



2023-2024

Lincoln Elementary

School Plan for Student Achievement

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

Needs Assessment:

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

Accountability Measure I: Increase Achievement:

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

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

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

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

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

Reading SMART Goals: By June 2024, 85% of students will meet proficiency for Reading Unit Assessments. By June of 2024, 50% of students will meet or exceed on the SBAC for ELA. ELA : 2021-2022 SBAC Data: All Students: 41% LBUSD: 46% AA 38% LBUSD AA 31% RFEP 39% LBUSD 34% ELL 29% LBUSD 18% ELA: 2022-2023 SBAC Data All Students: 40% LBUSD: 48% AA: 48% LBUSD: 33% RFEP: 37% LBUSD: 33% ELL: 27% LBUSD: 20%

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

By June 2024, 85% of students will meet proficiency for Reading Unit Assessments. By June of 2024, 50% of students will meet or exceed on the SBAC for ELA. By June 2024, 90% of students who started at Lincoln in September of 2023, will be reading one or more years growth according to the IReady test #3 in June for both ELA and Math.

Summary of Action plan: Students will have year long opportunities for tutoring after the first quarter data is completed. Furthermore, students will have Saturday School and interventions during the school day, our goal of one year of growth for at least 80% of our students will be met. We will monitor this data by looking at IReady ELA exams in addition to any Edulastic writing and Wonders assessments. Looking at this data will allow for multiple collaboration opportunities for teachers to discuss and plan around best practices.

ELA Goals: ALL Students will increase from 41% to 45% or higher on SBAC
 Students who are African American will increase from 38% to 45% or higher on SBAC
 Students who are RFEP/ELL will achieve from 39% to 45% on SBAC
 Students who are ELL will achieve 45% and/or higher than LBUSD district total ELL scores on SBAC
 All K-2 students will show at least one year of growth on FRSA.
 Summary of Action plan: Students will have year long opportunities for tutoring after the first quarter data is completed. Furthermore, students will have Saturday School and interventions during the school day, our goal of one year of growth for at least 80% of our students will be met. We will monitor this data by looking at IReady ELA exams in addition to any Edulastic writing and Wonders assessments. Looking at this data will allow for multiple collaboration opportunities for teachers to discuss and plan around best practices.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis			
Math: Lincoln SBAC Data from 2021-2022	All Students: 33% LBUSD 38%	ELL: 23% LBUSD 14%	RFEP/ELL: 33% LBUSD 25%
AA: 19% LBUSD 20%	Math: Lincoln SBAC Data from 2022-2023	All Students: 33%	LBUSD: 40%
ELL: 24%,	RFEP/ELL: 34% +16%	LBUSD: 19%	AA: 83% +10, LBUSD: 57%

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By June of 2024, Lincoln Math Goals:

All students will increase from 33% to 43% or higher in math

Students who are African American will increase from 19% to 30% or higher as well as beat LBUSD district average

Students who are RFEP/ELL will increase from 33% to 43% in math as well as beat the district average again

Students who are ELL will increase from 23% to 33% or higher in math as well as beat the district average again

Summary of Action Plan: Lincoln will have interventions in place for math tutoring starting in quarter 2, we already see a positive impact on scores as compared to this time last year. Lincoln student data will be monitored by taking the I-Ready exam as well as Edulastic exams. Reviewing this data will give teachers multiple opportunities to collaborate and look at best practices.

Math SMART Goals:By June 2024, 85% of students will meet Edulastic Math Unit Assessments. By June 2024, 43% of students will meet or exceed on the SBAC Math with all subgroups performing within 3% or less of a gap. By June 2024, 90% of students who started at Lincoln in September of 2023, will be reading one or more years growth according to the IReady test #3 in June for both ELA and Math.

Summary of Action Plan: Lincoln will have interventions in place for math tutoring starting in quarter 2, we already see a positive impact on scores as compared to this time last year. Lincoln student data will be monitored by taking the I-Ready exam as well as Edulastic exams. Reviewing this data will give teachers multiple opportunities to collaborate and look at best practices.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

ELARFEP 39% LBUSD 34%ELL 29% LBUSD 18%MathELL: 24%, LBUSD: 17%RFEP/ELL: 83% +10, LBUSD: 57%
Summary of Action Plan: Lincoln will have interventions in place for math tutoring starting in quarter 2, we already see a positive impact on scores as compared to this time last year. Lincoln student data will be monitored by taking the I-Ready exam as well as Edulastic exams. Reviewing this data will give teachers multiple opportunities to collaborate and look at best practices. Increase the number of EL students scoring met or exceeded on SBAC ELA and math by one year of growth in June of 2024 and beat the district average again. Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2024.

Findings English Learners
ELA: ELL 29% LBUSD 18% Lincoln students scored higher than LBUSD by almost double.
RFEP 39% LBUSD 34%
Math:
ELL: 23% LBUSD 14%
RFEP/ELL: 33% LBUSD 25%

Lincoln Students who are English Language Learners will work with a credentialed teacher for a portion of their day and have opportunities for tutoring as requested by ELAC and provided this passes School Site Council. Increase the number of EL students scoring met or exceeded on SBAC ELA and math by one year of growth in June of 2024 and beat the district average again. Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2024

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

Increase the number of EL students scoring met or exceeded on SBAC ELA and math by one year of growth in June of 2024 and/or beat the district average again.
Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2024.

By June of 2024, increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% from 45% to 50% by Spring 2024. (two year goal). Budget allowing: Students who are ELL will participate in tutoring provided by credentialed teachers as well as bilingual college aides as hired by the district. Furthermore, Lincoln teachers will meet with administration 3x per year to make sure each student is discussed in a student study team so that we can monitor all progress.

Lincoln Students who are English Language Learners will work a credentialed teacher for a portion of their day and have opportunities for tutoring as requested by ELAC and provided this passes School Site Council. Increase the number of students who are ELL scoring met or exceeded on SBAC ELA and Math by one year of growth in June of 2024 and beat the district average again.

In order to address areas of need, Lincoln teachers will do the following:

"If teachers plan intentional standards-based lessons (with learning targets, success criteria and higher level DOK questions as the week progresses) using meaningful discourse and formative assessment strategies, then students will self-reflect on their learning and the gap will narrow for all students including identified African American and EL students."

By June of 2024, students who are RFEP and ELL will continue to score above district averages. By June of 2024, students who are ELL will grow at least one year as measured by IReady in both Math and ELA

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Lincoln will provide a tiered plan for outreach and ongoing support to all enrolled students using our school-wide SST Process. At least 90% of students will participate in daily learning. (QW1 2021 September 86.2%, QW 2 90%). An over all increase of 3% for positive student responses in the area of Culture/Climate measured by the CORE survey. The pulse survey is a baseline this year and we will build on it after each survey is taken.

Pulse - Belonging All 74% 77% Black/AA 68% 72% EL 75% 76% Pulse - Identity All 75% 80% Black/AA 76% 79% EL 74% 78%

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Lincoln will implement SEL instructional minutes as identified in OCIPD curriculum resource documents. Lincoln will reflect on bias through the lens of equity and incorporate engagement strategies through out the school day. For the area of attendance, Lincoln will provide a tiered plan for outreach and ongoing support to all enrolled students. At least 90% of students will participate in daily learning. By June of 2024, there will be an overall increase of 3% for positive student responses in the area of Culture/ Climate measured by the CORE survey from the prior year.

Culture/Climate SEL & Harmony SMART Goals:On the pulse survey, in the area of belonging and identity, Lincoln will experience 5% growth from 75% to 80% for the group all and including all subgroups.On the pulse survey, in the area of belonging and identity, any student who wishes to speak to an adult will speak to an adult and the children who wish to speak to an adult after the second survey will be different children with different reasons. (Meaning we helped the first group of children and their concerns were addressed and resolved).

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

<p>ELA</p>	<p>1) ELA Goals: ALL Students will increase from 41% to 45% or higher on SBAC Students who are African American will increase from 38% to 45% or higher on SBAC Students who are RFEP/ELL will achieve from 39% to 45% on SBAC Students who are ELL will achieve 45% and/or higher than LBUSD district total ELL scores on SBAC All K-2 students will show at least one year of growth on FRSA. Summery of Action plan: Students will have year long opportunities for tutoring after the first quarter data is completed. Furthermore, students will have Saturday School and interventions during the school day, our goal of one year of growth for at least 80% of our students will be met. We will monitor this data by looking at IReady ELA exams in addition to any Edulastic writing and Wonders assessments. Looking at this data will allow for multiple collaboration opportunities for teachers to discuss and plan around best practices.</p>	<p>Goal Met</p>	<p>We came within 3% of our goal. We were asked to present to the school board because our scores continue to climb. During the pandemic reset, we have continued to grow, incrementally each year.</p>	<p>We are continuing our program we have been working towards over the last 2 years. We have 5 literacy teachers and 1 math intervention teacher. We have a full time counselor and a full time school psychologist because we know that while many students are working on accelerating their academics, students have also been affected emotionally over the last few years. Addressing students emotional needs as well as academic needs have resulted in growth each year on both Iready and SBAC.</p>
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Math	<p>1) By June of 2023, Lincoln Math Goals: All students will increase from 33% to 43% or higher in math Students who are African American will increase from 19% to 30% or higher as well as beat LBUSD district average Students who are RFEP/ELL will increase from 33% to 43% in math as well as beat the district average again Students who are ELL will increase from 23% to 33% or higher in math as well as beat the district average again Summary of Action Plan: Lincoln will have interventions in place for math tutoring starting in quarter 2, we already see a positive impact on scores as compared to this time last year. Lincoln student data will be monitored by taking the I-Ready exam as well as Edulastic exams. Reviewing this data will give teachers multiple opportunities to collaborate and look at best practices.</p>	Goal Met	We met our math goal. Also, our students who are African American surpassed their goal and they are at 49% Met on the SBAC.	We are continuing our program we have been working towards over the last 2 years. We have 5 literacy teachers and 1 math intervention teacher. We have a full time counselor and a full time school psychologist because we know that while many students are working on accelerating their academics, students have also been affected emotionally over the last few years. Addressing students emotional needs as well as academic needs have resulted in growth each year on both Iready and SBAC.
English Learner	<p>1) By June of 2023, increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% from 45% to 50% by Spring 2023. (two year</p>	Goal Met	We not only met our goal for English language learners, but we surpassed the district between 7% in math and 10% in ELA.	We are continuing our program we have been working towards over the last 2 years. We have 5 literacy teachers and 1 math intervention teacher. One of our literacy teachers is teaching English Language Development to all of our

goal).Budget allowing: Students who are ELL will participate in tutoring provided by credentialed teachers as well as bilingual college aides as hired by the district. Furthermore, Lincoln teachers will meet with administration 3x per year to make sure each student is discussed in a student study team so that we can monitor all progress.

Lincoln Students who are English Language Learners will work a credentialed teacher for a portion of their day and have opportunities for tutoring as requested by ELAC and provided this passes School Site Council. Increase the number of students who are ELL scoring met or exceeded on SBAC ELA and Math by one year of growth in June of 2023 and beat the district average again.

In order to address areas of need, Lincoln teachers will do the following:

“If teachers plan intentional standards-based lessons (with learning targets, success criteria and higher level DOK questions as the week progresses) using

students who are new to the country. Furthermore, our math interention teacher has also reached out to support students who are English Language Learners and struggling in math. We have a full time counselor and a full time school psychologist because we know that while many students are working on accelerating their academics, students have also been affected emotionally over the last few years. We have over 20 students who are new to the country. This can add extra stress and culture shock to children. Addressing students emotional needs as well as academic needs have resulted in growth each year on both Iready and SBAC.

	<p>meaningful discourse and formative assessment strategies, then students will self-reflect on their learning and the gap will narrow for all students including identified African American and EL students. 2) Increase the number of EL students scoring met or exceeded on SBAC ELA and math by one year of growth in June of 2023 and/or beat the district average again.</p> <p>Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2023.</p>			
Culture/Climate	<p>1) Lincoln will implement SEL instructional minutes as identified in OCIPD curriculum resource documents. Lincoln will reflect on bias through the lens of equity and incorporate engagement strategies through out the school day. For the area of attendance, Lincoln will provide a tiered plan for outreach and ongoing support to all enrolled students. At least 90% of students will participate in daily learning. By June of 2023, there will be an overall increase of 3% for positive student responses in the area of Culture/Climate measured by the CORE survey from the prior year.</p>	Goal Partially or Not Met	<p>This is the first year Lincoln has a teacher who is also SEL teacher and works on this for part of her school day. As a result of her efforts and the staff (Team) efforts, our attendance is higher today than in the last two years. Our Culture climate sureys continue to be high as well.</p>	<p>On the pulse survey, there is a question with regard to wanting to speak to an adult. Any student who wishes to speak to an adult are able to also name the adult. Our goal is that each time the kids take the pulse surey, the kids who need to speak to an adult change so we can show that the prior students needs were met.</p> <p>In the area of attendance, we now have a full time counselor and SEL teacher who work in collaboration with classroom teachers to increase attendance and make sure to reward individual students and classrooms with the best attendance.</p>

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available.</p> <p>Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms. (IN 5)</p>	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Lincoln uses technology, and various classroom materials. These materials are for all subjects and will enable teachers to address struggling learners. The materials we are going to purchase are projectors, various applications, chrome books, as well as elmo's and light bulbs that are burning out. We will be using funds for white boards and classroom resources and supplemental teaching materials as well. When we have parent meetings/classes, we will give parents materials to take home and practice with their children. (SM 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor. (IN 7)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents. (IN 4)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>As a supplement to the CORE curriculum, Teachers will be released each trimester for CCSS unit planning of the standards, collaboration of lessons and lesson studies with in a collaborative cycle, CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to suport students who are English Language Learners. Teachers will also be released for 30 minutes to meet with the principal for SST's that discuss each student in the class.</p> <p>This budget shall also cover SST 3x per year for 5 days each time for a total of 15 days of a roving sub.</p> <p>The budget will be 40 hours per teacher grades tk-5th grade. Most teachers will use only 24 hours. 8 Teachers and staff will attend the CUE conference in March in order to support the above work including how to implement equity using technology to increase diverse student voices. (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class.</p> <p>Enhance parent engagement/involvement by providing individual and group health education in the school setting.</p> <p>District will pay for .50 Site will pay for .50 (IN 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention.</p> <p>Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity.</p> <p>Provide strategies for students who struggle with classroom behavior and academics.</p> <p>Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom.</p> <p>Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.</p> <p>(IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class.</p> <p>Enhance parent engagement/involvement by providing individual and group health education in the school setting.</p> <p>(IN 6)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>From the SST process, identified ELL and students working below grade level will be given after school tutoring by teachers in both math and ELA. Some students do not have daily intervention. Some of these students are working below grade level in reading and math. Teachers will be paid to tutor students after school for one hour. Some students will be allowed to invite their parents to attend so that their parents can also be taught, by the teacher, how to help their child at home. Students will receive supplemental instruction to the Core Program after school twice per week. In addition, retired teachers may be paid hourly 3 days per week on a time card to support students working below grade level. Moreover, some tutoring classes will be for students who are English Language Learners to improve academic vocabulary and understanding of spoken and written English.</p> <p>These classes will occur 2x per week Tuesday and Wednesday and during semester 2, Saturday School will begin.</p> <p>16 teachers for tutoring x 2 days per week for 10 weeks</p> <p>4 teachers for Saturday School for 10 weeks</p> <p>Possible second session of Saturday School after spring break depending on interest. (6 weeks). Also, teachers will plan for interventions and instructional alignmet with professional development through differentiation for student needs 3x per year during the school day.</p> <p>(IN 9)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance)). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs. (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All TK-5 classrooms will include instruction designed to move all students towards mastery of grade-level Standards in English Language Arts, including the English Language Development Standards for English learner students, with an intense focus on: •Building knowledge through content rich non-fiction and informational text. •Reading and Writing grounded in evidence from text.	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the “essential questions” by meeting	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

<p>•Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Listening and Learning, (b) Reading and Writing, (c) Instructional Leveled Reading and Writing and (d) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> •District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. •Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Leveled Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> •District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. •Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. These needs include students who are English Language Learners. 	<p>grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students to demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level particularly in the area of students who are English Language Learners. Wonders has a supplemental books to engage students.</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Teachers will use a variety of materials to teach writing such as Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>
<p>Teachers are working on implementing the 6 Understandings and Expectations in both ELA and Math with a particular focus on student engagement. As there is clearly writing in math and reading, students will be working to prove, through written expression, inquiry related questions in both subjects.</p>	<p>Assessments to measure our reading, writing and math will be based on SBAC scores for 2024 in both ELA and Math as well as FRSA data for reading in grades K-2.</p>	<p>Professional Development</p> <p>6 Understandings and Expectations.</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> •Strategically focusing where the Standards focus •Coherence: think across grades and link to major topics within grades •Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> •Number Talks •Talk Moves collaborative conversations through math inquiry and culturally appropriate lessons 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Interim Assessment embedded into the Unit of Instruction</p> <p>Smarter Balanced Assessment Consortium summative Assessment (Grade 3-8)</p>	<p>GoMath Textbook Series</p> <p>Harcourt School Publisher Math (HSP)</p> <p>California Common Core Math Lessons</p>

