

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Lincoln Elementary

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

Recommendation 1: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

In the area of ELA, we beat the district growth averages in every single category. In the area of reading (English language arts), our ALL students grew 8% with grade 3 growing 4%, grade 4 grew 2% and the 4th grade cohort grew 5%. Grade 5 scores went down 2% from the prior year. 81% of Lincoln's special education students in RSP were above the growth target for the year in 2024. This is higher than the district average growth target for special education, Lincoln's goal is to beat the district growth target again with a score of 100%.

ELA Goals

Goals:
Category of:
All students will be at 50% up from 42% in 2024
Black/African-American will be at 50% up from 41% in 2024
English Learner will be at 40% up from 32% in 2024
ELL 42% will be up from 40% in 2024
81% of Lincoln's special education students in RSP were above the growth target for the year in 2024. This is higher than the district average growth target for special education, Lincoln's goal is to beat the district growth target again with a score of 100% met growth targets.
Area of Need: While all of our students continue to show growth at higher levels than district averages, our area of need is to increase the number of students working at grade level (met).
Addressing Area of Need: Lincoln's teachers are working to ensure students are asked higher level questions as the week progresses and each lesson will have a proving behavior through written expression. Students who are performing below grade level will have small group instruction with their teacher and an intervention teacher.
PROGRESS MONITORING PLAN SUMMERY: After each quarter, staff monitors all data. Each teacher created goals in the beginning of the school year. Each teacher looked and continues to monitor individual student data to make sure that all students are being met where they are in their learning journey and that all students are making progress. Data is transparent at Lincoln. All class data is reported out by grade level with slides that show each teacher's data on the grade level tam. Grade level teams share all data and collaborate about next steps. If there is a teacher doing well in a particular area, teachers share instructional strategies as related to that data. Data drives instruction and teachers pull small groups as they monitor instructional data on a daily basis. These groups are pulled in math, reading and for students who are English Language learners. Students who are working below grade level, are pulled by their teacher and a literacy teacher so that students have a double dose of intervention and small group instruction.

Comprehensive Needs Assessment: Mathematics

Math Findings

In the area of math, all students grew 8% to 41% up from 33%. Grade 3 went up 14% to 50% from 36%. Grade 4 went up 16% to 45% up from 29%. Grade 5 dipped 4% to 31% from 35%. Grade 5 reflected as a team in terms of looking at specific standards they plan to spiral review this year. Furthermore, grades 3 and 4 did such outstanding work that the current grade 5 students are already 11% higher than last year. Students who are African Americans went up 2% in math despite grade 5 dip. 74% of my RSP special education students met and were above growth targets for math. This is higher than the district average.

Math Goals

In the category of:

ALL Students will be at: 50% up from 42% in 2024

Students who are African American will be at 50% up from 41% in 2024

Students who are English Language Learners will be at 42% up from 32% in 2024

Area of Need: 4% of my RSP special education students met and were above growth targets for math. While this is higher than the district average, it is an area of need.

Due to the fact that 74% of RSP students were above growth targets for math, our goal for our RSP students will be to meet 100% of growth targets beating the district average once again.

Addressing Area of Need: Our RSP students are making wonderful growth gains and accelerating faster than the district averages. Our RSP teacher is collaborating with the literacy teachers and the classroom teachers to meet students where they are at present levels and differentiating instruction for each of her students. Furthermore, all students are growing at excellent levels but an area of need is in increasing students who are working at grade level. Our teachers are pulling small groups and working along side our intervention teachers pulling flexible groups in order to meet student individual needs. In addition, students working 2 or more years below grade level have been invited to tutoring which was approved by SSC.

PROGRESS MONITORING PLAN SUMMERY: After each quarter, staff monitors all data. Each teacher created goals in the beginning of the school year.

