in the phonemic awareness and phonics curriculum for Spanish and English in grades TK-2nd
- Professional development for teachers will include training in the use of the ELD standards for Integrated and Designated ELD.
- K-2nd grade teachers will receive monthly professional development beginning in December and running through the school year. This professional development with b.a.s.i.c. DLI consultant Himilcon Inciarte will support teachers to develop and deliver high-quality literacy blocks using the science of reading to guide literacy instruction in a DLI setting
- Lynwood's kindergarten teacher will receive weekly literacy instruction support during the Fall 2023.
- One first grade teacher will complete the new DLI BeGLAD training module, which was released by the organization for the first time this school year
- 2nd grade teachers were trained in Project Based Learning over the summer and are piloting these practices in their grade level
- 4th and 5th grade teachers hold weekly planning collaboration meetings, in addition to staff and grade-level meetings included in the NFT contract, to support the short-term and long-term planning needed for the combo class and

team teaching models

- 5 teachers/administrator will attend the annual CAFE conference during February break
- When purchasing curriculum or planning further professional development for the 2024-25 school year, review science and social studies curricular materials to increase the access to non-fiction grade level reading materials
- A staff retreat was held in August to develop a foundation for the collaboration and leadership of the 2023-23 school year
- Site and district leadership will work with a consultant to develop accountability systems for the agreements in the DLI Master Plan, developed by the DLI Task Force in Spring 2023
- If a qualified candidate is found, Lynwood will hire a full time DLI Specialist to support implementation of best practices and professional development for 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)

0	Lottery: Instructional Materials  Student workbooks, Spanish phonics program, online licenses, manipulatives
5,000	Other  MCF Grant-Professional Development-sub costs
0	District Funded  b.a.s.i.c. consultant Himilcon Inciarte (Title II)
0	After School and Education Safety (ASES)  After School Program-LEAP
42,000	Other  21st Century School Leadership Academy Grant
0	District Funded  ATDLE Consultant for school-wide implementation of the DLI Master Plan (LCFF district funds)
10,000	LCFF  Cabe 2024 x 5 staff
9,000	LCFF  Class sets of Spanish decodables
15,868	Title I  School Programs Fiscal Specialist
120,000	Other  MCF - DLI Specialist (open position)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

2022-23 goal: 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.

Most curriculum aligned to the content and languages needed in a 90/10 DLI program had been identified and purchased by the end of the 2022-23 school year. Additionally, teachers received professional development related to dual language immersion pedagogy through consultant Kris Nicholls. Some teachers were engaged in proficiency based education work, with some learning maps for ELA and math being created and translated.

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

Unknown

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 strategies will change based on progress that was made last year. These changes can be found in the strategies section for this goal. The district will also provide funding to work with several consultants to improve program fidelity and quality of instruction.

# 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
Lauren Menchavez	Principal
Melanie Gutierrez	Classroom Teacher
Sandra Guzman	Other School Staff Parent or Community Member
Sasha Vargas King	Parent or Community Member
Theresa Odisio Rogoff	Parent or Community Member
Erin Ashley	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**



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.

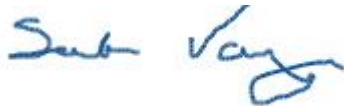
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 2, 2023.

Attested:



Principal, Lauren Menchavez on 11/2/2023



SSC Chairperson, Sasha Vargas King on 11/16/23