Accountability Measure 1: Increase Achievement

Interventions

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

<p>Current school data reflects that 65% of students are below end of year target on Benchmarks and 50% are not proficient on assessments for ELA and Math Unit Assessments. Teachers need continued support in instructional differentiation to target assistance to struggling students. Core Curriculum 100</p>	<p>Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.</p>	<p>All Staff, All Parents, All Students</p>	<p>Title 1 \$93,827 Asst. Principal Elementary .5 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>Principal and Assistant Principal</p>	<p>Principal is responsible for monitoring all academic, behavior and intervention programs. Assistant Principal will support the monitoring too. Core Curriculum 100</p>
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<p>Current data: at least 9% of students are chronically absent and/or tardy. While our attendance has improved from last school year, we need to further these improvements and meet our district attendance goals. We also need to give identified students behavior and counseling interventions. Basic Services 100</p>	<p>Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data</p>	<p>All Students, Foster, Homeless, Identified At-Risk Students, Low SES, Other Targeted Students, English Learners</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>Counselor</p>	<p>The Principal and Assistant Principal will monitor all data in collaboration with the counselor. Basic Services 100</p>
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	reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.					
Student attendance data reflects students are absent from school for a variety of health issues e.g., asthma, dental needs, health needs. Attendance/Chronic Absenteeism Rate 100	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	All Students, All Parents	LCFF \$34,664 Title 1 \$34,665 Nurse Inspector .5 FTE - LCFF 50%; Title 1 50%	08/01/2023 - 06/30/2024 Daily	School Nurse	The Administration will monitor the selected data measures with regard to student attendance and health parent education. Attendance/Chronic Absenteeism Rate 100

<p>Student attendance data reflects students are absent from school for a variety of health issues e.g., asthma, dental needs, health needs. Basic Services 100</p>	<p>Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involve ment by providing individual and group health education in the school setting.</p>	<p>All Students, All Parents</p>	<p>Title 1 \$17,542 Health Assistant .38 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2025 Daily</p>	<p>Health Assistant</p>	<p>The Administration will monitor the selected data measures with regard to student attendance and health parent education. Basic Services 100</p>
<p>There was a great need for more psychologist time as an intervention with parents, students, teachers. After Covid 19 pandemic, there is more of a need.. In order to maintain equitable opportunities and provide interventions for students, our school psych will work with families to create these int. Culture-Climate Survey (Parent) 100</p>	<p>Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.</p>	<p>Foster, All Students, Identified At-Risk Students, Homeless, Special Education</p>	<p>Title 1 \$66,816 Psychologist .4 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Biweekly</p>	<p>Assistant Principal and Principal</p>	<p>Ap and Principal Culture-Climate Survey (Parent) 100</p>

<p>Current data: at least 9% of students are chronically absent and/or tardy. While our attendance has improved from last school year, we need to further these improvements and meet our district attendance goals. We also need to give identified students behavior and SEL interventions.</p> <p>Attendance/Chronic Absenteeism Rate 50, Core Curriculum 50</p>	<p>SEL Faciliator 50% district anad 50% Lincoln. District is SEL Faciliator including supporting ELAC, SSC, and social emotional learning. 50% Lincoln is math instruction/coach, data monitoring, and supporting our attendance team by engaging in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). With in the SEL umbrella, identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic</p>	<p>All Students, Foster, Homeless, Identified At-Risk Students, Low SES, Other Targeted Students, English Learners</p>	<p>Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>Facilitator</p>	<p>The Principal and Assistant Principal will monitor all data in collaboration with the counselor.</p> <p>Attendance/Chronic Absenteeism Rate 50, Core Curriculum 50</p>
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	trauma and other challenges. Helping to coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. Part of the Student Study Team collecting and sharing data.					
Lincoln has over 800 students. The office needs support in order to provide excellent community service to almost 1600 parents and their children. Basic Services 100	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns	All Parents, All Staff, All Students, Identified At-Risk Students	LCFF \$45,186 Intermediate Office Assistant .5 FTE - LCFF 100%	08/01/2023 - 06/30/2024 Daily	Bilingual IOA	The office manager will monitor the IOA. Moreover, the principal will monitor survey data to make sure parents continue to feel welcome at Lincoln School. Basic Services 100

	<p>from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.</p>					
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Lincoln staff is committed to all students feeling psychologically safe at school	OCIPD SEL program, Data from the new Pulse Survey	Free	From the first Pulse survey data to June of 2024, we will address various data points.	All instructional staff and admin team.	After each pulse survey, we will look at the data and compare it to the prior survey data.

<p>CORE Survey Since 2015, CORE Survey results show that over 400-500 parents feel welcome at Lincoln. We want to continue this positive partnership between home and school.</p>	<p>Each grade level will host one parent event. Teachers of K and 1 will have parent classes to introduce foundational reading skills to parents. Teachers of 2nd and 3rd grade will have a family read in. In addition, teachers of 2nd and 4th will have a music concert with all classes participating. 5th grade will offer "Getting ready for Middle School" meetings for all parents. This is in addition to our school-wide celebrations as allowable.</p>	<p>There is no cost to the parents to attend these events.</p>	<p>All parent events begin in the fall of 2023 and will end in June of 2024.</p>	<p>All Lincoln Staff has made a committed to parent involvement.</p>	<p>Each grade level has put their parent involvement goals in their grade level goals as a commitment. The goals are monitored in January, March and June. We will also compare CORE survey data from 2019, 2020 and 2021 and 2022 to make sure that we have the same percentage of parents who feel welcome at Lincoln as in past years 93%-96% knowing it could take a dip due to fewer social interactions and celebrations due to Covid 19 regulations about social distancing.</p>
<p>Lincoln staff is committed to all students feeling psychologically safe at school</p>	<p>OCIPD SEL program, Data from the new Pulse Survey</p>	<p>Free</p>	<p>From the first Pulse survey data in October to June of 2024, we will address various data points.</p>	<p>All instructional staff and admin team.</p>	<p>After each pulse survey, we will look at the data and compare it to the prior survey data.</p>

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Lincoln students are required to grow 3% or more in both math and ELA in order to be in compliance with LCAP expectations. Some Lincoln students are working below grade level	As a supplement to the CORE curriculum, Teachers will be released each trimester for CCSS unit planning of the standards, collaboration of lessons and lesson studies with in a collaborative cycle, CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English Language Learners. Teachers will also be released for 30 minutes to meet with the principal for SST's that discuss each student in the class.	<p>The budget will be 40 hours (5 days of Sub release) per teacher grades Tk-5th grade. Most teachers will use only 24 hours. 8 Teachers and staff will attend the CUE conference in March in order to support the above work including how to implement equity using technology to increase diverse student voices.</p> <p>This budget shall also cover SST 3x per year for 5 days each time for a total of 15 days of a roving sub.</p>	<p>SST process will be each quarter for 4 days with a roving substitute.</p> <p>PD will be Thursdays and selected pd days through the district OCIPD and days that we have non-restricted sub days.</p>	All Teaching staff and Lincoln administration	Lincoln students are required to grow 3% or more in both math and ELA in order to be in compliance with LCAP expectations. Some Lincoln students are working below grade level

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis
<p>Teachers in all grade levels are collaborating together to raise student achievement in both math and English Language Arts. Teachers are working towards giving children culturally relevant pedagogy and lesson that address real world problems in which children are able to create solutions. Teachers are working together to teach students how to have meaningful collaborative conversations using complex text that lead to complex task addressing a particular math or reading standard using success criteria. This work is based on the 6 Understandings of Standards-based instruction, the use of complex text and close read strategy, meaningful collaborative conversations leading to a formative assessment in written expression and social emotional learning. We are using stories that have an asset-based perspective meaning that the content shows examples of diverse cultures in a positive manner.</p>

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents are requesting parenting classes either in person or on "Zoom" depending on the availability and time of classes	District staff will host parent classes for nutrition, positive behavior reinforcement and technology. In addition, we are working with our local community college to bring classes in English to Lincoln	Teacher-extra hourly and district staff.	10/1/23-6/1/24	LBUSD District Staff and our local volunteers from community college	Parent Survey Data

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	434211
Title I Parent and Family Involvement (3008)	6540

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	96880

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

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

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Carrie Nemec	12-31-2023
Staff	Classroom Teacher	Cathy Tillack	07-01-2024
Staff	Classroom Teacher	Sandra Carranza	07-01-2025
Staff	Classroom Teacher	Dawn Adams	07-01-2025
Staff	Non Classroom Teacher	Elvie Perez	07-01-2024
Community	Parent	Damariz [REDACTED]	07-01-2024
Community	Parent	Josefa [REDACTED]	07-01-2024
Community	Parent	Esmeralda [REDACTED]	07-01-2025
Community	Parent	Brandon [REDACTED]	07-01-2025
Community	Parent	Ruth [REDACTED]	07-01-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Oscar [REDACTED]
DELAC Representative	Parent of EL Student (required)	Maria [REDACTED]
Principal or Designee	Staff Member (required)	Carrie Nemec
Secretary	Staff Member (required)	Maria J. Hernandez

Name	Representing
Alice [REDACTED]	Parent of EL Student
Angelica [REDACTED]	Parent of EL Student
Cecilia [REDACTED]	Parent of EL Student
Erica [REDACTED]	Parent of EL Student
Gladys [REDACTED]	Parent of EL Student
Krystal [REDACTED]	Parent of EL Student
Marlene [REDACTED]	Parent of EL Student
Mireya [REDACTED]	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/10/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>10/10: After-school tutoring for students to complete their homework. Include in the needs assessment the question regarding if parents understand how to support their children with their homework. Translate the Needs Assessment to Khmer Start a club for after school where kids who speak a language other than English can practice the language of preference together.</p> <p>11/29/2023 Parents recommended Saturday School to support our chronic absenteeism and to support our EL students improve in their reading and math.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Attendance Rates

5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023
6. What was SSC's response to ELAC recommendations?	<p>In response to the recommendation from 10/10: After school tutoring: We agree and have already started after school tutoring and for the second round we will have a homework help session.</p> <p>Needs assessment: We will have the needs assessment translated to Khmer and provide workshops for parents regarding how to support their children at home.</p> <p>Club: Mrs. Nemecek said that she is willing to consider these recommendations and start this. Mrs. Carranza agrees that this would be a great idea as well. This club could start after winter break.</p>

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/09/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/26/2023, 09/28/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

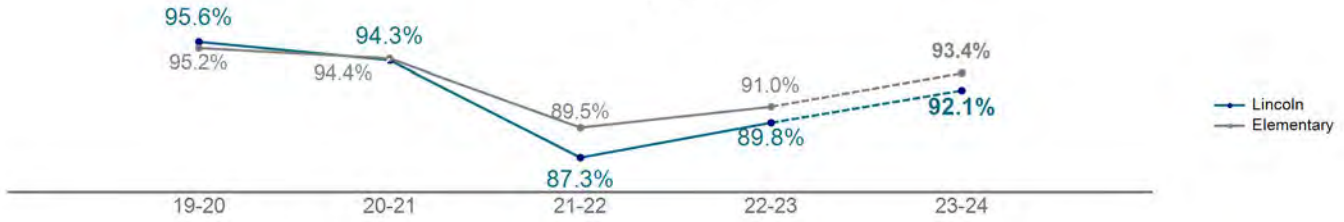
Printed Name: _____ Date: _____

ELAC Chair: _____

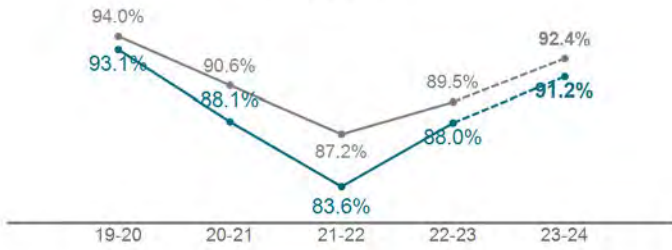
Printed Name: _____ Date: _____

Attendance Rate

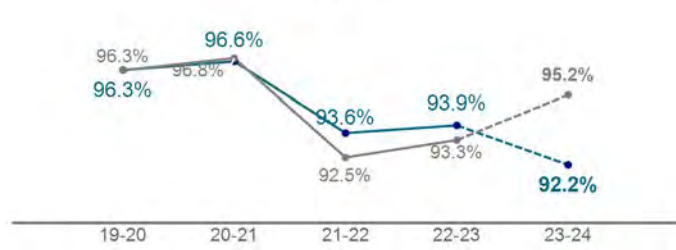
Lincoln
All Students
N = 823



African American
N = 69



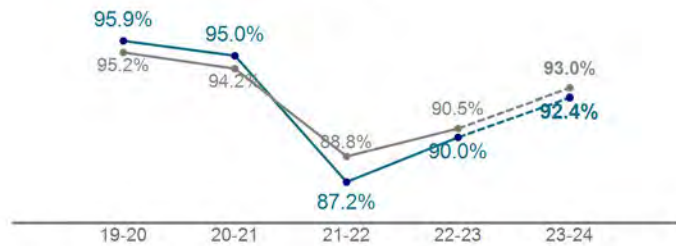
Asian
N = 53



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 655



Pacific Islander

Subgroup with fewer than 20 students.

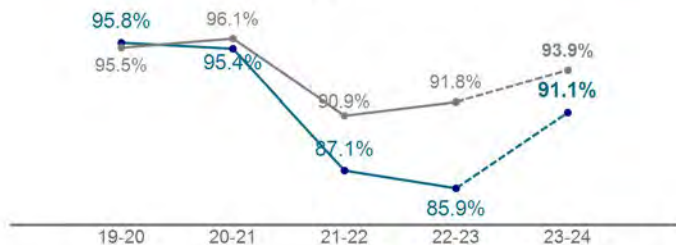
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

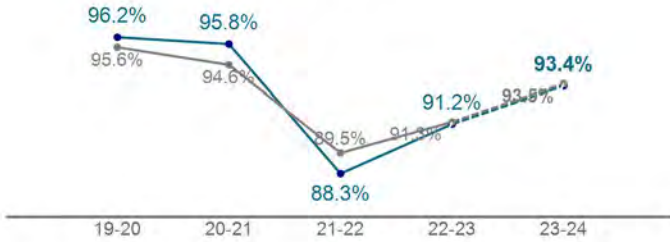
Other
N = 23



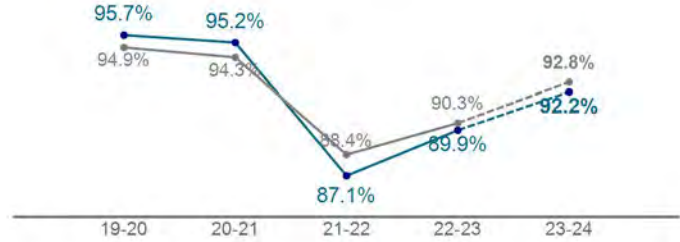
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