Each teacher looked and continues to monitor individual student data to make sure that all students are being met where they are in their learning journey and that all students are making progress. Data is transparent at Lincoln. All class data is reported out by grade level with slides that show each teacher's data on the grade level team. Grade level teams share all data and collaborate about next steps. If there is a teacher doing well in a particular area, teachers share instructional strategies as related to that data. Data drives instruction and teachers pull small groups as they monitor instructional data on a daily basis. These intervention groups are pulled in math, reading and for students who are English Language learners. Students who are working below grade level, are pulled by their teacher and a literacy teacher so that students have a double dose of intervention and small group instruction.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELA RFEP 39% LBUSD 34%
ELL 29% LBUSD 18%
Math ELL: 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.

RFEP + English language learners went up 11% to 44% in Math students who are ELL went up 11% in math! This outstanding improvement is attributed to daily designated english language learner instruction which we will continue this year.

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

English Learner Goals

In Reading: English language learners will be 40% up from 32%
In Math: English language learners will be 42% up from 32%
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 2025 and beat the district average again. All staff will teach designated and integrated ELD to the students who are English Learners in their classes.

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."

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Lincoln teachers think of themselves as a family. Data from Pulse survey has been addressed by students who request to speak to an adult and sometimes a specific requested adult. This will successful practice will continue for the 2024-2025 school year.

Culture/Climate Goals

Pulse survey data shows students feel supported by staff but wish to improve relationships with each other (students wish to improve relationships with other students). 100% of students will share on the Pulse survey that their relationships with their peers are improved.
 Addressing Need: Teachers are researching cultural affirmation and ways to elevate student voice. During professional development, teachers and administrators are creatively sharing ways to affirm the wonderful variety of student cultures by visiting each other's classrooms and other schools.
 PROGRESS MONITORING PLAN SUMMERY: After each quarter, staff monitors all data. Each teacher created goals in the beginning of the school year. Each teacher looked and continues to monitor individual student data to make sure that all students are being met where they are in their learning journey and that all students are making progress. In the area of Culture/Climate, each teacher looks at their Pulse survey data and analyzes data to create next steps. Data is transparent at Lincoln. All class data is reported out by grade level with slides that show each teacher's data on the grade level team. Grade level teams share all data and collaborate about next steps. If there is a teacher doing well in the area of Culture/Climate, teachers share instructional strategies as related to that data. The teachers work in collaboration with the school psychologist, counselor and nurse in order to meet culture climate needs as shown by the Pulse survey data and formative data as well.

Comprehensive Needs Assessment: SPSA Effectiveness

| SPSA Effectiveness | | | | |
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| Area | Prior Year Goal | Status | Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment | For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals |
| ELA | 1) 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 | Goal Partially or Not Met | Lincoln scored higher than the school district in each growth category. For this reason, we met our goal-which is to beat the district average. However, 85% of students were not proficient on the Unit assessments. However, we did grow on SBAC, FRSA and attendance. | What we did last year is working. Thus, the summery of Action plan: Students will have opportunities for tutoring after the first quarter data is completed. Furthermore, students will have interventions during the school day, our goal of one year of growth for at least 80% of our students. We will monitor this data by looking at IReady ELA exams in addition to any Edulastic writing, math assessments and SBAC. Looking at this data will allow for multiple collaboration |

test #3 in June for both ELA and Math.

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. 2) 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

opportunities for teachers to discuss and plan around best practices.

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| | <p>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> | | | |
| Math | <p>1) 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</p> | Goal Partially or Not Met | We met our overall math goal (44%) our English language learners missed their goal by 1%. 32% instead of 33% This shows that what we are doing is working. | Summary of Action Plan: Lincoln will have interventions in place for math tutoring starting in quarter 2, as in reading, 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. |

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. 2) 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

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| | <p>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> | | | |
| English Learner | <p>1) 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.</p> <p>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</p> | Goal Partially or Not Met | Lincoln's English Language Learners were higher than district averages by double numbers. ELA scores are 34% to the districts 18% and math scores went up 11% to 44% in math which is also almost double the district growth scores. | <p>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. We plan to write a proposal to use Title 3 funds. 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.</p> <p>Lincoln Students who are newcomer English Language Learners will work in a small group setting outside their classroom 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.</p> <p>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</p> |

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.” 2) 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 3) 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 +

