

School Year:

March 2025 – March 2026



## School Plan for Student Achievement (SPSA) Template

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 (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

<b>School Name</b>	Lincoln Elementary School
<b>Address</b>	11031 State Street. Lynwood, CA 90262
<b>County-District-School (CDS) Code</b>	19647746020242
<b>Principal</b>	George Guerrero
<b>District Name</b>	Lynwood Unified School District
<b>SPSA Revision Date</b>	September 2024-March 2025
<b>Schoolsite Council (SSC) Approval Date</b>	February 19, 2025
<b>Local Board Approval Date</b>	March 27, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## District Vision and Mission Statement

The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by:

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology
- safe and clean environments
- the honoring of all voices of our community

## School Vision and Mission Statement

**Vision:** We believe all students have the opportunity to have a positive experience in their education so that they become successful and significant members of the world they live in. Working together and taking responsibility for teaching and learning is essential for each child to develop his or her full potential. A well-balanced curriculum, high expectations, and community support will result in high achievement.

**Mission:** Our mission is to challenge, inspire and support our students to make a difference in the world they live in. Together the staff and community of Lincoln Elementary School are dedicated to provide a safe environment, a powerful engaging curriculum, emphasizing high standards that will empower all students to become motivated, successful and lifelong learners.

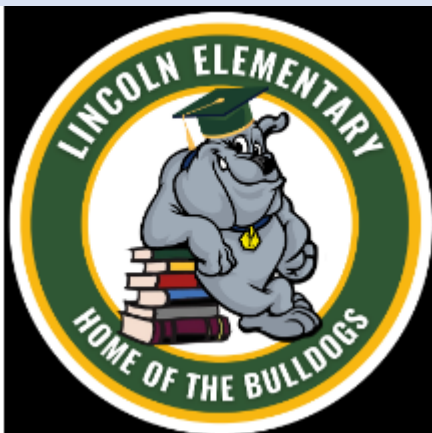
# School Profile

## Community

Lynwood is a city in Los Angeles County. As of the 2021 census, the city had a total population of 67,500. The racial makeup of the city was 38.9% White/Hispanic, 8.11% African American, 1.32% Native American, 1.15% Asian, 0.78% Pacific Islander, 49.04% from other races, and 4.36% from two or more races. Hispanic or Latino of any race were 87.9% of the population.

Lynwood went through the five phases of demographic change: (1) a colonial settlement, (2) a farming small town, (3) a working-class white suburb (4) a majority African-American, and (5) today a predominantly Latino community.

The median income for a house hold in the city was \$40,886 and the median income for a family was \$40,886. The per person income for the city was \$10,640. About 21.0% of families and 23.5% of the population were below the poverty line. At Lincoln Elementary School 100% of students' families are designated as low-income families. Lincoln has seen a fluctuation in enrollment throughout the years. In 2021-2022 total enrollment for Lincoln was 410 students from TK-6th grade and Virtual Academy. For the 2022-2023 school year Lincoln had 499 from TK-6th grade and Virtual Academy. This school year, 2024-2025, Lincoln has 331 students ranging from TK through Sixth Grade.



# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Legal requirements and expenditures are discussed at Lincoln's ELAC and SSC meetings. As items are approved at SSC meetings, these items are placed in the SPSA plan. Additionally, ELAC and SSC analyzed our data and completed a needs assessment during our monthly meetings. Staff and parents evaluate the Title I and Title III programs in order to revise goals and activities identified within the school plan. At our scheduled meeting in February, the full plan was presented first to ELAC for discussion and secondly to SSC for discussion and approval. Our SSC and ELAC meetings are held in person and on campus in our Parent Center.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A resource inequity identified as a result of the needs assessment is access to before school or afterschool intervention for every grade level, Tk-6th grade.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.90%	3.14%	2.22%	8	16	8
Asian	0.24%	0.2%	0.28%	1	1	1
Filipino	%	0%	0.28%		0	1
Hispanic/Latino	97.15%	95.48%	97.22%	409	486	350
Pacific Islander	0.24%	0.2%	%	1	1	
White	0.48%	0.79%	%	2	4	
Multiple/No Response	%	0.2%	%		1	
<b>Total Enrollment</b>				421	509	360

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	67	65	40
Grade 1	49	72	41
Grade 2	45	60	53
Grade 3	54	66	47
Grade 4	80	67	48
Grade 5	65	96	44
Grade 6	61	83	67
<b>Total Enrollment</b>	421	509	360

### Data Trends:

1. According to data from the dashboard, Lincoln's overall enrollment has decreased from the 2022-2023 school year and the 2023-2024 school year by 149 students.
2. For the 2023-2024 Lincoln has 360 students enrolled. The decrease in number could be due to students moving out of Los Angeles County.
3. There has been a decrease in enrollment in all student groups.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	129	141	97	26.60%	30.6%	26.9%
Fluent English Proficient (FEP)	113	107	74	28.70%	26.8%	20.6%
Reclassified Fluent English Proficient (RFEP)	80	70		1.0%		

### Data Trends:

1. According to the data above the number of English Learners has decreased over the years from the 2022-2023 school year and 2023-2024 school year it decreased by 44 students.
2. Lincoln Elementary had 80 students to reclassify for the 2021-2022 school year and for the 2022-2023 school year Lincoln had 70 students reclassify.
3. Program monitor is helping to determine the number of students moving into or out of the reclassification process.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51	63	49	50	62	48	50	62	48	98.0	98.4	98
Grade 4	81	71	48	79	67	47	79	67	47	97.5	94.4	97.9
Grade 5	65	100	41	64	96	41	64	96	41	98.5	96.0	100
Grade 6	63	89	65	63	87	65	63	87	65	100.0	97.8	100
All Grades	260	323	203	256	312	201	256	312	201	98.5	96.6	99