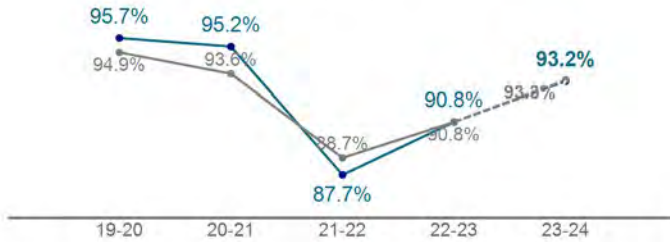
EL + RFEP
N = 406



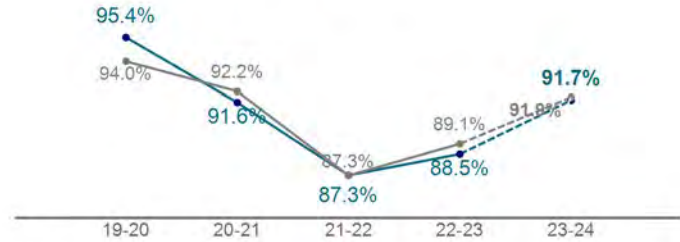
Low SES
N = 813



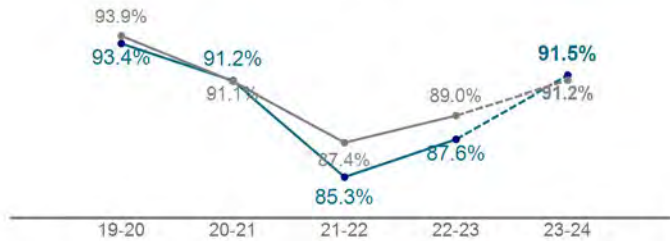
English Learner
N = 381



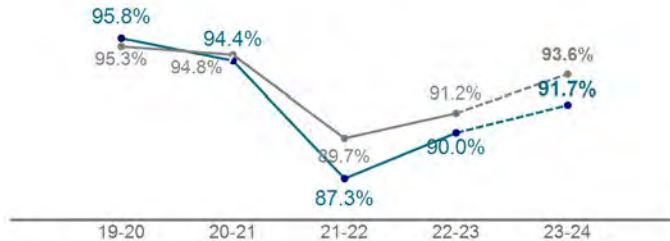
Special Education
N = 107



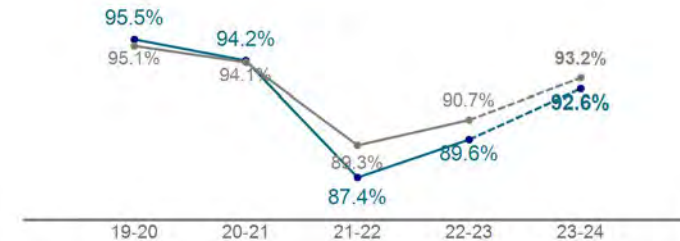
Homeless or Foster Youth
N = 53



Female
N = 420



Male
N = 403



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Lincoln 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	851	851	13	28	16	19	24	40.5%	24.1%	56.6%	32.2%
Grade	Gr. TK	24	33	21	25	17	4	54.2%	14.3%	79.2%	52.5%
	Gr. K	120	16	33	22	15	15	48.3%	33.3%	70.0%	43.8%
	Gr. 01	138	12	31	19	20	18	42.8%	26.1%	61.6%	35.2%
	Gr. 02	138	14	33	9	20	25	47.1%	22.9%	55.8%	29.4%
	Gr. 03	151	9	21	18	21	31	30.5%	22.7%	48.3%	27.7%
	Gr. 04	153	11	27	15	19	28	37.9%	23.0%	52.9%	27.1%
	Gr. 05	126	10	25	13	19	32	35.7%	19.1%	49.2%	25.6%
	Gr. 06	1	100					100.0%		100.0%	50.0%
Ethnicity	African American	75	21	29	11	20	19	50.7%	51.4%	61.3%	41.6%
	Asian	46		20	24	13	43	19.6%	9.3%	43.5%	21.4%
	Cambodian	60	5	27	18	20	30	31.7%	15.4%	50.0%	24.5%
	Filipino	6	17	17	17	17	33	33.3%	0.0%	50.0%	18.9%
	Hispanic	688	11	28	16	19	25	40.0%	21.9%	56.3%	34.8%
	Pacific Islander	2	100					100.0%	0.0%	100.0%	43.8%
	White	10		50	10	20	20	60.0%	38.5%	60.0%	18.3%
	Other	24	25	29	21	21	4	54.2%	36.4%	75.0%	27.5%
Gender	Female	434	13	25	17	17	28	38.0%	23.9%	54.8%	31.0%
	Male	417	12	31	15	21	20	43.2%	24.3%	58.5%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Lincoln 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates					
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	
	Low SES	818	12	29	16	19	24	40.3%	25.0%	56.5%	36.0%		
	ELL	376	8	28	17	20	27	36.2%	17.1%	53.5%	33.8%		
	RFEP	40			5	15	5	15	60	20.0%	8.6%	25.0%	15.7%
	EL + RFEP	416	8	27	16	19	30	34.6%	16.1%	50.7%	31.0%		
	Special Ed.	112	14	34	16	21	15	48.2%	29.8%	64.3%	41.4%		
	Spec Ed. Speech/RSP	72	10	32	17	25	17	41.7%	23.5%	58.3%	31.8%		
	Homeless/Foster	78	21	27	18	18	17	47.4%	37.6%	65.4%	43.2%		
	Foster	12		33	25	25	17	33.3%	23.1%	58.3%	41.7%		
	Homeless	66	18	32	17	17	17	50.0%	40.0%	66.7%	43.4%		
	GATE/Excel	91			2	18	8	20	53	19.8%	12.7%	27.5%	13.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,753	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,021	13	27	17	21	22	39.7%	33.4%	56.6%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	
All High	20,821	12	16	14	19	39	27.9%	26.2%	41.9%	
Browning	333	20	20	12	17	32	39.9%	29.4%	52.0%	
Cabrillo	1,845	16	18	14	17	35	34.3%	38.2%	48.0%	
CAMS	673			15	8	20	66	6.4%	4.6%	14.3%
Jordan	2,326	13	17	14	18	39	29.8%	35.7%	43.4%	
Lakewood	2,820	10	18	16	21	35	28.6%	32.3%	44.1%	
McBride	730	6	12	17	20	46	17.5%	13.8%	34.5%	
Millikan	3,346	5	12	14	21	47	17.8%	14.3%	32.0%	
PAAL	171	43	20	13	8	16	63.2%	72.1%	76.0%	
Polytechnic	3,873	16	17	15	20	32	32.9%	23.8%	48.4%	
Reid	195	68	17	7	5	3	84.6%	92.4%	91.8%	
Renaissance	443	14	17	14	19	36	30.5%	31.3%	44.5%	
Sato	483			15	10	16	69	5.8%	5.3%	15.3%
Wilson	3,583	14	15	14	18	39	29.6%	24.2%	43.3%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319	10	19	16	21	34	29.0%	25.3%	45.3%

The percentages may not equal 100% due to rounding.

SBAC ELA 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
All Students	404	60%	33	26	22	19	40%	↓1		↑6	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	143	62%	36	27	20	18	38%	↑5		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	142	63%	38	25	20	17	37%	↓3		↑6
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	119	53%	25	28	26	21	47%	↓4		↑6
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	334	63%	35	28	20	17	37%	↓1		↑4
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	Cambodian	32	41%	22	19	28	31	59%	↓5		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	African American	29	52%	31	21	31	17	48%	↑10		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	25	44%	24	20	28	28	56%	↓11		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1

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

SBAC ELA 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg	Chg
Ethnicity	Other	7*	43%	14	29	14	43	57%	↑3		-	
		All Elementary	30%	17	13	26	45	70%	↑2		↑5	
		District	33%	16	17	29	38	67%	↑1		↓1	
	White	7*	43%	14	29	29	29	57%	-		-	
		All Elementary	25%	9	15	24	51	75%	↑-		↑4	
		District	26%	11	15	30	44	74%	↑1		↓1	
	Filipino	2*	0%			50		50	100%	-		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7	
		District	28%	11	17	31	41	72%	↑2		↑2	
Gender	Female	215	56%	31	25	25	19	44%	↑1		↑8	
		All Elementary	49%	27	21	24	28	51%	↑1		↑5	
		District	47%	25	22	28	24	53%	↓-		↓-	
	Male	189	65%	36	29	17	18	35%	↓3		↑3	
		All Elementary	55%	34	21	21	23	45%	↑1		↑6	
		District	56%	33	23	25	19	44%	↑1		↓1	
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
All Elementary*		50%	13	38	38	13	50%	↑25		-		
Special Populations	EL + RFEP	214	63%	36	27	19	18	37%	↓2		↑5	
		All Elementary	67%	43	24	20	14	33%	↓-		↑6	
		District	64%	38	26	24	12	36%	↓1		↓1	
	ELL	179	73%	42	31	18	9	27%	↑3		↑3	
		All Elementary	80%	54	26	15	5	20%	↑5		↑5	
		District	86%	60	25	11	3	14%	↑4		↑3	
	RFEP	35	9%	3	6	26	66	91%	↑8		↑12	

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

SBAC ELA 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	RFEP	All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	4*	75%	75		25		25%	-		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	76	13%	4	9	26	51	87%	↑1		↓2
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	27	67%	48	19	22	11	33%	↑6		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	31	68%	52	16	23	10	32%	↑5		↑14
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	394	60%	34	26	21	19	40%	↓1		↑6
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
District		59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	52	85%	65	19	10	6	15%	↓7		↓7	
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
	District	84%	65	19	11	5	16%	↑1		↑1	
Spec Ed. Speech/RSP	44	84%	66	18	9	7	16%	↓7		↓7	
	All Elementary	77%	57	19	13	11	23%	↑2		↑5	
	District	79%	56	23	14	7	21%	↑2		↑2	

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	411	67%	35	32	21	12	33%	↑-		↓-	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	145	64%	37	27	23	12	36%	↑3		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	146	71%	32	38	21	8	29%	↓-		↓4
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	120	65%	34	31	19	16	35%	↓1		↑4
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	341	69%	37	32	20	11	31%	↑1		↓1
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	Cambodian	32	41%	9	31	44	16	59%	↓15		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	African American	29	66%	31	34	21	14	34%	↑16		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	25	40%	12	28	44	16	60%	↓10		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6

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SBAC Math 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	7*	43%	14	29	29	29	57%	↓6		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	7*	86%	43	43	14		14%	↓14		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	2*	100%	100				0%	↓100		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
Gender	Female	218	72%	34	37	21	7	28%	↓1		↓1
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	193	61%	35	26	22	17	39%	↑2		-
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓3
	Special Populations	EL + RFEP	221	67%	35	32	19	14	33%	↑-	
All Elementary			73%	44	29	17	10	27%	↑2		↑-
District			77%	52	26	14	8	23%	↑1		↓5
ELL		186	76%	41	35	17	6	24%	↑4		↓1
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
RFEP		35	17%	3	14	26	57	83%	↑10		-

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

SBAC Math 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	RFEP	All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	4*	75%	50	25	25		25%	-		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
	GATE/Excel	District	85%	62	23	13	2	15%	↑2		↓2
		76	25%	4	21	30	45	75%	↓1		↓14
	Homeless	All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless/Foster	30	77%	47	30	13	10	23%	↑2		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
	Low SES	District	78%	52	26	14	8	22%	↑-		↓5
		34	76%	47	29	15	9	24%	↑2		↓4
	Special Ed.	All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Spec Ed. Speech/RSP	400	67%	35	32	21	12	33%	↓-		↓-
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
Special Ed.	District	73%	46	27	17	11	27%	↑2		↓5	
	53	83%	55	28	8	9	17%	↓5		↓6	
Spec Ed. Speech/RSP	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
	District	88%	72	16	8	5	12%	↑2		↓1	
Spec Ed. Speech/RSP	45	82%	53	29	9	9	18%	↓5		↓6	
	All Elementary	78%	55	23	12	10	22%	↑3		↓1	
Spec Ed. Speech/RSP	District	84%	64	20	10	6	16%	↑2		↓2	

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

SBAC Science 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	118	79%	13	66	18	3	21%	↓3		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	79%	13	66	18	3	21%	↓3		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	95	81%	14	67	17	2	19%	↑-		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	11*	64%	9	55	36		36%	↑24		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Cambodian	7*	71%		71	14	14	29%	↓38		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Asian	6*	67%		67	17	17	33%	↓35		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Other	3*	67%		67	33		33%	↑13		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
White	3*	100%	33	67			0%	↓50		-	
	All Elementary	42%	4	38	31	27	58%	↓2		-	
	District	51%	6	45	29	20	49%	↑1		-	

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

SBAC Science 2023 :: School Data by Subgroup

Lincoln

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Gender	Female	61	80%	11	69	15	5	20%	↓3		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	57	77%	14	63	21	2	23%	↓3		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-	
	District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	59	80%	12	68	17	3	20%	↓1		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	44	95%	16	80	5		5%	↓1		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	15*	33%		33	53	13	67%	↑18		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	Foster	2*	100%	100				0%	-		-
		All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	35	54%		54	34	11	46%	↓9		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
Homeless	6*	100%	100				0%	↓30		-	

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Lincoln

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless	All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	8*	100%	25	75			0%	↓27		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
	Low SES	District	87%	25	62	10	3	13%	↓1		-
		115	79%	13	66	17	3	21%	↓4		-
	Special Ed.	All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Spec Ed. Speech/RSP	16*	88%	38	50	6	6	13%	↓19		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
		16*	88%	38	50	6	6	13%	↓21		-
	All Elementary	86%	34	52	9	5	14%	↑4		-	
	District	90%	37	53	7	3	10%	↑1		-	

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SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	250	250	58	14	24	28	33
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	135	53	16	29	28	27
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	115	63	13	19	29	39
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	Hispanic	209	57	15	25	28	31
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	African American	19 [^]	-	11	26	37	26
		All ES	50	22	22	22	34
		District	25	36	16	15	33
	Cambodian	16 [^]	-	6	19	31	44
		All ES	53	20	22	25	33
		District	34	30	16	17	37
	Asian	11 [^]	-	9	18	18	55
		All ES	53	21	23	23	34
		District	33	30	16	16	38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Other	5 [^]	-	20	20	20	40
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	White	5 [^]	-			40	60
		All ES	53	19	22	27	33
		District	29	33	16	16	35
	Filipino	1 [^]	-				100
		All ES	50	21	21	24	34
		District	31	32	14	16	37
Gender	Female	136	61	12	26	29	34
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	114	54	18	23	28	32
		All ES	50	22	22	24	32
		District	26	35	15	16	34
	Nonbinary	All ES [^]	72	17	17	33	33
District		28	33	15	8	44	
Special Populations	EL + RFEP	127	60	16	22	29	33
		All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	101	57	17	24	29	31

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[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A Special Populations	ELL	All ES	50	24	21	23	32	
		District	34	31	16	18	35	
	RFEP		26	72	12	15	31	42
		All ES	50		22	21	23	34
	Foster	District	18		39	12	14	36
			4^	-	50		50	0
	GATE/Excel	All ES	55		25	10	31	33
		District	23		40	12	20	29
	Homeless		57	55	16	23	30	32
		All ES	49		21	22	27	30
	Homeless/Foster	District	27		34	15	18	33
			19^	-	16	21	42	21
	Low SES	All ES	55		21	21	25	34
		District	28		33	16	17	34
	Special Ed.		23	51	22	17	43	17
		All ES	55		21	20	25	34
	Special Ed.	District	28		34	16	17	33
			245	58	14	24	29	33
Special Ed.	All ES	50		22	22	24	32	
	District	26		35	15	16	34	
		32	45	25	9	28	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Special Ed.	All ES	43	27	20	23	31	
			District	27	35	15	15	35	
		Spec Ed. Speech/RSP		32	45	25	9	28	38
			All ES	47	24	21	24	31	
			District	28	35	15	16	34	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	252	252	42	20	31	26	23
		All ES	38	23	28	28	20
		District	16	38	19	18	24
Grade	Gr. 04 (Minimum Growth Target: 42)	137	46	19	31	30	20
		All ES	45	18	29	31	22
		District	44	18	29	31	21
	Gr. 05 (Minimum Growth Target: 39)	115	39	22	31	22	25
		All ES	32	28	27	26	19
		District	32	28	27	26	19
Math	Hispanic	211	42	21	31	25	23
		All ES	39	23	28	28	21
		District	14	39	19	18	24
	African American	19 [^]	-	21	37	26	16
		All ES	35	26	27	28	20
		District	14	40	19	17	24
	Cambodian	16 [^]	-	6	19	50	25
		All ES	42	21	26	31	22
		District	19	36	19	20	25
	Asian	11 [^]	-	9	9	55	27
		All ES	42	21	26	30	23
		District	19	36	19	20	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	Other	5^	-		40	20	40	
		All ES	40		21	29	29	21
		District	22		34	22	19	26
	White	5^	-		20	40	40	0
		All ES	36		22	33	28	18
		District	19		34	22	19	24
	Filipino	1^	-		100			0
		All ES	36		24	27	29	20
		District	22		36	17	22	26
Gender	Female	137	51		15	29	30	26
		All ES	38		23	28	29	20
		District	15		38	19	19	24
	Male	115	34		26	33	22	19
		All ES	39		24	28	27	21
		District	16		38	20	18	25
Nonbinary	All ES^	59			33	50	17	
	District	5		38	20	18	25	
Special Populations	EL + RFEP	129	46		21	26	29	24
		All ES	41		23	26	28	23
		District	12		41	18	17	24
	ELL	104	47		21	25	29	25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	ELL	All ES	42	23	25	29	23
		District	23	35	19	19	26
	RFEP	25	42	20	28	32	20
		All ES	40	24	27	26	23
	Foster	District	4	46	17	15	23
		4^	-	50	25	25	
	GATE/Excel	All ES	41	24	26	33	17
		District	21	39	16	19	25
	Homeless	57	30	21	40	25	14
		All ES	35	24	30	28	18
	Homeless/Foster	District	19	35	21	20	25
		20	-	15	30	30	25
	Low SES	All ES	37	26	27	26	21
		District	13	40	19	17	24
	Special Ed.	24	50	21	29	25	25
		All ES	38	26	27	26	21
	Special Ed.	District	14	40	19	17	24
		247	42	20	31	26	22
	Special Ed.	All ES	38	24	28	28	21
		District	14	39	19	18	24
Special Ed.	32	37	22	38	19	22	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Lincoln

12/8/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Special Ed.	All ES	37	26	25	25	24	
		District	20	36	19	16	29	
	Spec Ed. Speech/RSP		32	37	22	38	19	22
		All ES	39		24	26	26	24
		District	19		36	19	17	28

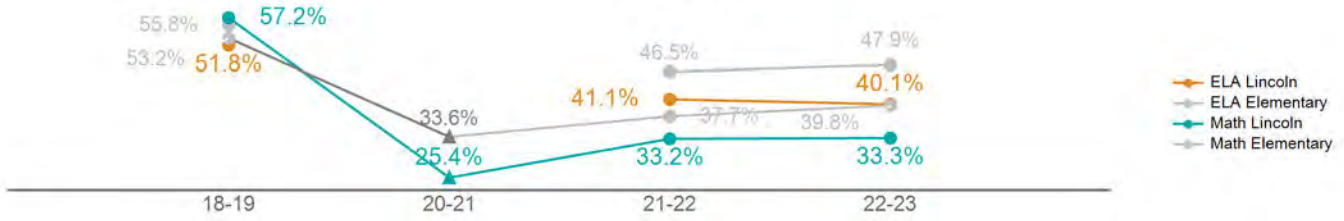
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

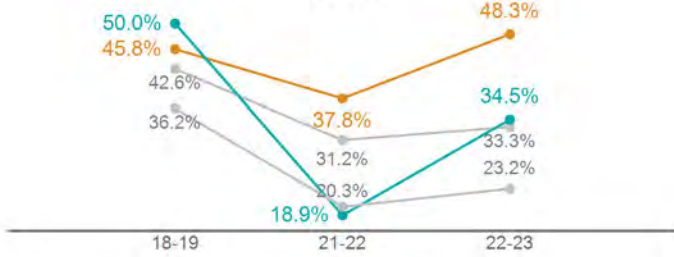
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

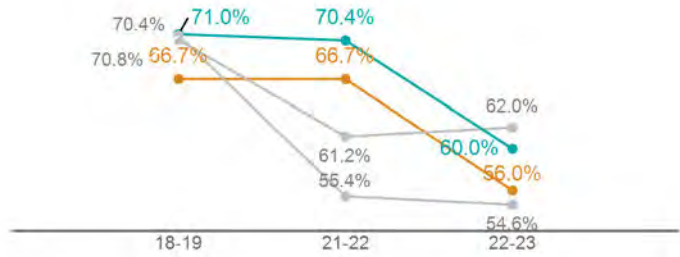
**Lincoln
All Students
N = 411**



**African American
N = 29**



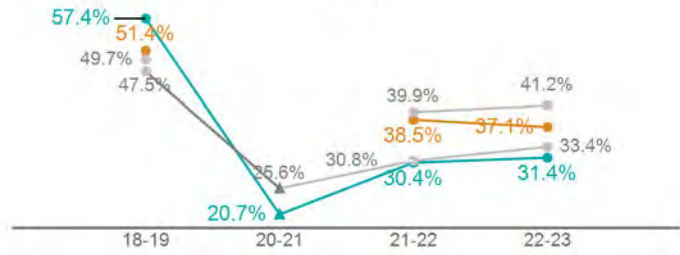
**Asian
N = 25**



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 341**



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

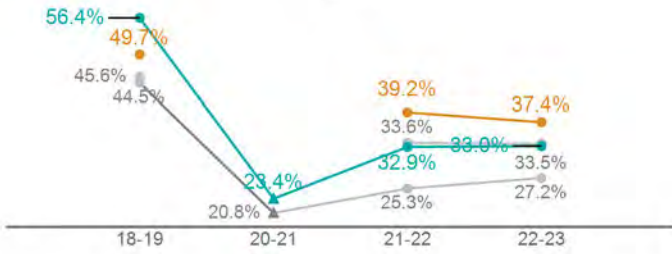
Subgroup with fewer than 20 students.