African American and EL students

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| | Moderately Developed by 5% by Spring 2024. | | | |
| Culture/Climate | <p>1) 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). 2) 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,</p> | Goal Partially or Not Met | We met our goal of addressing each students needs who requested to speak to an adult. We also surpassed our attendance from 2023 with a 3% growth. Currently, we are leading the area in attendance percentage. | Lincoln's plan is working. On the pulse survey, we will continue to focus in the area of belonging and identity, and 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). 2) Lincoln will implement SEL instruction 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 which includes individual, classroom and grade level awards as well as awards for Kindergarten parents. |

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| 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. | | | |
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Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate 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>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)).</p> <p>Identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic trauma and other challenges.</p> <p>Coordinate Response to Interventions by reviewing retention candidates and students who are not proficient on ELA and math End of Unit Assessments.</p> <p>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.</p> <p>Counselor will work with administration supporting a school culture of Equity.</p> <p>(IN 2)</p> | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |

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| <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/involvement by providing individual and group health education in the school setting.</p> <p>(IN 3)</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. Enhance parent engagement/involvement by providing individual and group health education in the school setting.</p> <p>(IN 5)</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 6)</p> | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| <p>SEL Facilitator 50% district and 50% Lincoln. District is SEL Facilitator 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)). Within the SEL umbrella, identify students in need of behavioral interventions and coordinate counseling groups and student support services based on pandemic 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.</p> <p>(IN 7)</p> | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |

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| 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 8) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| 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, chromebooks, 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) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Somewhat Impactful |

Accountability Measure 1: Increase Achievement

| Core Program - English Language Arts | | |
|--|---|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will</p> | <p>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:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting 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</p> | <p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> |

| | | |
|---|---|---|
| <p>participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in 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. <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 Differentiation of 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. | <p>expectations for speaking, writing/drawing, and language.</p> <p>Students 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>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p> |
|---|---|---|

| 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>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>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> |

| 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"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks | <p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> |

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

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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, parents 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. Coordinate with SEL Faciliator and literacy teachers to c0-lead interventions. absences and at least</p> | <p>Foster, All Students, Homeless, Identified At-Risk Students, Low SES, Other Targeted Students, English Learners</p> | <p>Title 1 \$90,248 Counselor .5 FTE - Title 1 100%</p> | <p>08/01/2024 - 06/30/2025 Daily</p> | <p>Counselor</p> | <p>The Principal and Assistant Principal will monitor all data in collaboration with the counsleor. Basic Services 100</p> |
|---|---|--|---|--------------------------------------|------------------|--|

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|--|---|--|--|--|--|--|
| | <p>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.</p> | | | | | |
|--|---|--|--|--|--|--|

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|---|---|---|--|---|--|---|
| <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>LCFF \$37,222 Title 1 \$37,223 Nurse Inspector .5 FTE - LCFF 50%; Title 1 50%</p> | <p>08/01/2024 - 06/30/2025 Daily</p> | <p>School Nurse</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. Basic Services 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 \$37,035 Psychologist .2 FTE - Title 1 100%</p> | <p>08/01/2024 - 06/30/2025 Biweekly</p> | <p>Assistant Principal and Principal</p> | <p>Ap and Principal Basic Services 100</p> |

| | | | | | | |
|--|---|----------------------------------|---|--------------------------------------|-------------------------|--|
| <p>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</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>LCFF \$19,712 Health Assistant .38 FTE - LCFF 100%</p> | <p>08/01/2024 - 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. Attendance/Chronic Absenteeism Rate 100</p> |
|--|---|----------------------------------|---|--------------------------------------|-------------------------|--|