Other

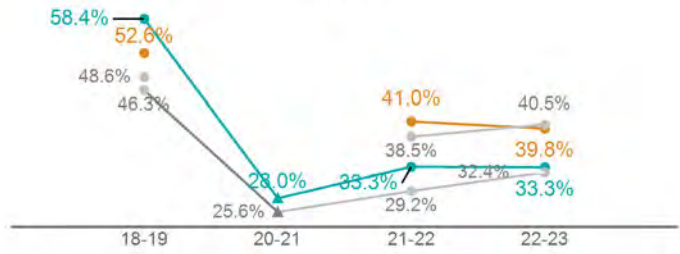
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

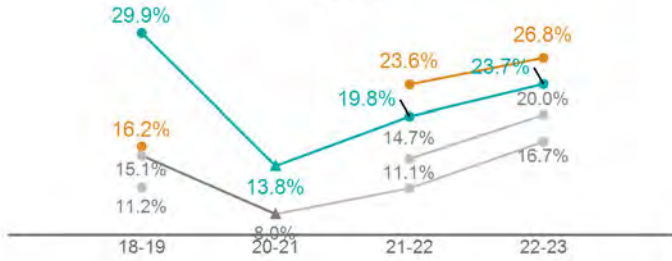
EL + RFEP
N = 221



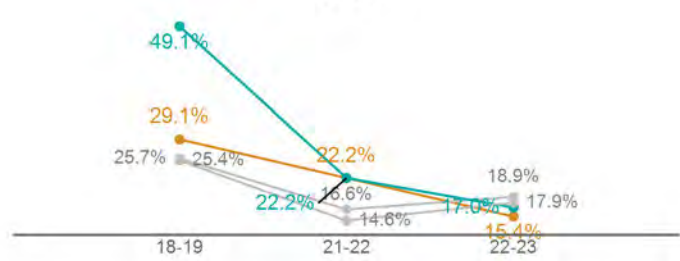
Low SES
N = 400



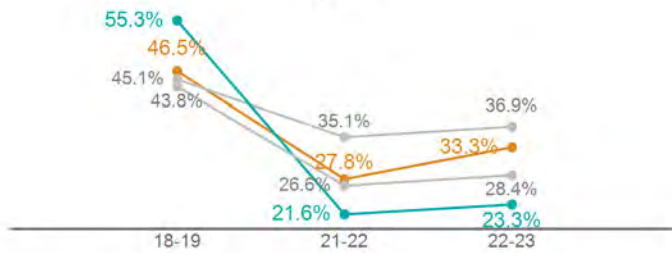
English Learner
N = 186



Special Education
N = 53



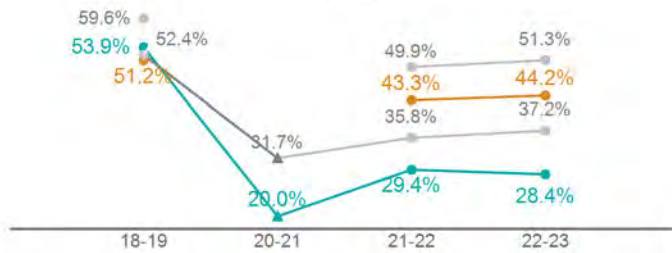
Homeless
N = 30



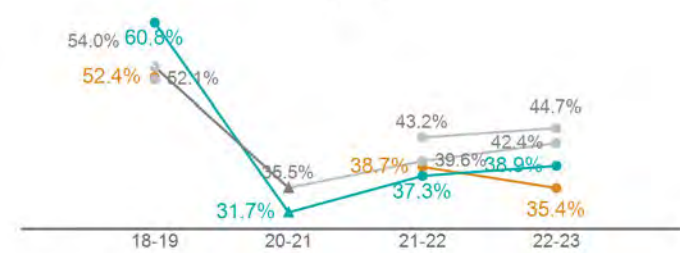
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 218



Male
N = 193



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,987	78%	22	57	16	8	22%	↓1	-
Bancroft	299	75%	17	58	16	9	25%	↓4	-
Franklin	331	85%	29	56	12	3	15%	↓-	-
Hamilton	239	88%	26	62	11		12%	↓7	-
Hoover	167	92%	30	62	8		8%	↓9	-
Hughes	416	69%	14	55	20	11	31%	↑2	-
IVA	1	0%			100	100%	100%	↑41	-
Jefferson	299	81%	17	64	15	4	19%	↑2	-
Keller	135	65%	7	59	24	11	35%	↓2	-
Lindbergh	137	88%	23	64	10	2	12%	↑3	-
Lindsey	239	89%	22	67	10		11%	↑1	-
Marshall	294	74%	20	54	21	4	26%	↓9	-
Nelson	276	93%	37	56	5		7%	↑1	-
Rogers	246	46%	9	38	33	21	54%	↑9	-
Stanford	365	62%	13	48	25	13	38%	↑3	-
Stephens	250	86%	29	57	11	3	14%	↓2	-
Washington	294	91%	32	59	6	3	9%	↑4	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163			21%	20	47	33	79%	↓-	
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93			20%	20	45	34	80%	↑19	
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/8/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	35.5%	1.1%	27.2%	2.8%	26.6%	-7.6%	54.2%	10.6%	African American	22.8%	3.2%
Alvarado	57.1%	6.8%	55.4%	15.0%	51.7%	-5.4%	63.9%	9.5%	African American	27.3%	-0.5%
Avalon	26.1%	-5.6%	25.9%	6.6%	13.3%	-23.5%	33.3%	-5.4%	Hispanic	20.3%	-5.9%
Barton	23.3%	-0.2%	25.7%	9.0%	18.2%	-8.1%	26.6%	-1.6%	African American	9.2%	-5.9%
Birney	47.7%	-1.1%	47.8%	3.0%	48.4%	-6.2%	46.8%	-1.3%	African American	40.0%	7.4%
Bixby	65.4%	7.2%	62.8%	6.0%	62.0%	11.3%	72.5%	3.5%	African American	48.0%	14.7%
Bryant	43.4%	3.1%	32.1%	-5.4%	48.1%	-3.8%	50.0%	17.8%	Other	30.0%	-1.3%
Burbank	37.4%	-1.7%	31.3%	-2.0%	41.4%	8.5%	37.9%	-12.1%	Hispanic	33.5%	-1.7%
Burcham	71.9%	-1.8%	58.9%	-15.1%	75.5%	4.3%	81.0%	5.1%	Hispanic	62.9%	5.5%
Carver	70.8%	1.1%	67.1%	-2.8%	74.0%	9.9%	71.4%	-3.6%	Hispanic	59.1%	2.1%
Chavez	31.5%	2.0%	35.4%	10.9%	30.0%	-2.8%	29.9%	-0.6%	Hispanic	25.7%	-1.2%
Cleveland	77.4%	0.2%	75.8%	-6.7%	86.1%	13.0%	69.7%	-5.7%	Hispanic	72.5%	-3.6%
Cubberley	67.6%	2.3%	80.2%	-1.7%	80.6%	20.2%	70.8%	-0.5%	African American	45.2%	-7.3%
Dooley	41.4%	6.1%	46.2%	8.4%	46.5%	14.7%	32.4%	-3.9%	African American	32.8%	8.8%
Edison	35.2%	5.8%	25.0%	10.3%	27.4%	0.7%	50.0%	5.1%	African American	26.9%	2.8%
Emerson	70.9%	-0.3%	71.0%	-0.2%	70.2%	-0.9%	71.4%	0.2%	Hispanic	63.6%	-10.9%
Fremont	80.3%	6.9%	79.7%	-3.3%	84.3%	23.3%	78.1%	-1.1%	Hispanic	67.2%	1.0%
Gant	79.1%	-3.9%	75.5%	-10.4%	76.5%	0.4%	86.0%	-0.9%	Hispanic	69.0%	-3.6%
Garfield	43.5%	4.3%	43.3%	10.6%	35.8%	-0.2%	52.8%	3.3%	Hispanic	39.1%	3.6%
Gompers	59.5%	7.0%	54.3%	7.1%	52.9%	-3.4%	70.6%	17.0%	Hispanic	56.0%	1.4%
Grant	37.1%	0.4%	43.9%	16.4%	30.4%	-7.8%	36.9%	-7.3%	African American	34.1%	-7.2%
Harte	36.0%	3.6%	36.5%	4.9%	29.1%	-0.8%	42.0%	6.1%	African American	16.7%	-9.1%
Henry	66.2%	0.3%	62.7%	-8.5%	67.4%	12.7%	68.1%	-4.2%	Hispanic	62.9%	-1.0%
Herrera	40.4%	-1.8%	28.2%	-5.4%	31.7%	-11.1%	57.1%	7.1%	African American	25.5%	5.1%
Holmes	57.6%	5.8%	60.0%	9.2%	61.5%	10.6%	50.9%	-2.6%	African American	46.6%	3.7%
Hudson	36.9%	5.4%	45.6%	18.1%	28.2%	-3.9%	38.0%	3.4%	African American	20.0%	5.7%
Kettering	70.2%	-8.0%	68.1%	6.5%	72.5%	-4.6%	70.5%	-23.0%	Hispanic	54.3%	-10.9%
King	33.0%	-0.5%	31.0%	3.8%	27.4%	-2.7%	39.6%	-4.7%	African American	26.1%	-3.5%
Lafayette	35.2%	-1.9%	38.5%	1.2%	25.9%	1.7%	41.7%	-6.5%	African American	30.0%	0.7%
Lincoln	40.1%	-1.0%	37.8%	5.3%	36.6%	-3.2%	47.1%	-3.6%	Hispanic	37.1%	-1.4%
Longfellow	60.7%	4.2%	55.5%	4.5%	61.5%	4.3%	64.1%	2.4%	African American	43.8%	10.5%
Los Cerritos	72.6%	-1.3%	70.0%	0.5%	70.4%	-4.0%	77.5%	-0.9%	African American	54.5%	-5.9%
Lowell	75.0%	7.3%	79.2%	13.4%	71.6%	3.7%	74.4%	5.4%	Hispanic	61.2%	6.6%
Macarthur	59.7%	0.6%	72.5%	10.8%	53.5%	-6.5%	52.7%	-3.0%	Hispanic	56.1%	1.0%
Madison	57.2%	-3.7%	50.0%	-10.0%	63.2%	-3.5%	58.1%	1.3%	African American	40.0%	0.7%
Mann	35.4%	1.0%	33.3%	2.9%	35.2%	-8.2%	37.3%	8.0%	African American	31.0%	-12.3%
McKinley	36.8%	0.0%	24.6%	-6.3%	35.6%	1.2%	48.2%	2.1%	Hispanic	35.3%	-4.3%
Muir	41.3%	-4.7%	40.0%	3.6%	33.1%	-5.1%	38.8%	-4.1%	African American	30.4%	0.4%
Naples	86.4%	-1.3%	88.2%	3.8%	84.8%	-6.5%	86.0%	-1.2%	Hispanic	75.0%	5.3%
Newcomb	81.1%	-2.6%	71.6%	-1.5%	73.9%	-4.6%	85.1%	-1.1%	African American	75.0%	-0.8%
Oropeza	32.4%	-0.7%	42.7%	7.1%	30.2%	16.3%	26.7%	-26.1%	African American	17.5%	-0.7%
Powell	36.0%	1.1%	45.7%	6.8%	37.6%	8.3%	37.8%	-5.1%	Other	18.2%	-20.3%
Prisk	78.4%	-2.0%	75.0%	9.9%	74.5%	-10.6%	85.7%	-5.5%	African American	47.6%	-21.1%
Riley	45.4%	-2.3%	34.8%	-3.3%	50.9%	-3.0%	50.7%	0.7%	African American	24.0%	6.6%
Robinson	31.4%	-7.2%	18.3%	-12.2%	26.1%	-11.1%	35.9%	-5.3%	African American	22.8%	-5.9%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
57	14.4%	Hispanic	282	34.2%	-2.6%	34.0%	7.3%	11.8%	11.8%	7.1%	7.1%
22	38.7%	Cambodian	50	50.9%	8.4%	26.3%	-11.2%	5.3%	-11.4%	5.3%	-11.4%
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
65	15.8%	Hispanic	112	10.9%	-8.4%	27.8%	9.6%	5.7%	1.4%	6.0%	3.0%
35	36.0%	Filipino	25	36.4%	-13.6%	35.1%	-20.2%	9.7%	-2.8%	6.8%	-4.8%
25	25.9%	Other	23	53.8%	-0.3%	69.2%	14.7%	21.7%	-3.3%	21.7%	-2.3%
20	14.2%	Hispanic	86	28.1%	1.5%	75.0%	35.0%	28.6%	14.3%	11.1%	6.1%
212	12.5%	African American	37	33.9%	3.7%	27.0%	-13.0%	7.7%	-3.1%	7.5%	-3.0%
70	21.8%	White	52	28.6%	-4.8%	60.0%	-15.0%	47.8%	4.3%	47.8%	4.3%
88	30.7%	Other	39	75.0%	30.6%	54.5%	12.9%	21.7%	-6.8%	20.8%	-7.7%
109	4.9%	African American	36	28.6%	9.0%	17.6%	-9.6%	26.3%	20.1%	11.9%	6.6%
91	8.7%	White	80	60.0%	-28.9%	50.0%	-22.2%	67.4%	8.5%	63.0%	4.1%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
64	7.1%	Hispanic	283	33.6%	0.6%	30.8%	2.8%	9.4%	4.2%	7.7%	3.0%
26	8.7%	Hispanic	160	34.9%	5.8%	21.1%	8.6%	28.0%	17.5%	15.2%	9.8%
55	16.1%	White	69	50.0%	-25.0%	20.0%	-17.5%	46.2%	20.1%	38.5%	12.4%
67	19.7%	White	84	37.5%	4.2%	66.7%	20.5%	50.0%	16.7%	50.0%	18.4%
87	26.0%	Asian	20	66.7%	-3.3%	75.0%	25.0%	71.4%	17.3%	71.4%	17.3%
225	21.8%	Filipino	23	32.4%	0.6%	18.2%	-0.3%	25.0%	-0.9%	25.0%	-0.9%
84	0.0%	Hispanic	84	18.8%	-16.3%	63.2%	13.2%	44.4%	8.7%	35.3%	9.4%
44	24.2%	Cambodian	24	29.1%	-1.8%	20.5%	-8.7%	13.8%	3.4%	13.3%	3.3%
54	43.3%	Asian	45	33.8%	8.6%	35.1%	18.4%	12.5%	4.5%	6.9%	2.9%
272	13.7%	White	64	51.5%	-8.0%	81.8%	-1.5%	40.0%	4.3%	40.0%	4.3%
47	36.4%	Cambodian	42	41.0%	3.4%	38.3%	4.3%	7.4%	-3.7%	7.4%	-3.7%
58	8.5%	Hispanic	69	60.0%	19.3%	30.0%	0.6%	17.6%	-4.6%	17.6%	-3.4%
45	40.0%	Filipino	30	33.3%	0.0%	28.0%	6.6%	14.3%	4.3%	8.7%	3.8%
35	28.3%	White	46	71.4%	7.8%	44.4%	-25.6%	22.7%	1.3%	22.7%	1.3%
23	6.5%	Hispanic	267	27.0%	-4.4%	22.9%	-11.8%	14.7%	-6.7%	15.8%	-6.1%
40	4.3%	Hispanic	329	27.7%	-10.7%	20.5%	2.3%	5.1%	2.0%	5.1%	2.2%
334	22.2%	Cambodian	32	37.4%	-1.8%	32.3%	4.8%	15.9%	-7.3%	15.4%	-6.8%
73	39.9%	Cambodian	37	47.5%	12.9%	42.9%	4.4%	25.6%	7.4%	25.6%	8.2%
44	33.5%	Cambodian	25	69.6%	2.9%	50.0%	-5.6%	30.8%	-12.1%	29.6%	-11.3%
67	26.3%	Other	24	70.6%	18.0%	57.1%	23.8%	54.5%	24.5%	34.2%	16.0%
82	10.6%	White	36	66.7%	10.4%	54.5%	-12.1%	47.8%	16.0%	47.8%	17.4%
30	6.5%	Hispanic	71	66.7%	12.1%	43.8%	-17.4%	9.1%	9.1%	9.1%	9.1%
29	0.6%	Hispanic	98	20.0%	10.6%	30.0%	-9.1%	13.3%	0.0%	6.1%	-0.6%
173	14.7%	African American	34	29.8%	2.3%	50.0%	26.2%	6.1%	3.4%	5.9%	3.3%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
36	16.9%	White	74	80.0%	13.3%	100.0%		50.0%	-10.0%	50.0%	-4.5%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
40	14.5%	Hispanic	203	26.7%	-5.9%	28.6%	9.7%	5.9%	-11.2%	5.7%	-9.8%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
21	44.3%	Other	37	75.0%	37.5%	68.8%	8.8%	63.8%	-3.7%	63.8%	-3.7%
25	41.0%	Cambodian	20	31.4%	-10.0%	48.0%	1.6%	24.1%	-6.3%	12.7%	-7.3%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%