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|---|--|---|---|--------------------------------------|-------------------------|--|
| <p>Students and Staff need tech aides to facilitate teaching and learning with functional technology. Core Curriculum 100</p> | <p>Lincoln has lots of computers, technology, Chromebooks, laptops and projectors. Someone needs to organize and fix it all. Someone needs to handle loaning/giving technology to children and parents. Technology aides are crucial to the success and organization of the entire school so that classes can run smoothly with out interruptions.</p> | <p>All Parents, All Students, All Staff</p> | <p>LCFF \$30,218 Technology College Student Aide (2) for 630 hours annually - LCFF 100%</p> | <p>08/01/2024 - 06/30/2025 Daily</p> | <p>Technology Aides</p> | <p>Assistant Principal Core Curriculum 100</p> |
|---|--|---|---|--------------------------------------|-------------------------|--|

| Program Description for Transitions | | |
|--|---|-------------------------------|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| <p>Students attending Lincoln's CDC attend each Monday Morning Assembly so they are currently part of the school. Each spring, CDC students visit Lincoln so that they feel more comfortable when they start Kindergarten. Furthermore, we have a family orientation for all incoming Kindergarten students. Families meet their child's teacher and get a tour of the school.</p> | <p>Each year, Lincoln's 5th grade take a walking field trip to our home school, Franklin Middle School. Lincoln's RSP students also take a trip to Franklin and meet their RSP teacher. Both trips involve a school tour.</p> | |

Accountability Measure 2: 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 | Staff development on culturally relevant instruction using the work of Dr. Billings. | Free | Beginning on our Professional development day 1 in August until June of 2025. | All staff is committed to learning and affirming students. All staff will be trained through professional development. The custodial staff attended our PD in August, our recreation staff attends training through out the year. Our Teaching staff has professional development on Thursdays. | We will be able to monitor this work through our pulse survey results and compare these results to last years results. We will also be able to monitor these results academically with the FRSA, Iready and SBAC scores. This work is engaging to students and the hope is that students continue to show growth as they have every single year for the last 9 years with the exception of covid year. |

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|--|--|--|---|---|---|
| <p>Longitudinal data show that 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. While we no longer have the CORE survey, each grade level has a parents as partner goal and invites parents to a grade level activity hosted by teachers. Each of these activities is well attended as shown by sign in documents.</p> | <p>Each grade level will host one parent event. For example, Teachers of K and 1 will have parent classes to introduce foundational reading skills and math standards to parents. Teachers of 2nd and 3rd grade will have a family read in. 5th grade will offer "Getting ready for Middle School" meetings for all parents. All other grade levels will also have parent involvement activities that engage parents as partners in our school This is in addition to our school-wide celebrations such as are fall family festival which had over 1000 people attend.</p> | <p>There is no cost to the parents to attend these events.</p> | <p>All parent events begin in the fall of 2024 and will end in June of 2025.</p> | <p>All Lincoln Staff has made a committed to parent engagement. We also started a Sanakofa Group which will begin in January of 2025.</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 at the end of each quarter.</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 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 | | | | | |
|--|---|--|--|---|--|
| 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 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. | 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. This budget shall also cover SST 3x per year for 5 days each time for a total of 15 days of a roving sub. | SST process will be each quarter for 4 days with a roving substitute. PD will be Thursdays and selected pd days through the district OCIPD and days that we have non-restricted sub days. | 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 |

| | | | | | |
|---|--|--|--|--|--|
| <p>Lincoln students are required to grow in both math and ELA in order to be in compliance with LCAP expectations. Some Lincoln students are working below grade level. Core Curriculum 100</p> | <p>As a supplement to the CORE Curriculum, teachers will be released each trimester for CCSS Unit planning of the CORE Curriculum, collaboration of lessons and lesson studies with in a collaborative cycle. Teachers will look at data, visit classrooms, and set goals each semester and discuss strategies to support students who are English Language Learners and students who are African American. Teachers will also be released 3x per year to meet with the administration and literacy teachers to discuss each student in their class and or collaboration. This budget shall also cover SST's 3x per year for 5 days each time for a total of 15 days roving sub. Teachers may 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>LCFF \$10,824 Substitute teacher full day (1) for 40 days - LCFF 100%</p> | <p>08/30/2024 - 06/30/2025 Monthly</p> | <p>Each grade level team, principal and or assistant principal</p> | <p>Principal and Assistant Principal</p> |
|---|--|--|--|--|--|

Describe Teacher Involvement

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.

Accountability Measure 4: Parent & 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. | 10/1/24-6/1/25 | LBUSD District Staff and our local volunteers from community college | Parent Survey Data |

| | | | | | |
|---|---|---|--|---|---|
| <p>Increase parent engagement at Lincoln Elementary School Culture-Climate Survey (Parent) 100</p> | <p>Parent engagement and parent communication is a priority at Lincoln. Our parent involvement money will be spent on the following items this year: Parent communication, child care, supplies, materials for workshops, classes, and parent meetings. School site council approved the notebooks on 10/9/24. SSC will approve the rest of it on 10/29/24.</p> | <p>Par Inv \$6,973 Hourly - Recreation Aide (2) for 12 hours annually - Par Inv 100% Materials - Par Inv 100%</p> | <p>08/30/2024 - 06/30/2025 Monthly</p> | <p>Principal, assistant principal as well as staff giving workshops and trainings</p> | <p>Principal, assistant principal and office manager will monitor the attendance of a variety of our robust parent engagement programs as well as monitoring the budget of money spent.</p> |
|---|---|---|--|---|---|

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) | 193583 |
| Title I Parent and Family Involvement (3008) | 7503 |

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

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

| State Programs * | Allocation |
|------------------|------------|
| LCFF | 105700 |

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|--------------|-------------------------|-----------------|-------------------|
| Staff | Principal | Caroline Nemec | 06-20-2025 |
| Staff | Classroom Teacher | Heather Harris | 06-20-2026 |
| Staff | Classroom Teacher | Dawn Adams | 06-20-2025 |
| Staff | Classroom Teacher | Sandra Carranza | 06-20-2025 |
| Staff | Other School Personnel | Martha Fonseca | 06-20-2026 |
| Community | Parent/Community Member | ██████ You | 06-20-2026 |
| Community | Parent/Community Member | ██████ Reyes | 06-20-2026 |
| Community | Parent/Community Member | ██████ Heredia | 06-20-2026 |
| Community | Parent/Community Member | ██████ Jackson | 06-20-2025 |
| Community | Parent/Community Member | ██████ Goldmas | 06-20-2025 |

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) | ██████ Heredia |
| DELAC Representative | Parent of EL Student (required) | ██████ Bueno |
| Principal or Designee | Staff Member (required) | Caroline Nemec |
| Secretary | Staff Member (required) | Jennifer Larsen |

| Name | Representing |
|------------------|----------------------|
| ██████ Te | Parent of EL Student |
| ██████ Mandujano | Parent of EL Student |
| ██████ Almanza | Parent of EL Student |
| ██████ Ruiz | Parent of EL Student |
| ██████ Martinez | Parent of EL Student |
| ██████ Guevara | Parent of EL Student |
| ██████ Ramirez | Parent of EL Student |
| ██████ Hernandez | 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? | 11/06/2024 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | Offer tutoring to all students who need it in both reading and math including students who are English language learners. |
| 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 Student Grades RFEP Student Grades |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 11/20/2024 |
| 6. What was SSC's response to ELAC recommendations? | SSC agrees to the recommendations. |

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): 11/20/2024
2. The SSC approved the **Home-School Compact** on 10/09/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/24/2024, 09/24/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/29/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



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

Lincoln Elementary School Home-School Compact 2024-2025

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



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

Convenio entre el hogar y la escuela de la Escuela Primaria Lincoln 2024-2025

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 sus hijos 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



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 2024 - 2025

As a school that receives Title I, Part A (Title I) funds, Lincoln has developed jointly with the members of 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 Lincoln'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
 - ii. Advertise in Title 1 Newsletter, at Back-to-School night, through Messenger, flyers, 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 in the front office
 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 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, Pan Dulce with the Principal, 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

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, professional development 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;
- 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 9, 2024** and will be in effect for the period of 1 year. The school will distribute the guidelines to all parents on or before October 9, 2024. Lincoln, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.



Signature of SSC Chairperson



Signature of Principal

Date: 10/9/2024

October 9th, 2024



ABRAHAM LINCOLN ELEMENTARY SCHOOL
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Lincoln Elementary School

Directrices de participación de los padres 2024 - 2025

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 Guía 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 Hogar-Escuela está incorporado en las Pautas de participación de los padres en la escuela.