SBAC ELA 2023

Gender Diff
4.7%
2.3%
7.7%
4.1%
13.5%
10.0%
10.0%
7.2%
5.4%
7.3%
8.1%
10.6%
14.1%
0.4%
19.9%
17.4%
6.1%
3.2%
14.8%
9.2%
5.0%
9.5%
8.8%
7.6%
7.2%
4.9%
0.1%
8.9%
0.4%
8.7%
4.5%
2.8%
14.6%
3.7%
1.3%
7.2%
18.3%
13.3%
5.7%
13.6%
7.8%
5.4%
0.4%
5.5%
13.8%

SBAC ELA 2023

Roosevelt	29.9%	1.2%	28.5%	5.4%	24.5%	4.0%	37.2%	-5.0%	African American	23.5%
Signal Hill	52.0%	0.2%	41.1%	-4.2%	53.3%	6.1%	61.7%	0.0%	African American	43.1%
Smith	34.9%	-1.9%	30.9%	-5.6%	31.1%	-6.7%	42.5%	6.3%	African American	26.3%
Stevenson	32.0%	-3.7%	31.7%	6.4%	28.6%	-12.7%	35.4%	-6.0%	Hispanic	28.9%
Tincher	68.8%	0.2%	74.4%	8.6%	65.9%	-3.8%	67.6%	-1.4%	African American	50.0%
Twain	55.8%	4.0%	60.8%	7.3%	51.5%	9.2%	56.3%	-2.0%	African American	37.5%
Webster	29.3%	-4.8%	32.4%	12.7%	25.8%	-13.1%	29.5%	-12.6%	African American	11.4%
Whittier	22.6%	5.1%	22.0%	5.5%	19.6%	0.8%	26.3%	8.9%	African American	11.5%
Willard	32.2%	4.1%	32.3%	9.4%	30.2%	6.0%	34.1%	-5.2%	African American	30.0%

SBAC ELA 2023

1.8%	51	6.7%	Hispanic	367	27.0%	-1.7%	19.4%	-0.3%	12.1%	4.1%	11.7%
2.4%	58	21.9%	Other	20	48.4%	5.2%	50.0%	0.0%	19.2%	3.4%	10.2%
-1.6%	38	26.3%	Cambodian	38	27.3%	-3.0%	35.0%	6.7%	4.3%	-11.3%	2.8%
-6.6%	180	2.8%	African American	41	24.5%	-8.8%	31.6%	13.9%	11.1%	-9.5%	11.1%
-8.2%	56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%
11.8%	24	19.2%	White	30	47.1%	21.0%	54.5%	6.3%	35.0%	4.6%	22.6%
-2.0%	44	16.6%	Hispanic	143	26.9%	-6.5%	20.8%	-11.3%	12.1%	12.1%	11.4%
-3.6%	26	23.5%	Cambodian	40	18.6%	1.2%	13.8%	8.9%	8.6%	5.7%	5.9%
10.0%	40	10.0%	Asian	20	26.3%	-0.2%	33.3%	3.7%	5.0%	-6.1%	5.0%

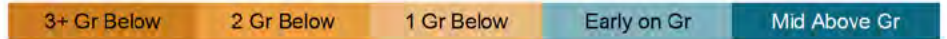
SBAC ELA 2023

4.1%	1.4%
2.9%	11.0%
-7.5%	10.4%
-8.3%	1.9%
11.2%	8.9%
5.9%	7.2%
11.4%	5.8%
4.0%	6.0%
-5.7%	11.2%



i-Ready Math Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	128	39	59	2		
			2	131	8	77	9	5	
			3	121	7	71	7	15	
	Teacher	Ayala, M	1	28	50	50			
			2	28	7	93			
			3	27	4	70	19	7	
		Padilla, F	1	27	41	59			
			2	27	7	78	11	4	
			3	27	4	56	7	33	
		Panganiban, C	1	27	22	74	4		
			2	27	4	78	19		
			3	27		85	15		
		Sok, L	1	23	57	43			
			2	24	21	67	13		
			3	25	24	72	4		
		Williams, C	1	23	30	65	4		
			2	23	4	65	17	13	
			3	24	13	63	8	17	

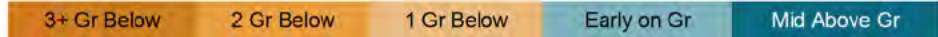


i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	13	46	54			
			2	14	21	57	14	7	
			3	13	15	69	8	8	
		Asian	1	8	38	50	13		
			2	8		63	13	25	
			3	7		71		29	
		Filipino	1	1	100				
			2	1	100				
			3	2		50		50	
		Hispanic	1	102	39	60			
			2	104	8	81	9	3	
			3	95	6	73	7	14	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	3	33	67			
			2	3		67		33	
			3	3		33		67	
	Gender	Female	1	59	39	61			
			2	60	8	78	8	5	
			3	56	9	73	7	11	
		Male	1	69	39	58	3		
			2	71	8	76	10	6	
			3	65	5	69	8	18	
	Special Populations	Low SES	1	121	39	60	2		
			2	125	8	78	10	4	
			3	113	6	71	8	15	
ELL		1	59	44	56				
		2	61	5	89	5	2		
		3	58	3	79	5	12		
EL + RFEP		1	59	44	56				
		2	61	5	89	5	2		
		3	58	3	79	5	12		



i-Ready Math Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 1

Legend

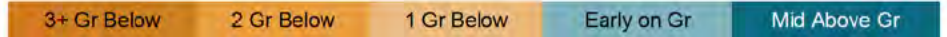


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
1	Special Populations	Special Ed.	1	17	41	59				
			2	18	11	89				
			3	16	6	69	6	19		
		Spec Ed. Speech/RSP	1	11	27	73				
			2	11	9	91				
			3	10		70	10	20		
		Foster	1	1	100					
			2	1	100					
			3	1	100					
		Homeless	1	12	67	33				
			2	12	25	67	8			
			3	11	27	55	9	9		



i-Ready Math Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	124	56	44			
			2	131	31	61	6	2	
			3	126	25	46	17	12	
	Teacher	Bolton, T	1	28	29	71			
			2	28	4	75	14	7	
			3	28	7	43	21	29	
		Groff, J	1	28	86	14			
			2	28	61	39			
			3	28	57	36	4	4	
		Kep, T	1	22	64	36			
			2	24	38	58	4		
			3	24	42	50	4	4	
		Servin, L	1	26	31	69			
			2	27	85	11	4		
			3	27	41	44	15		
		Waterman, E	1	19	74	26			
			2	20	55	45			
			3	20	20	70	5	5	

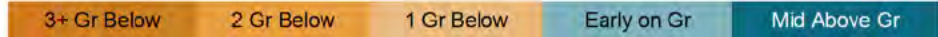


i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	African American	1	9	67		33		
			2	11	55		27	18	
			3	10	10	50		40	
		Asian	1	4	50		50		
			2	4	25	50		25	
			3	4	50		50		
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	105	55		45		
			2	108	30	65		33	
			3	104	27	48		13	12
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	4	50		50		
			2	6	17	67		17	
			3	6	50		50		
	Gender	Female	1	64	64		36		
			2	66	33	62		3	
			3	63	30	48		14	8
		Male	1	60	47		53		
			2	65	28	60		9	3
			3	63	21	44		19	16
	Special Populations	Low SES	1	122	57		43		
			2	125	30	62		6	
			3	123	26	46		16	11
ELL		1	59	61		39			
		2	63	37		63			
		3	62	31	50		13	6	
RFEP		1	5	20	80				
		2	5	40		20	40		
		3	5	40		60			

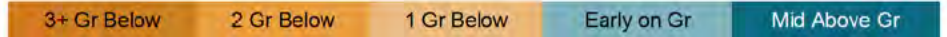


i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
2	Special Populations	EL + RFEP	1	64	58		42				
			2	68	34		62		1		
			3	67	28		49		12	10	
		Special Ed.	1	14	79		21				
			2	15	53		47				
			3	15	53		40		7		
		Spec Ed. Speech/RSP	1	7	57		43				
			2	7	29		71				
			3	7	29		57		14		
		Homeless	1	13	77		23				
			2	15	33		60		7		
			3	12	25		50		17	8	
		GATE/Excel	1	13	100						
			2	14			36		43		21
			3	14			7	29		64	



i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	141	28	32	39		
			2	144	9	22	54	13	2
			3	142	6	17	42	18	16
	Teacher	Adams, D	1	29	3	21	72	3	
			2	29		7	48	34	10
			3	29		3	21	28	48
		Blacklock, B	1	26	38	38	23		
			2	27	19	22	56	4	
			3	29	14	31	41	10	3
		Carranza, S	1	29	7	34	59		
			2	29	3	10	69	17	
			3	29		3	7	45	28
	Hatch, J		1	26	46	42	12		
			2	28	14	36	50		
			3	29	7	28	48	10	7
	SEIN, D	1	29	41	31	28			
		2	29	7	34	52	7		
		3	29	7	17	59	14	3	
	Ethnicity	African American	1	4	25	25	50		
			2	4		25	25	50	
			3	6		17	33	50	
		Asian	1	13	8	46	46		
			2	14	21	64	14		
			3	14		14	36	21	29
Hispanic		1	121	30	31	38			
		2	123	10	22	54	13		
		3	118	7	17	45	18	14	
White		1	2	50	50				
		2	2	50	50				
		3	2		50	50			
Other	1	1	100						
	2	1	100						
	3	1	100						
Filipino	3	1				100			

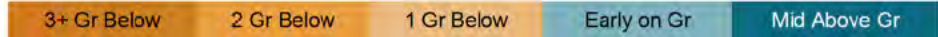


i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	72	29	40	31		
			2	74	8	30	51	9	1
			3	72	4	24	42	18	13
		Male	1	69	28	23	48	1	
			2	70	10	14	57	16	3
			3	70	9	10	43	19	20
	Special Populations	Low SES	1	138	28	32	39		
			2	142	9	23	54	13	2
			3	139	6	17	43	18	16
		ELL	1	74	27	41	32		
			2	74	7	24	61	8	
			3	73	7	19	47	15	12
		RFEP	1	8	100				
			2	9			44		56
			3	9			56	11	33
		EL + RFEP	1	82	24	37	39		
			2	83	6	22	59	13	
			3	82	6	17	48	15	15
		Special Ed.	1	19	58	21	21		
			2	20	35	25	35	5	
			3	20	25	20	40	15	
		Spec Ed. Speech/RSP	1	11	45	18	36		
			2	12	25	33	33	8	
			3	11	18	9	45	27	
	Homeless	1	7	29	43	29			
		2	7		14	43	29	14	
		3	7	14		57	14	14	
GATE/Excel	1	19	16	79	5				
	2	19			42	47	11		
	3	19			5	21	74		

i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
4	All Students	All	1	145	24	29	42	5			
			2	144	11	20	53	13	3		
			3	145		6	14	37	31	12	
	Teacher	Chhea, E	1	29	24	38	38				
			2	29	10	34	52	3			
			3	29		7	28	38	24	3	
		Gibbons, S	1	26	38	42	19				
			2	26	19	27	50	4			
			3	27		7	19	56	19		
		Zuschlag, R	Keele, C	1	30	3	17	70	10		
				2	30		3	13	57	17	10
				3	30			7	37	40	17
	Lemus, L		1	26	50	38	12				
			2	28	18	25	50	7			
			3	29		14	17	45	24		
	Zuschlag, R	1	30	7	20	60	13				
		2	30		7	60	30	3			
		3	30			13	47	40			

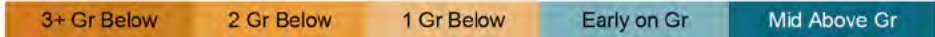
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Ethnicity	African American	1	13	15	23	38	23		
			2	13	15	15	54	8	8	
			3	13		8	23	23	23	23
		Asian	1	5	20	20	60			
			2	5	20	60	20			
			3	5			20	60	20	
		Filipino	1	1	100					
			2	1	100					
			3	1					100	
		Hispanic	1	120	26	32	39	3		
			2	119	11	22	52	13	3	
			3	121		6	13	40	31	10
		White	1	2	50	50				
			2	2	50	50				
			3	2	50	50				
		Other	1	4	100					
			2	4		75		25		
			3	3				33	67	
		Gender	Female	1	84	29	32	37	2	
				2	83	11	23	55	11	
				3	81		5	12	44	32
			Male	1	61	18	25	49	8	
				2	61	11	16	51	15	7
				3	64		6	16	28	30
Special Populations	Low SES	1	142	25	29	42	5			
		2	139	10	21	54	12	3		
		3	140		5	14	37	31	13	
	ELL	1	64	25	39	34	2			
		2	63	13	21	59	8			
		3	65		9	12	45	31	3	
	RFEP	1	11	91			9			
		2	11			45	36	18		
		3	11			27	27	45		

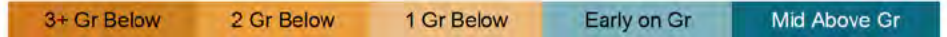
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	EL + RFEP	1	75	21	33	43	3		
			2	74	11	18	57	12	3	
			3	76		8	11	42	30	9
		Special Ed.	1	16	44	31	25			
			2	17	24	35	41			
			3	17	24	29	35	12		
		Spec Ed. Speech/RSP	1	16	44	31	25			
			2	17	24	35	41			
			3	17	24	29	35	12		
		Foster	1	2	50	50				
			2	2	100					
			3	2		50	50			
		Homeless	1	16	44	25	31			
			2	15		27	33	13	20	7
			3	15		20	13	33	20	13
GATE/Excel	1	22		82		18				
	2	21			43	38	19			
	3	22			14	41	45			



i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	122	30	20	35	11	3
			2	118	17	9	43	22	8
			3	115	10	8	30	28	23
	Teacher	Gallo, A	1	33	6	15	45	24	9
			2	33	33	39	33	21	
			3	31	3	19	39	39	
		Harris, H	1	27	41	33	26		
			2	28	21	11	64	4	
			3	27	4	15	59	22	
		Rappaport, H	1	30	10	20	47	20	3
			2	28	4	4	36	50	7
			3	29	3	17	31	48	
		Reagan, C	1	29	69	10	21		
			2	28	36	21	39	4	
			3	28	36	14	29	18	4
	Ethnicity	African American	1	12	33	8	42	17	
			2	12	25	42	25	8	
			3	11	9	27	36	27	
		Asian	1	6	50		33	17	
			2	6	17	50	33		
			3	5		60	40		
Hispanic		1	99	32	21	33	10	3	
		2	94	17	12	44	20	7	
		3	93	12	9	32	25	23	
		White	1	3	33	33	33		
			2	3	33	67			
			3	3		33	67		
Other	1	2	50	50					
	2	3		67	33				
	3	3		67	33				

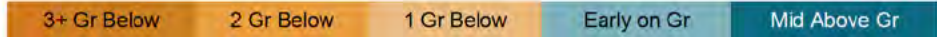


i-Ready Math Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 5

Legend

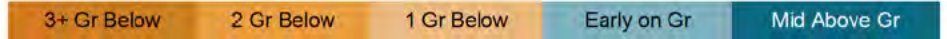


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	63	33	14	37	14	2
			2	60	17	8	47	22	7
			3	59	14	3	29	29	25
		Male	1	59	27	25	34	8	5
			2	58	17	10	40	22	10
			3	56	7	13	32	27	21
	Special Populations	Low SES	1	120	31	20	35	11	3
			2	115	17	10	43	22	9
			3	112	11	8	30	28	23
		ELL	1	47	40	26	28	6	
			2	45	27	11	49	11	2
			3	44	18	11	39	20	11
		RFEP	1	15	13	33	33	20	
			2	15		27	33	40	
			3	13			23	77	
		EL + RFEP	1	62	31	23	29	13	5
			2	60	20	8	43	17	12
			3	57	14	9	30	21	26
		Special Ed.	1	16	50	13	25	13	
			2	16	44	13	25	6	13
			3	16	25	25	19	13	19
		Spec Ed. Speech/RSP	1	16	50	13	25	13	
			2	16	44	13	25	6	13
			3	16	25	25	19	13	19
	Foster	1	2	100					
		2	2	100					
		3	2	100					
Homeless	1	7	29	57	14				
	2	6	17	67	17				
	3	6		33	67				
GATE/Excel	1	36	8	42	39	11			
	2	35		20	54	26			
	3	33		6	27	67			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	134	28	63	6	3		
			2	128	9	77	6	9		
			3	118	5	60	19	15		
	Teacher	Ayala, M	1	28	50	50				
			2	28	11	89				
			3	27		70	22	7		
		Padilla, F	1	27	30	67	4			
			2	27	11	81	4	4		
			3	27		67	19	15		
		Williams, C	Panganiban, C	1	27	11	85	4		
				2	27		89	7	4	
				3	27		56	19	26	
	Sok, L		1	23	30	61	9			
			2	24	13	71	13	4		
			3	25	16	52	16	16		
	Williams, C	1	23	9	61	17	13			
		2	23		4	39	13	43		
		3	25		12	28	24	36		

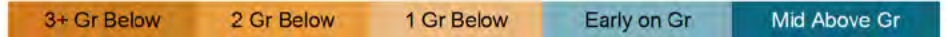
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	15	20	80			
			2	14	7	86	7		
			3	14		71	29		
		Asian	1	8		25	38	25	13
			2	8	13	50	13	25	
			3	5		60	20	20	
		Filipino	1	1					100
			3	1		100			
		Hispanic	1	106		30	63	5	2
			2	103	9	78	7	7	
			3	94		6	59	19	16
		Pacific Islander	1	1		100			
			2	1		100			
			3	1		100			
		Other	1	3		67		33	
			2	2		50		50	
			3	3		33		67	
		Gender	Female	1	60	27	65	7	2
				2	59	7	78	5	10
				3	56	9	57	18	16
			Male	1	74	30	61	5	4
				2	69	10	75	7	7
				3	62		2	63	21
		Special Populations	Low SES	1	127	28	64	6	2
				2	122	7	79	6	9
				3	110		4	60	21
			ELL	1	61	33	62	5	
2	61			11	80	5	3		
3	55				7	60	20	13	
EL + RFEP	1		61	33	62	5			
	2		61	11	80	5	3		
	3		55		7	60	20	13	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Special Ed.	1	18	33	67			
			2	18	11	83	6		
			3	16	6	81	13		
		Spec Ed. Speech/RSP	1	11	27	73			
			2	11		91	9		
			3	10		80	20		
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	12	58	42			
			2	12	42	58			
			3	11	9	82	9		