PARTE I ACUERDO

Lincoln acepta:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes, 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 para la 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 Directrices 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 entre escuela y padres de Lincoln como componente de sus Pautas de participación de los padres en la escuela.
- Estar regido por la siguiente definición estatutaria de participación de los padres y llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA PAUTA DE PARTICIPACIÓN DE LOS PADRES ESCOLAR

1. Lincoln tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar de los padres y su plan para toda la escuela, 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 las SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores
 - vii. La regla de orden de Robert

- Planificar reuniones con los padres del SSC y ELAC para revisar las pautas del año anterior
 - i. Invitar a otros padres y partes interesadas a asistir a la reunión.
 - ii. Anuncie en el boletín informativo Título 1, en la noche de regreso a clases, a través de Messenger, folletos y el tablero de anuncios para padres.
 - En reuniones
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar anualmente las Pautas de participación de los padres y los Pactos entre el hogar y la escuela.
 - iii. Se pondrán a disposición de los padres españoles y jemerés traducciones orales y escritas, 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 a la comunidad local a través de los siguientes métodos de comunicación:
 - En las reuniones del 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 de 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 de 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 del SSC, ELAC, el 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 todo el año escolar mostrando, publicando o publicando información en algunas o todas las siguientes maneras:
 - A través del boletín escolar en la oficina principal
 - En las reuniones del SSC, ELAC y otras reuniones de padres (PTO/VIPS, etc.)
 - A través del mensajero escolar
 - Vía Flyers enviados a casa
 - A través de una exhibición en el tablero de información para padres en la oficina
 - Exhibiendo carteles siempre que sea posible en la oficina principal.
 6. Lincoln proporcionará a los padres una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluaciones académicas 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 periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos a través de:

- Talleres para padres; encuestas para padres
- Charlas principales
- boletines escolares
- Noche de regreso a clases
- Conferencias de padres y maestros
- En las reuniones del SSC y ELAC

7. Lincoln coordinará e integrará programas y actividades de participación de los padres con Head Start, preescolares públicos y otros programas que alientan y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos mediante:

- Coordinar recorridos por nuestro campus para padres de niños matriculados en programas preescolares locales.
- Enviar un enlace, siempre que sea posible, para hablar con los padres de los centros preescolares locales que están considerando inscribir a sus hijos de jardín de infantes en Lincoln.
- Promoción del festival del Jardín de Infantes del Distrito

8. Lincoln presentará al distrito comentarios de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes después de llevar a cabo 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 para garantizar una asociación sólida con la Escuela Lincoln a través de la promoción y 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.
- Reuniones del SSC y ELAC, Pan Dulce con el director 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:

- 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 Universidad de padres

2. Lincoln incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de 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.
- Se desarrolla, discute y revisa en las reuniones del SSC y ELAC.
- Debe ser revisado y votado anualmente por el Consejo Escolar

3.Lincoln, con la ayuda del distrito escolar, proporcionará 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 como contribuyentes valiosos de la educación de sus hijos, y cómo desarrollar conocimientos compartidos sobre sus estudiantes para apoyar el aprendizaje de los estudiantes mediante:

- Proporcionar a los maestros y al personal valiosos servicios internos, desarrollo profesional 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 acciones para garantizar que la información relacionada con la escuela, es decir, programas para padres, reuniones, eventos y actividades escolares, 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 del Distrito.

PARTE IV.

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

NOTA: Las Pautas para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus padres, decida realizar para desarrollar la capacidad de los padres de participar en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de 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 necesaria en alfabetización 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 gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- formar 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 funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y

- Proporcionar otro apoyo razonable para las actividades de participación de los padres según la sección 1118, según lo soliciten los padres.

* * * * *

PARTE V. ADOPCIÓN

Estas Pautas de participación de los padres de Lincoln han sido desarrolladas conjuntamente y acordadas por los padres de niños que participan en programas del Título I. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 9 de octubre de 2024 y estarán vigentes por un período de 1 año. La escuela distribuirá las pautas a todos los padres el 9 de octubre de 2024 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 de la directora

Fecha: 10/9/2024

October 9th, 2024