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 2**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	118	60	30	8	2		
			2	130	31	42	12	15		
			3	123	27	39	10	24		
	Teacher	Bolton, T	1	28	39	32	21	7		
			2	28	11	36	14	39		
			3	28	7	29	25	39		
		Groff, J	1	28	86	14				
			2	28	64	36				
			3	28	57	32	7	4		
		Kep, T	1	22	77	23				
			2	24	38	54	8			
			3	24	33	58	4	4		
			Servin, L	1	26	15	73	12		
				2	27		41	30	30	
				3	27		33	11	56	
		Waterman, E	1	19	84	11	5			
			2	20	45	50	5			
			3	21	38	52	10			

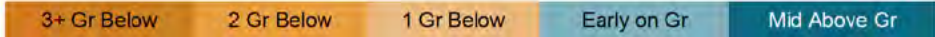
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 2



Legend

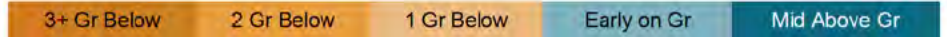


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	African American	1	9	78	22			
			2	11	36	45	18		
			3	10	30	40	10	20	
		Asian	1	3	33	67			
			2	4	75	25			
			3	4	50	25	25		
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	101	58	30	10	2	
			2	107	32	40	12	16	
			3	102	27	39	10	24	
	White	1	1	100					
		2	1	100					
		3	1				100		
	Other	1	3	100					
		2	6	17	50	17	17		
		3	5	20	40	40			
	Gender	Female	1	62	63	26	8	3	
			2	64	31	42	13	14	
			3	64	31	41	6	22	
Male		1	56	57	34	9			
		2	66	30	42	12	15		
		3	59	22	37	14	27		
Special Populations	Low SES	1	116	59	30	9	2		
		2	124	31	42	12	15		
		3	119	27	39	10	24		
	ELL	1	56	68	30	2			
		2	61	36	44	13	7		
		3	60	28	47	12	13		
	RFEP	1	5	20	40	40			
		2	5	20	20	60			
		3	5	40	60				

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 2**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	EL + RFEP	1	61	64 31 5				
			2	66	33 42 14 11				
			3	65	26 46 11 17				
		Special Ed.	1	12	83 17				
			2	15	47 53				
			3	14	43 43 7 7				
		Spec Ed. Speech/RSP	1	6	67 33				
			2	7	29 71				
			3	7	29 57 14				
		Homeless	1	11	64 27 9				
			2	14	36 43 14 7				
			3	14	29 36 21 14				
		GATE/Excel	1	13	8 46 38 8				
			2	14	36 64				
			3	14	7 93				

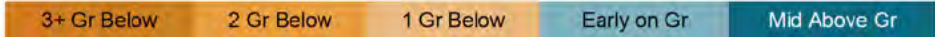
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 3



Legend

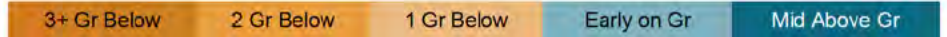


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	142	23	28	20	20	8
			2	145	17	23	22	23	16
			3	145	10	19	22	27	22
	Teacher	Adams, D	1	29	3	7	24	38	28
			2	29	3	14	41	41	
			3	29	3	14	41	41	
		Blacklock, B	1	26	46	27	23	4	
			2	27	33	22	33	11	
			3	29	28	17	24	17	14
		Carranza, S	1	29	17	24	48	10	
			2	29	14	7	48	31	
			3	30	10	10	40	40	
		Hatch, J	1	26	31	54	15		
			2	28	21	46	21	7	4
			3	29	10	28	38	21	3
		SEIN, D	1	29	31	41	17	7	3
			2	29	24	28	38	7	3
			3	29	10	41	24	14	10
		Ethnicity	African American	1	4	25	25	50	
				2	4	25	25	50	
				3	6	33	17	50	
	Asian		1	14	7	43	14	29	7
			2	14	29	21	29	21	
			3	14	7	43	29	21	
	Hispanic		1	121	24	28	21	19	7
			2	124	18	23	23	23	15
			3	121	11	20	21	27	21
White	1		2	50	50				
	2		2	50	50				
	3		2	50	50				
Other	1	1	100						
	2	1	100						
	3	1	100						
Filipino	3	1	100						

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	71	24	28	20	24	4
			2	75	19	24	17	27	13
			3	73	8	22	23	27	19
		Male	1	71	23	28	21	15	13
			2	70	14	21	27	19	19
			3	72	11	17	21	26	25
	Special Populations	Low SES	1	139	22	29	21	19	9
			2	143	16	23	22	22	16
			3	142	9	20	23	27	22
		ELL	1	73	25	32	25	18	1
			2	74	18	19	32	20	11
			3	75	9	24	20	32	15
		RFEP	1	8			13	38	50
			2	9			11	22	67
			3	9			11		89
		EL + RFEP	1	81	22	30	22	20	6
			2	83	16	18	29	20	17
			3	84	8	23	18	29	23
		Special Ed.	1	19	58	16	16	11	
			2	20	45	25	10	15	5
			3	21	38	19	14	14	14
		Spec Ed. Speech/RSP	1	11	55	9	18	18	
			2	12	42	25	25	8	
			3	12	33	17	17	17	17
	Foster	1	1	100					
	Homeless	1	6	17	33	33	17		
		2	7	14	14	29	29	14	
3		7	14	29	43	14			
GATE/Excel	1	19			5	11	53	32	
	2	19			5	37	58		
	3	19			5	26	68		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	146	33	19	40	3	5
			2	143	17	15	48	14	6
			3	140	12	10	49	16	14
	Teacher	Chhea, E	1	29	45	31	24		
			2	29	21	17	52	7	3
			3	29	14	10	59	14	3
		Gibbons, S	1	26	54	8	38		
			2	26	27	31	27	12	4
			3	27	15	22	48	7	7
		Keele, C	1	30	7	13	63	10	7
			2	30		10	60	20	10
			3	30			3	37	37
		Lemus, L	1	27	52	26	22		
			2	28	43	14	43		
			3	28	36	11	54		
		Zuschlag, R	1	30	7	20	50	7	17
			2	30		7	50	30	13
			3	30		3	47	20	30

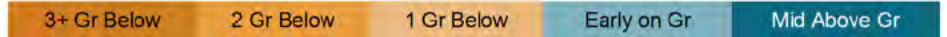
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	13	23	31	31	15	
			2	13	23	8	38	23	8
			3	12	17	8	33	17	25
		Asian	1	5	20	20	40	20	
			2	5	80		20		
			3	5	60		20	20	
		Filipino	1	1	100				
			2	1	100				
		Hispanic	1	121	36	19	39	33	
			2	118	19	17	45	13	7
			3	119	13	11	50	16	10
		White	1	2	100				
	2		2	100					
	3		1	100					
	Other	1	4	25	50	25			
		2	4	75		25			
		3	3				100		
	Gender	Female	1	83	30	23	40	44	
			2	81	16	14	52	15	4
			3	78	10	6	58	14	12
		Male	1	63	37	14	40	3	6
2			62	19	16	42	13	10	
3			62	15	15	37	18	16	
Special Populations	Low SES	1	143	33	20	40	3	5	
		2	139	17	15	48	14	6	
		3	136	11	10	49	16	13	
	ELL	1	65	43	18	37	2		
		2	63	30	16	43	10	2	
		3	64	17	16	53	9	5	
	RFEP	1	11	9	64	18	9		
		2	11	55		27	18		
		3	11	27		55	18		

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 4**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	76	37	17	41	3	
			2	74	26	14	45	12	4
			3	75	15	13	49	16	7
		Special Ed.	1	17	65	12	24		
			2	16	50	19	31		
			3	17	29	18	47	6	
		Spec Ed. Speech/RSP	1	17	65	12	24		
			2	16	50	19	31		
			3	17	29	18	47	6	
		Foster	1	3	67	33			
			2	2	50	50			
			3	2		50	50		
		Homeless	1	16	56	19	13	6	6
			2	14	50	7	21	14	7
			3	14	21	21	29	21	7
		GATE/Excel	1	22	9	45	23	23	
			2	22		5	32	36	27
			3	21		24	24	52	

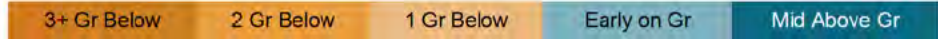
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lincoln 2022-2023 Grade 5



Legend

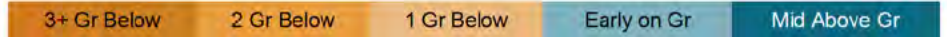


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	114	20	32	32	10	5	
			2	117	13	24	33	18	12	
			3	116	8	26	24	28	15	
	Teacher	Gallo, A	1	33	3	42	30	12	12	
			2	32	3	13	31	31	22	
			3	33	9	33	36	21		
		Harris, H	1	27	30	44	22	4		
			2	28	7	50	39	4		
			3	28	4	61	29	7		
		Rappaport, H	1	30	3	20	50	20	7	
			2	29	3	10	34	28	24	
			3	29	10	14	41	34		
		Reagan, C	1	29	48	31	21			
			2	28	36	25	32	7		
			3	28	29	29	21	21		
		Ethnicity	African American	1	10	20	20	40	20	
				2	12	17	17	25	8	33
				3	11	18	27	18	36	
	Asian		1	6			33	33	33	
			2	6			33	33	33	
			3	6			17	17	33	33
	Hispanic		1	94	22	34	33	10		
			2	94	14	26	34	19	7	
			3	93	10	28	23	29	11	
White	1		2	100						
	2		2	50	50					
	3		3		33	33	33			
Other	1	2		50		50				
	2	3		33	33	33				
	3	3		67		33				

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Lincoln 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	61	21	21	38	16	3
			2	61	11	23	33	21	11
			3	60	7	20	25	32	17
		Male	1	53	19	45	26	2	8
			2	56	14	25	34	14	13
			3	56	9	32	23	23	13
	Special Populations	Low SES	1	112	21	33	32	10	4
			2	114	13	24	34	17	12
			3	113	8	27	24	27	14
		ELL	1	44	39	36	20	5	
			2	45	18	36	40	7	
			3	43	9	44	28	16	2
		RFEP	1	15	7	47	33	13	
			2	15		33	27	40	
			3	15		7	47	47	
		EL + RFEP	1	59	29	29	27	12	3
			2	60	13	27	38	12	10
			3	58	7	33	22	24	14
		Special Ed.	1	14	43	36	7	14	
			2	15	40	27	20	13	
			3	16	31	38	19	13	
		Spec Ed. Speech/RSP	1	14	43	36	7	14	
			2	15	40	27	20	13	
			3	16	31	38	19	13	
	Foster	1	2	100					
		2	2	100					
		3	2	50	50				
	Homeless	1	6	33	67				
		2	6	50	50				
		3	6	50	33	17			
GATE/Excel	1	35	17	43	29	11			
	2	35		29	40	31			
	3	35		20	37	43			

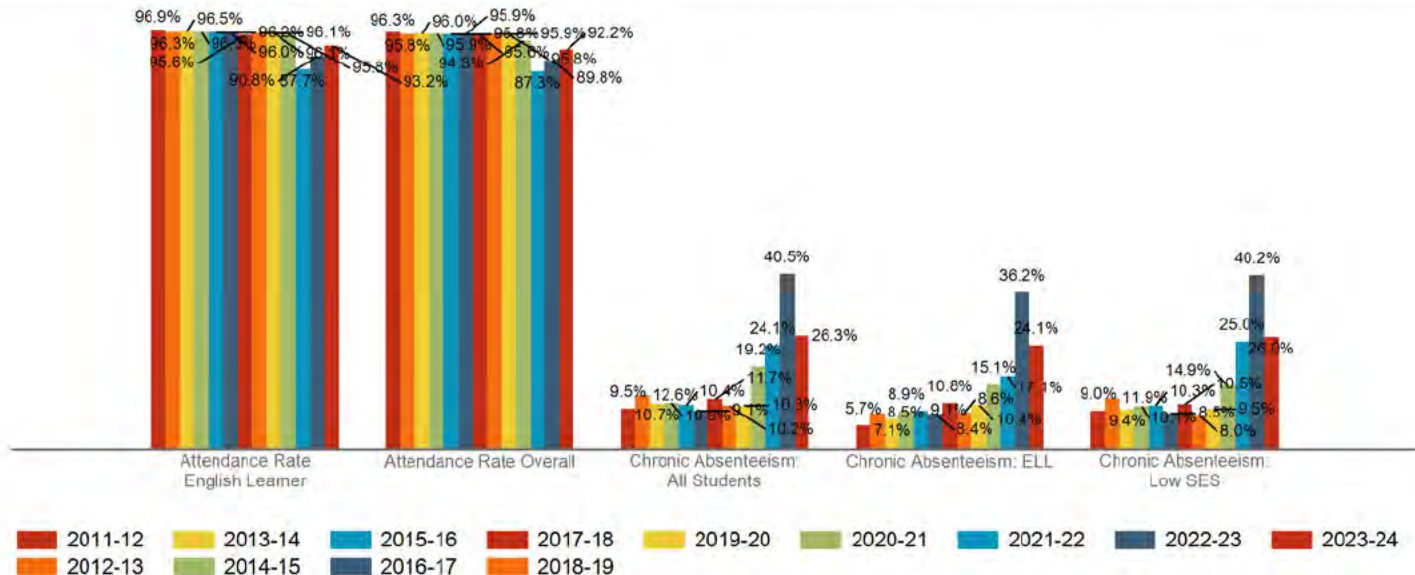
**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Lincoln will implement SEL instructional minutes as identified in OCIPD curriculum resource documents. Lincoln will reflect on bias through the lens of equity and incorporate engagement strategies through out the school day. For the area of attendance, Lincoln will provide a tiered plan for outreach and ongoing support to all enrolled students. At least 90% of students will participate in daily learning. By June of 2023, there will be an overall increase of 3% for positive student responses in the area of Culture/ Climate measured by the CORE survey from the prior year.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance)). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.		Counselor
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50		Nurse Inspector
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.		Health Assistant
Total			

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15502	7	4/4/23	4/4/23	1	1	1
15503	10	4/4/23	4/4/23	1	1	1
15828	4	5/25/23	6/15/23	1	0.25	0.25

Attendance/Chronic Absenteeism Rate

School Year: 22-23

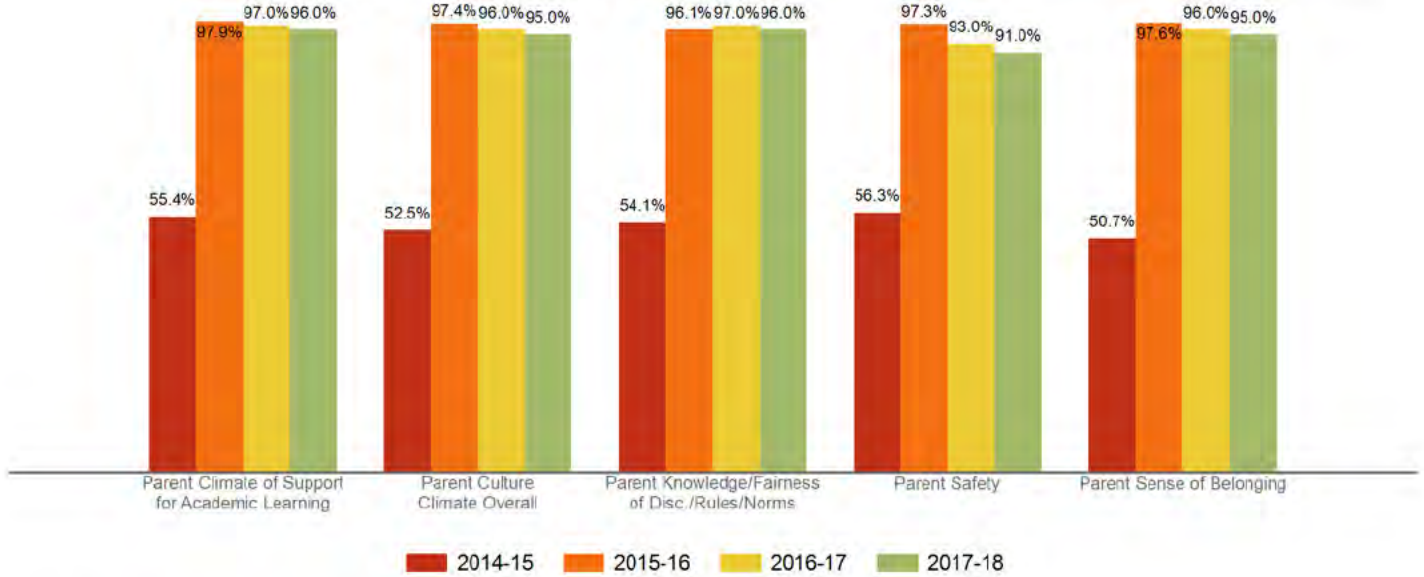
Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15862	133	5/18/23	6/15/23	1	0.25	0.25
	154					2.5

Culture-Climate Survey (Parent)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Lincoln will implement SEL instructional minutes as identified in OCIPD curriculum resource documents. Lincoln will reflect on bias through the lens of equity and incorporate engagement strategies throughout the school day. For the area of attendance, Lincoln will provide a tiered plan for outreach and ongoing support to all enrolled students. At least 90% of students will participate in daily learning. By June of 2023, there will be an overall increase of 3% for positive student responses in the area of Culture/ Climate measured by the CORE survey from the prior year.



Budgeted Items

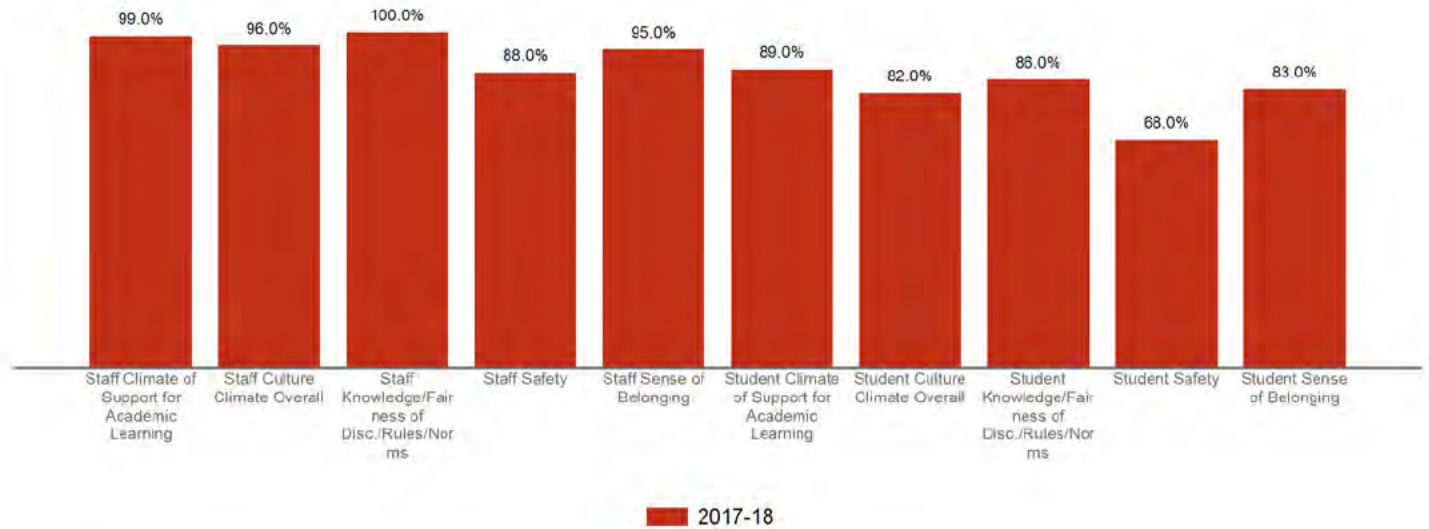
Line Number	Description	Cost	Personnel Summary
4	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Lincoln will implement SEL instructional minutes as identified in OCIPD curriculum resource documents. Lincoln will reflect on bias through the lens of equity and incorporate engagement strategies through out the school day. For the area of attendance, Lincoln will provide a tiered plan for outreach and ongoing support to all enrolled students. At least 90% of students will participate in daily learning. By June of 2023, there will be an overall increase of 3% for positive student responses in the area of Culture/ Climate measured by the CORE survey from the prior year.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.		Asst. Principal Elementary
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.		Psychologist
Total			

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	As a supplement to the CORE curriculum, Teachers will be released each trimester for CCSS unit planning of the standards, collaboration of lessons and lesson studies with in a collaborative cycle, CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English Language Learners. Teachers will also be released for 30 minutes to meet with the principal for SST's that discuss each student in the class. This budget shall also cover SST 3x per year for 5 days each time for a total of 15 days of a roving sub. The budget will be 40 hours per teacher grades tk-5th grade. Most teachers will use only 24 hours. 8 Teachers and staff will attend the CUE conference in March in order to support the above work including how to implement equity using technology to increase diverse student voices.	\$21,697	
	Lincoln uses technology, and various classroom materials. These materials are for all subjects and will enable teachers to address struggling learners. The materials we are going to purchase are projectors, various applications, chrome books, as well as elmo's and light bulbs that are burning out. We will be using funds for white boards and classroom resources and supplemental teaching materials as well. When we have parent meetings/classes, we will give parents materials to take home and practice with their children.	\$20,000	
	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.	\$84,552	
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.	\$91,383	
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50	\$66,067	
4	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.	\$83,277	
5	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available. Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms.	\$14,846	
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	\$15,855	
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.	\$95,141	

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs.	\$25,510	
9	From the SST process, identified ELL and students working below grade level will be given after school tutoring by teachers in both math and ELA. Some students do not have daily intervention. Some of these students are working below grade level in reading and math. Teachers will be paid to tutor students after school for one hour. Some students will be allowed to invite their parents to attend so that their parents can also be taught, by the teacher, how to help their child at home. Students will receive supplemental instruction to the Core Program after school twice per week. In addition, retired teachers may be paid hourly 3 days per week on a time card to support students working below grade level. Moreover, some tutoring classes will be for students who are English Language Learners to improve academic vocabulary and understanding of spoken and written English. These classes will occur 2x per week Tuesday and Wednesday and during semester 2, Saturday School will begin. 16 teachers for tutoring x 2 days per week for 10 weeks 4 teachers for Saturday School for 10 weeks Possible second session of Saturday School after spring break depending on interest. (6 weeks). Also, teachers will plan for interventions and instructional alignment with professional development through differentiation for student needs 3x per year during the school day.	\$24,192	
Total		\$542,520	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	As a supplement to the CORE curriculum, Teachers will be released each trimester for CCSS unit planning of the standards, collaboration of lessons and lesson studies with in a collaborative cycle, CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English Language Learners. Teachers will also be released for 30 minutes to meet with the principal for SST's that discuss each student in the class. This budget shall also cover SST 3x per year for 5 days each time for a total of 15 days of a roving sub. The budget will be 40 hours per teacher grades tk-5th grade. Most teachers will use only 24 hours. 8 Teachers and staff will attend the CUE conference in March in order to support the above work including how to implement equity using technology to increase diverse student voices.	\$21,697	
	Lincoln uses technology, and various classroom materials. These materials are for all subjects and will enable teachers to address struggling learners. The materials we are going to purchase are projectors, various applications, chrome books, as well as elmo's and light bulbs that are burning out. We will be using funds for white boards and classroom resources and supplemental teaching materials as well. When we have parent meetings/classes, we will give parents materials to take home and practice with their children.	\$20,000	
	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.	\$84,552	
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.	\$91,383	
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50	\$66,067	
4	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.	\$83,277	
5	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available. Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms.	\$14,846	
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	\$15,855	
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.	\$95,141	

All Staff

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs.	\$25,510	
9	From the SST process, identified ELL and students working below grade level will be given after school tutoring by teachers in both math and ELA. Some students do not have daily intervention. Some of these students are working below grade level in reading and math. Teachers will be paid to tutor students after school for one hour. Some students will be allowed to invite their parents to attend so that their parents can also be taught, by the teacher, how to help their child at home. Students will receive supplemental instruction to the Core Program after school twice per week. In addition, retired teachers may be paid hourly 3 days per week on a time card to support students working below grade level. Moreover, some tutoring classes will be for students who are English Language Learners to improve academic vocabulary and understanding of spoken and written English. These classes will occur 2x per week Tuesday and Wednesday and during semester 2, Saturday School will begin. 16 teachers for tutoring x 2 days per week for 10 weeks 4 teachers for Saturday School for 10 weeks Possible second session of Saturday School after spring break depending on interest. (6 weeks). Also, teachers will plan for interventions and instructional alignment with professional development through differentiation for student needs 3x per year during the school day.	\$24,192	
Total		\$542,520	

Budgeted Items			
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	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.	\$84,552	
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.	\$91,383	
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50	\$66,067	
4	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.	\$83,277	
5	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available. Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms.	\$14,846	
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	\$15,855	
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.	\$95,141	

All Students

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs.	\$25,510	
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Total		\$542,520	

Budgeted Items			
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	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.	\$84,552	
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.	\$91,383	
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50	\$66,067	
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5	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available. Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms.	\$14,846	
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	\$15,855	
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.	\$95,141	

English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs.	\$25,510	
9	From the SST process, identified ELL and students working below grade level will be given after school tutoring by teachers in both math and ELA. Some students do not have daily intervention. Some of these students are working below grade level in reading and math. Teachers will be paid to tutor students after school for one hour. Some students will be allowed to invite their parents to attend so that their parents can also be taught, by the teacher, how to help their child at home. Students will receive supplemental instruction to the Core Program after school twice per week. In addition, retired teachers may be paid hourly 3 days per week on a time card to support students working below grade level. Moreover, some tutoring classes will be for students who are English Language Learners to improve academic vocabulary and understanding of spoken and written English. These classes will occur 2x per week Tuesday and Wednesday and during semester 2, Saturday School will begin. 16 teachers for tutoring x 2 days per week for 10 weeks 4 teachers for Saturday School for 10 weeks Possible second session of Saturday School after spring break depending on interest. (6 weeks). Also, teachers will plan for interventions and instructional alignment with professional development through differentiation for student needs 3x per year during the school day.	\$24,192	
Total		\$542,520	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	Lincoln uses technology, and various classroom materials. These materials are for all subjects and will enable teachers to address struggling learners. The materials we are going to purchase are projectors, various applications, chrome books, as well as elmo's and light bulbs that are burning out. We will be using funds for white boards and classroom resources and supplemental teaching materials as well. When we have parent meetings/classes, we will give parents materials to take home and practice with their children.	\$20,000	
	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.	\$84,552	
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.	\$91,383	
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50	\$66,067	
4	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.	\$83,277	
5	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available. Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms.	\$14,846	
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	\$15,855	
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.	\$95,141	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs.	\$25,510	
9	From the SST process, identified ELL and students working below grade level will be given after school tutoring by teachers in both math and ELA. Some students do not have daily intervention. Some of these students are working below grade level in reading and math. Teachers will be paid to tutor students after school for one hour. Some students will be allowed to invite their parents to attend so that their parents can also be taught, by the teacher, how to help their child at home. Students will receive supplemental instruction to the Core Program after school twice per week. In addition, retired teachers may be paid hourly 3 days per week on a time card to support students working below grade level. Moreover, some tutoring classes will be for students who are English Language Learners to improve academic vocabulary and understanding of spoken and written English. These classes will occur 2x per week Tuesday and Wednesday and during semester 2, Saturday School will begin. 16 teachers for tutoring x 2 days per week for 10 weeks 4 teachers for Saturday School for 10 weeks Possible second session of Saturday School after spring break depending on interest. (6 weeks). Also, teachers will plan for interventions and instructional alignment with professional development through differentiation for student needs 3x per year during the school day.	\$24,192	
Total		\$542,520	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	As a supplement to the CORE curriculum, Teachers will be released each trimester for CCSS unit planning of the standards, collaboration of lessons and lesson studies with in a collaborative cycle, CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English Language Learners. Teachers will also be released for 30 minutes to meet with the principal for SST's that discuss each student in the class. This budget shall also cover SST 3x per year for 5 days each time for a total of 15 days of a roving sub. The budget will be 40 hours per teacher grades tk-5th grade. Most teachers will use only 24 hours. 8 Teachers and staff will attend the CUE conference in March in order to support the above work including how to implement equity using technology to increase diverse student voices.	\$21,697	
	Lincoln uses technology, and various classroom materials. These materials are for all subjects and will enable teachers to address struggling learners. The materials we are going to purchase are projectors, various applications, chrome books, as well as elmo's and light bulbs that are burning out. We will be using funds for white boards and classroom resources and supplemental teaching materials as well. When we have parent meetings/classes, we will give parents materials to take home and practice with their children.	\$20,000	
	Supervise classroom instructional interventions that support all Lincoln students including those who are at risk of retention. Create/generate professional development topics that engage students in accessing CCSS and creating a culture of Equity. Provide strategies for students who struggle with classroom behavior and academics. Conduct Parent Meetings to provide information and strategies to improve students' behavior and academics in the classroom. Conduct weekly class visits to monitor at risk students and classroom interventions as well as support principal in increasing student achievement.	\$84,552	
2	Engage in daily contact with students and families who have chronic absences to increase school engagement. Collaborate with school staff (teachers, Community Worker, and Intermediate Office Assistant (Attendance). Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges. Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments. absences and at least 15-20 students are tardy on a daily basis. Student data reflects at least 50% or greater are below target on assessments in ELA, and Math Unit Assessments. Student Study Team data reflects the need for counseling. Counselor will work with administration supporting a school culture of Equity.	\$91,383	
3	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. District will pay for .50 Site will pay for .50	\$66,067	
4	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Orders materials (basic needs-Williams and intervention materials) for students, enters enrollment data for new students, answers phones, helps at counter with questions/concerns from parents, students, staff and visitors. Updates cumulative files and pulls student records; updates attendance and runs necessary reports; updates emergency card information, provides translations for office staff and teachers. IOA will support Lincoln's efforts to provide equitable access of information and bilingual direct services to parents.	\$83,277	
5	Augment the ELA and other content areas by providing supplementary instruction to include but not limited to: literary analysis, themes and genres of literature, features of expository text, reference skills (print and electronic), evaluation of websites, and use of the online catalog to improve student outcomes on Benchmarks and ELA Unit Assessments. The librarian will also give technology classes to parents, teachers and students after school if funding is available. Provide instruction in the library 3 days a week using an alternate schedule to serve all Lincoln classrooms.	\$14,846	
6	Increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduced time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.	\$15,855	
7	Students will need more intervention due to learning loss and time spent away from peers. Our school psychologist will meet with parents and create interventions for families in partnership with our school counselor.	\$95,141	

Special Education

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Provide teachers with technological literacy support in terms of computer function and maintenance and problem solving so that students in grades K-5 can use technology in a consistent manner. Tech aides will help teachers to run the computers in the computer lab, help students sign on, fix or put in tickets for classroom computers and computers in both labs.	\$25,510	
9	From the SST process, identified ELL and students working below grade level will be given after school tutoring by teachers in both math and ELA. Some students do not have daily intervention. Some of these students are working below grade level in reading and math. Teachers will be paid to tutor students after school for one hour. Some students will be allowed to invite their parents to attend so that their parents can also be taught, by the teacher, how to help their child at home. Students will receive supplemental instruction to the Core Program after school twice per week. In addition, retired teachers may be paid hourly 3 days per week on a time card to support students working below grade level. Moreover, some tutoring classes will be for students who are English Language Learners to improve academic vocabulary and understanding of spoken and written English. These classes will occur 2x per week Tuesday and Wednesday and during semester 2, Saturday School will begin. 16 teachers for tutoring x 2 days per week for 10 weeks 4 teachers for Saturday School for 10 weeks Possible second session of Saturday School after spring break depending on interest. (6 weeks). Also, teachers will plan for interventions and instructional alignment with professional development through differentiation for student needs 3x per year during the school day.	\$24,192	
Total		\$542,520	



ABRAHAM LINCOLN ELEMENTARY SCHOOL
1175 East 11th Street
Long Beach, California 90813
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Lincoln Elementary School Home-School Compact 2023-2024

Lincoln School Staff will:

- Provide an academic program that is rigorous and challenging for all students
- Be positive role models for students
- Communicate on a regular basis regarding academic progress of your student
- Provide opportunities for parents to be involved in school activities supporting student achievement including: parent conferences, volunteers in the classroom, observations, and school governance
- Implement a K-5 homework program Monday-Thursday, Friday optional that emphasizes Reading, Writing, and Math

Lincoln School Parents/Guardians will:

- Send their child/children to school regularly, appropriately dressed in uniform and prepared to learn
- Be positive role models for students
- Read to/with child/children at least 15-30 minutes everyday and complete monthly Home Reading Log
- Monitor daily practice of Math Facts
- Assist their children with their homework assignments and check assignments for completion
- Participate in school conferences, Back-To-School, and Open House
- Support school staff in helping children reach grade level expectations

Lincoln students will:

- Be respectful to others at all times
- Attend school every day and arrive on time
- Wear uniforms daily
- Complete homework and return to school
- Always do their best by being an enthusiastic learner

Lincoln School Principal

Parent/Guardian

Lincoln School Teacher

Student



ESCUELA PRIMARIA ABRAHAM LINCOLN
1175 Este 11th Calle
Long Beach, California 90813
Teléfono: (562) 599-5005 · Fax: 591-5375

Convenio entre el hogar y la escuela de la Escuela Primaria Lincoln 2023-2024

El personal de la Escuela Lincoln:

- Proporcionar un programa académico que sea riguroso y desafiante para todos los estudiantes.
- Ser modelos positivos para los estudiantes
- Comunicarse periódicamente sobre el progreso académico de su estudiante.
- Proporcionar oportunidades para que los padres participen en actividades escolares que apoyen el rendimiento estudiantil, incluyendo: conferencias de padres, voluntarios en el aula, observaciones y gobierno escolar.
- Implementar un programa de tareas K-5 de lunes a jueves, viernes opcional, que enfatice lectura, escritura y matemáticas.

Los padres/tutores de la Escuela Lincoln:

- Enviar a su(s) hijo(s) a la escuela con regularidad, vestidos apropiadamente con uniforme y preparados para aprender.
- Ser modelos positivos para los estudiantes
- Lea con/con el niño/los niños al menos 15 a 30 minutos todos los días y complete el Registro de lectura en el hogar mensual.
- Monitorear la práctica diaria de operaciones matemáticas.
- Ayudar a sus hijos con sus tareas y verificar su finalización.
- Participe en conferencias escolares, regreso a clases y jornadas de puertas abiertas.
- Apoyar al personal de la escuela para ayudar a los niños a alcanzar las expectativas del nivel de grado.

Los estudiantes de Lincoln:

- Ser respetuoso con los demás en todo momento.
- Asistir a la escuela todos los días y llegar a tiempo.
- Usar uniformes diariamente
- Completar la tarea y regresar a la escuela.
- Siempre haga lo mejor que pueda siendo un estudiante entusiasta.

Lincoln School Principal

Parent/Guardian

Lincoln School Teacher

Student



សាលាបឋមសិក្សា **ABRAHAM LINCOLN**
 ១១៧៥ ១១th ផ្លូវ
 ឡងប៊ិច រដ្ឋកាលីហ្វ័រញ៉ា **90813**
 ទូរស័ព្ទ៖ (562) 599-5005 · ទូរសារ៖ 591-5375

សាលាបឋមសិក្សា **Lincoln Home-School Compact** ២០២៣-២០២៤

បុគ្គលិកសាលាលើសខុន៖

- ផ្តល់កម្មវិធីសិក្សាដែលម៉ត់ចត់ និងពិបាកសម្រាប់សិស្សទាំងអស់។
- ធ្វើជាគំរូសម្រាប់សិស្ស
- ទំនាក់ទំនងជាទៀងទាត់អំពីវឌ្ឍនភាពសិក្សារបស់សិស្សរបស់អ្នក។
- ផ្តល់ឱកាសសម្រាប់ឪពុកម្តាយក្នុងការចូលរួមក្នុងសកម្មភាពរបស់សាលាដែលគាំទ្រដល់សមិទ្ធផលរបស់សិស្ស រួមមាន៖ សន្តិសុខមាតាបិតា អ្នកស្ម័គ្រចិត្តក្នុងថ្នាក់ ការសម្តែង និងការគ្រប់គ្រងសាលា។
- អនុវត្តកាលវិភាគកិច្ចការផ្ទះរបស់ K-5 ពីថ្ងៃច័ន្ទដល់ថ្ងៃព្រហស្បតិ៍ ថ្ងៃសុក្រ ជាជម្រើស ដែលសង្កត់ធ្ងន់លើការអាន ការសរសេរ និងគណិតវិទ្យា។

មាតាបិតា/អាណាព្យាបាលរបស់សាលាលើសខុន៖

- បញ្ជូនកូនរបស់អ្នកទៅសាលារៀនជាទៀងទាត់ ស្លៀកពាក់ឯកសណ្ឋានត្រឹមត្រូវ និងត្រៀមខ្លួនដើម្បីរៀន។
- ធ្វើជាគំរូសម្រាប់សិស្ស
- អានជាមួយ/ជាមួយកូន/កុមារ យ៉ាងហោចណាស់ 15-30 នាទីជារៀងរាល់ថ្ងៃ ហើយបំពេញកំណត់ហេតុការអានតាមផ្ទះប្រចាំខែ។
- តាមដានការអនុវត្តប្រចាំថ្ងៃនៃប្រតិបត្តិការគណិតវិទ្យា។
- ជួយកូនរបស់អ្នកជាមួយនឹងកិច្ចការផ្ទះរបស់ពួកគេ និងពិនិត្យមើលការបញ្ចប់របស់ពួកគេ។
- ចូលរួមក្នុងសន្តិសុខសាលា ត្រឡប់ទៅសាលារៀន និងផ្ទះបើកចំហ។
- គាំទ្របុគ្គលិកសាលាដើម្បីជួយកុមារឱ្យបំពេញតាមការរំពឹងទុកកម្រិតថ្នាក់។

និស្សិតលើសខុន៖

- ត្រូវគោរពអ្នកដទៃគ្រប់ពេលវេលា។
- ចូលរៀនរាល់ថ្ងៃ ហើយមកដល់ទាន់ពេល។
- ស្លៀកពាក់ឯកសណ្ឋានប្រចាំថ្ងៃ
- បំពេញកិច្ចការផ្ទះ ហើយត្រឡប់ទៅសាលារៀន។
- ធ្វើឱ្យអស់ពីសមត្ថភាពជានិច្ចដោយធ្វើជាសិស្សដែលមានចិត្តរំភើប។

 Lincoln School Principal

 Parent/Guardian

 Lincoln School Teacher

 Student



ABRAHAM LINCOLN ELEMENTARY SCHOOL
1175 East 11th Street
Long Beach, California 90813
Phone: (562) 599-5005 · Fax: 591-5375

Lincoln Elementary School Parental Involvement Guidelines 2023-2024

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

PART I AGREEMENT

Lincoln agrees to:

- Jointly develop with parents, and distribute to parents of participating children, School Parental Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, distribute the Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- Be governed by the following statutory definition of parental involvement, and carry out programs, activities and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINE COMPONENTS

1. Lincoln will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Provide school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - vi. Robert's Rule of Order
 - Plan meetings with SSC & ELAC parents to review previous year guidelines
 - i. Invite other parents and stakeholders to attend the meeting



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- ii. Advertise in Title 1 Newsletter, at Back-to-School night, through teleparent, flyers, school marquee, and parent bulletin board.
- At Meetings
 - i. Review Single Plan for Student Achievement and, as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parent Involvement Guidelines & Home-School Compacts annually
 - iii. Oral and written translations be made available for Spanish and Khmer parents, as requested and whenever possible, to allow for discussions.
2. Lincoln will distribute the schools' Parental Involvement Guidelines to parents and the local community through the following methods of communication:
 - At SSC & ELAC meetings
 - Via the Parent Bulletin Board in the office
 - At our annual Title I Meeting
 - In the Main office upon request
 3. Lincoln will periodically update its school's Parental Involvement Guidelines to meet the changing needs of parents and the school through the following channels of communication:
 - At SSC meetings
 - At ELAC meetings
 4. Lincoln will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I
 - How Title 1 funds are used at this school
 - That parents have a right to be involved
 - How parents can become involved through SSC, ELAC, VIP program, school events, and other district meetings
 5. Lincoln will provide updated information to parents about school events, school meetings, district events, district meetings, Title I programs, etc. throughout the school year by displaying, posting, or publishing information in some or all of the following ways:
 - Through the school newsletter
 - In the main office
 - At SSC, ELAC meetings and other parent meetings (PTO/VIPS, etc.)
 - Via School Messenger
 - Via Flyers sent home
 - Through a display on the Parent Information Board in the office
 - By displaying posters whenever possible



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6. Lincoln will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Lincoln will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through:

- Parent workshops; parent surveys
- Principal chats
- School newsletters
- Back-to-School night
- Parent Teacher Conferences
- At SSC & ELAC meetings

7. Lincoln will coordinate and integrate parental involvement programs and activities with Head Start, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordinating tours of our campus for parents of children enrolled in local pre-school programs
- Sending a liaison, whenever possible, to speak to parents at local preschools that are considering enrolling their kindergartner at Lincoln
- Promoting the District's Kindergarten festival

8. Lincoln will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children after holding a thorough discussion at School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Lincoln will build the school's and parents' capacity for strong parental involvement in order to ensure effective involvement of parents, the improvement of student academic achievement, and to ensure a strong partnership with Lincoln School through the promotion of and attendance of:

- Parent education workshops that offer training and discussions
- Parent-Teacher Conferences that offer information that support their child's learning
- SSC and ELAC meetings, Principal Chats, and other meetings that offer training and discussions
- DCAC, DELAC, and other district parent forums/meetings that offer training and information

And by directing them to:

- The district website resources: click "parent LBUSD" on top bar for Parentvue
- The district website resource: click "P" for Parent University



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2. Lincoln will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines. The Home-School Compact:

- Outlines shared responsibility of home, school and student to increase academic achievement
- Is developed, discussed and reviewed at SSC and ELAC meetings
- Must be reviewed and voted on annually by School Site Council

3. Lincoln will, with the assistance of the school district, provide information to parents to increase their understanding the following topics:

- The Common Core State Standards (CCSS)
- State and local assessments; including alternate assessments

4. Lincoln will, with the assistance of the school district, educate its staff, on how to communicate and work with parents as equal partners and as valuable contributors of their children's education, and how to build shared knowledge about their students to support student learning by:

- Providing Teachers and Staff with valuable in-services and meetings
- Providing occasional informative articles that help staff gain deeper understanding of the students.

5. Lincoln will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school, i.e. parent programs, meetings, school events, and activities, is sent to parents in an understandable format. This includes translation, upon request, and, to the extent practicable, in a language the parents can understand. Translations can be obtained through our District Office.

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents,

chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I funds, if the school district has exhausted all other available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;



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- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times
- conducting in-home conferences (optional) with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

PART V. ADOPTION

These Lincoln Parental Involvement Guidelines have been developed jointly with, and agreed upon by, parents of children participating in Title I programs. The guidelines were adopted by the site's School Site Council members on **October 9th, 2023** and will be in effect for the period of 1 year. The school will distribute the guidelines to all parents on or before October 30, 2023. Lincoln, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

[Redacted Signature]

Signature of SSC Chairperson

[Redacted Signature]

Signature of Principal

Date: 10/13/2023

October 9, 2023



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 ១១៧៥ ខាងកើត ១១th ផ្លូវ
 ឡងប៊ិច រដ្ឋកាលីហ្វ័រញ៉ា 90813
 ទូរស័ព្ទ: (562) 599-5005 • ទូរសារ: 591-5375

**សាលាបឋមសិក្សា Lincoln
 គោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតា
 2023-2024**

ជាសាលាដែលទទួលបានមូលនិធិ Title I ផ្នែក A (Title I) Lincoln បានបង្កើតរួមគ្នាជាមួយសមាជិកនៃក្រុមប្រឹក្សាគេហទំព័រសាលា ហើយបានចែកចាយដល់ឪពុកម្តាយរបស់កុមារដែលចូលរួម ការណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលាដែលមានព័ត៌មានដែលទាមទារដោយផ្ទៃ នៃក 1118(b) នៃច្បាប់អប់រំបឋមសិក្សា និងមធ្យមសិក្សា (ESEA) ។ គោលការណ៍ណែនាំបង្កើតការរំពឹងទុករបស់ Lincoln សម្រាប់ការចូលរួមរបស់មាតាបិតា និងពិពណ៌នាអំពីរបៀបដែលសាលានឹងអនុវត្តសកម្មភាពការចូលរួមរបស់មាតាបិតាជាក់លាក់មួយចំនួន។

Home-School Compact

ត្រូវបានដាក់បញ្ចូលទៅក្នុងគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលា។

**ផ្នែក I កិច្ចព្រមព្រៀង
 Lincoln យល់ព្រម:**

- រួមគ្នាអភិវឌ្ឍជាមួយឪពុកម្តាយ និងចែកចាយដល់ឪពុកម្តាយរបស់កុមារដែលចូលរួម ការណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលា ដែលសាលា និងឪពុកម្តាយរបស់កុមារដែលចូលរួមបានយល់ព្រម។
- ជូនដំណឹងដល់មាតាបិតាអំពីគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតានៅសាលាក្នុងទម្រង់ដែលអាចយល់បាន និងឯកសណ្ឋាន ហើយចែកចាយគោលការណ៍ណែនាំដល់មាតាបិតាជាភាសាដែលមាតាបិតាអាចយល់បានតាមកម្រិតដែលអាចអនុវត្តបាន។
- ធ្វើឱ្យគោលការណ៍ណែនាំអំពីការចូលរួមរបស់មាតាបិតារបស់សាលាមានសម្រាប់សហគមន៍មូលដ្ឋាន។



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Escuela Primaria Lincoln

Pautas de participación de los padres 2023-2024

Como escuela que recibe fondos del Título I, Parte A (Título I), Lincoln ha desarrollado junto con los miembros del Consejo Escolar y distribuido a los padres de los niños participantes, una Pauta de participación de los padres en la escuela que contiene la información requerida por la sección 1118(b.) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Lincoln para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto entre el hogar y la escuela está incorporado en las Pautas para la participación de los padres en la escuela.

PARTE I CONVENIO

Lincoln se compromete a:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes las Pautas de participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
- notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuir las Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.
- actualizar periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- adoptar el pacto escuela-padres de la escuela como un componente de sus Directrices de participación de los padres en la escuela.
- regirse por la siguiente definición legal de participación de los padres, y llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

1. Lincoln tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres en la escuela y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:
 - Proporcionar capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de los SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Rol de ELAC y otros comités asesores
 - vi. La regla de orden de Robert
 - Planificar reuniones con los padres de SSC y ELAC para revisar las pautas del año anterior



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- i. Invitar a otros padres y partes interesadas a asistir a la reunión
 - ii. Anúnciese en el boletín informativo de Título 1, en la noche de regreso a la escuela, a través de teleparent, volantes, marquesina escolar y tablón de anuncios para padres.
 - en las reuniones
 - i. Revisar el Plan Único para el Logro Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario
 - ii. Escriba o actualice las Pautas de participación de los padres y los Pactos entre el hogar y la escuela anualmente
 - iii. Las traducciones orales y escritas estarán disponibles para los padres españoles y khmer, según lo soliciten y siempre que sea posible, para permitir las discusiones.
2. Lincoln distribuirá las Pautas de participación de los padres de las escuelas a los padres y la comunidad local a través de los siguientes métodos de comunicación:
 - En las reuniones de SSC y ELAC
 - A través del tablón de anuncios para padres en la oficina
 - En nuestra reunión anual de Título I
 - En la oficina principal previa solicitud
3. Lincoln actualizará periódicamente las Pautas de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela a través de los siguientes canales de comunicación:
 - En las reuniones del SSC
 - En las reuniones de ELAC
4. Lincoln convocará una reunión pública anual del Título 1 para informar a los padres de lo siguiente:
 - Los requisitos del Título I
 - Cómo se utilizan los fondos del Título 1 en esta escuela
 - Que los padres tienen derecho a participar
 - Cómo los padres pueden participar a través de SSC, ELAC, programa VIP, eventos escolares y otras reuniones del distrito
5. Lincoln proporcionará información actualizada a los padres sobre eventos escolares, reuniones escolares, eventos del distrito, reuniones del distrito, programas de Título I, etc. durante el año escolar mostrando, publicando o publicando información en algunas o todas las siguientes formas:
 - A través del boletín escolar
 - en la oficina principal
 - En SSC, reuniones de ELAC y otras reuniones de padres (PTO/VIPS, etc.)



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- Vía School Messenger
- Vía Flyers enviados a casa
- A través de una pantalla en el tablero de información para padres en la oficina
- Exhibiendo carteles siempre que sea posible

6. Lincoln proporcionará a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Lincoln también brindará oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos a través de:

- Talleres para padres; encuestas para padres
- Chats principales
- boletines escolares
- noche de regreso a la escuela
- Conferencias de padres y profesores
- En las reuniones de SSC y ELAC

7. Lincoln coordinará e integrará programas y actividades de participación de los padres con Head Start, escuelas preescolares públicas y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de recorridos por nuestro campus para padres de niños inscritos en programas preescolares locales
- Enviar un enlace, siempre que sea posible, para hablar con los padres de los preescolares locales que están considerando inscribir a su hijo de kínder en Lincoln.
- Promoción del festival de los Jardines de Infantes del Distrito

8. Lincoln enviará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes después de tener una discusión exhaustiva en las reuniones del Consejo Escolar.

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Lincoln desarrollará la capacidad de la escuela y de los padres para una fuerte participación de los padres a fin de garantizar la participación efectiva de los padres, la mejora del rendimiento académico de los estudiantes y garantizar una asociación sólida con la Escuela Lincoln a través de la promoción y la asistencia de:

- Talleres de educación para padres que ofrecen capacitación y debates.
- Conferencias de padres y maestros que ofrecen información que apoya el aprendizaje de sus hijos
-



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- Reuniones de SSC y ELAC, charlas con directores y otras reuniones que ofrecen capacitación y debates
- DCAC, DELAC y otros foros/reuniones de padres del distrito que ofrecen capacitación e información

Y dirigiéndolos a:

- Los recursos del sitio web del distrito: haga clic en "parent LBUSD" en la barra superior para Parentvue
- El recurso del sitio web del distrito: haga clic en "P" para Parent University

2. Lincoln incorporará el Pacto entre el hogar y la escuela como un componente de sus Pautas para la participación de los padres en la escuela. El pacto entre el hogar y la escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante para aumentar el rendimiento académico
- Es desarrollado, discutido y revisado en las reuniones de SSC y ELAC
- Debe ser revisado y votado anualmente por el consejo del sitio escolar

3. Lincoln, con la ayuda del distrito escolar, brindará información a los padres para aumentar su comprensión de los siguientes temas:

- Los Estándares Estatales Básicos Comunes (CCSS)
- evaluaciones estatales y locales; incluyendo evaluaciones alternativas

4. Lincoln, con la ayuda del distrito escolar, educará a su personal sobre cómo comunicarse y trabajar con los padres como socios iguales y valiosos contribuyentes de la educación de sus hijos, y cómo desarrollar conocimientos compartidos sobre sus estudiantes para apoyar el aprendizaje de los estudiantes. por:

- Proporcionar a los maestros y al personal valiosos servicios y reuniones
- Proporcionar artículos informativos ocasionales que ayuden al personal a obtener una comprensión más profunda de los estudiantes.

5. Lincoln, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela, es decir, programas para padres, reuniones, eventos escolares y actividades, se envíe a los padres en un formato comprensible. Esto incluye traducción, previa solicitud y, en la medida de lo posible, en un idioma que los padres puedan entender. Las traducciones se pueden obtener a través de nuestra oficina de distrito.

PARTE IV.

COMPONENTES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DISCRECIONAL DE LOS PADRES EN LA ESCUELA

NOTA: Las Directrices para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la



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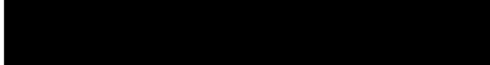
escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, si el distrito escolar ha agotado todas las demás fuentes de financiación disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres para mejorar la participación de otros padres;
- organizar reuniones escolares en una variedad de horarios
- realizar conferencias en el hogar (opcional) con padres que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- establecer un consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- proporcionando otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

* * * * *

PARTE V. ADOPCIÓN

Estas **Las pautas de participación de los padres de Lincoln** se han desarrollado en conjunto con los padres de los niños que participan en los programas del Título I y han sido acordadas por ellos. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio **el 9 de octubre de 2023** y estarán vigentes por el período de **1 año**. La escuela distribuirá las pautas a todos los padres el 30 de octubre de 2023 o antes. **Lincoln**, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

 Firma del presidente del SSC

 Firma del director

Fecha: 10/13/2023

9 de octubre de 2023