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.	2378.	2382.	18.00	8.06	16.67	6.00	19.35	16.67	24.00	27.42	14.58	52.00	45.16	52.08
Grade 4	2432.	2406.	2423.	15.19	11.94	8.51	17.72	10.45	23.40	20.25	25.37	27.66	46.84	52.24	40.43
Grade 5	2461.	2442.	2460.	7.81	8.33	17.07	20.31	21.88	12.20	29.69	17.71	24.39	42.19	52.08	46.34
Grade 6	2498.	2458.	2483.	11.11	6.90	13.85	19.05	17.24	20.00	39.68	25.29	26.15	30.16	50.57	40.00
All Grades	N/A	N/A	N/A	12.89	8.65	13.93	16.41	17.63	18.41	28.13	23.40	23.38	42.58	50.32	44.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.00	8.06	20.83	48.00	69.35	47.92	36.00	22.58	31.25
Grade 4	11.39	11.94	6.38	65.82	53.73	61.70	22.78	34.33	31.91
Grade 5	10.94	7.29	19.51	65.63	67.71	56.10	23.44	25.00	24.39
Grade 6	9.52	9.20	10.77	58.73	43.68	52.31	31.75	47.13	36.92
All Grades	11.72	8.97	13.93	60.55	58.33	54.23	27.73	32.69	31.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.00	6.45	2.08	30.00	53.23	56.25	56.00	40.32	41.67
Grade 4	6.33	2.99	2.13	59.49	40.30	63.83	34.18	56.72	34.04
Grade 5	7.81	6.25	2.44	56.25	48.96	46.34	35.94	44.79	51.22
Grade 6	7.94	5.75	6.15	58.73	42.53	49.23	33.33	51.72	44.62
All Grades	8.59	5.45	3.48	52.73	46.15	53.73	38.67	48.40	42.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.00	4.84	10.42	68.00	79.03	60.42	26.00	16.13	29.17
Grade 4	8.86	13.43	10.64	68.35	61.19	78.72	22.78	25.37	10.64
Grade 5	6.25	7.29	9.76	81.25	64.58	78.05	12.50	28.13	12.20
Grade 6	17.46	5.75	16.92	65.08	70.11	61.54	17.46	24.14	21.54
All Grades	9.77	7.69	12.44	70.70	68.27	68.66	19.53	24.04	18.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.00	4.84	8.33	60.00	67.74	62.50	34.00	27.42	29.17
Grade 4	8.86	5.97	12.77	56.96	61.19	68.09	34.18	32.84	19.15
Grade 5	7.81	12.50	17.07	64.06	56.25	53.66	28.13	31.25	29.27
Grade 6	15.87	10.34	15.38	71.43	51.72	61.54	12.70	37.93	23.08
All Grades	9.77	8.97	13.43	62.89	58.33	61.69	27.34	32.69	24.88

**Data Trends:**

1. When comparing the overall achievements of the 2022-2023 and 2023-2024 school year there was a decrease in the number of students who did not meet the standards by 6.04%
2. When comparing the overall achievements of the 2022-2023 and 2023-2024 school year there was an increase of 5.28% of the students who exceeded the standards.
3. For the 2023-2024 school year for Reading students in above standard has increased by 4.96%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51	63	49	50	62	49	50	62	49	98.0	98.4	100
Grade 4	81	71	48	79	67	48	79	67	48	97.5	94.4	100
Grade 5	65	100	41	64	96	41	64	95	41	98.5	96.0	100
Grade 6	63	89	65	63	87	65	63	87	65	100.0	97.8	100
All Grades	260	323	203	256	312	203	256	311	203	98.5	96.6	100

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2381.	2388.	2387.	6.00	6.45	10.20	20.00	19.35	24.49	30.00	32.26	16.33	44.00	41.94	48.98
Grade 4	2437.	2416.	2434.	5.06	5.97	8.33	21.52	13.43	14.58	36.71	32.84	41.67	36.71	47.76	35.42
Grade 5	2433.	2419.	2441.	3.13	5.26	7.32	7.81	7.37	14.63	29.69	18.95	21.95	59.38	68.42	56.10
Grade 6	2469.	2422.	2464.	4.76	2.30	3.08	14.29	5.75	20.00	25.40	19.54	24.62	55.56	72.41	52.31
All Grades	N/A	N/A	N/A	4.69	4.82	6.90	16.02	10.61	18.72	30.86	24.76	26.11	48.44	59.81	48.28

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.00	11.29	16.33	36.00	41.94	40.82	52.00	46.77	42.86
Grade 4	3.80	5.97	8.33	50.63	43.28	54.17	45.57	50.75	37.50
Grade 5	0.00	7.37	4.88	45.31	38.95	41.46	54.69	53.68	53.66
Grade 6	1.59	4.60	3.08	46.03	35.63	47.69	52.38	59.77	49.23
All Grades	3.91	7.07	7.88	45.31	39.55	46.31	50.78	53.38	45.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.00	12.90	8.16	62.00	61.29	57.14	34.00	25.81	34.69
Grade 4	8.86	11.94	14.58	59.49	50.75	54.17	31.65	37.31	31.25
Grade 5	3.13	3.16	2.44	50.00	47.37	53.66	46.88	49.47	43.90
Grade 6	11.11	0.00	7.69	58.73	52.87	60.00	30.16	47.13	32.31
All Grades	7.03	6.11	8.37	57.42	52.41	56.65	35.55	41.48	34.98

**Data Trends:**

1. When comparing the overall achievements of the 2022-2023 and 2023-2024 school year there was a decrease in the number of students who did not meet the standards by 11.53%
2. When comparing the overall achievements of the 2022-2023 and 2023-2024 school year there was an increase of 2.08% of the students who exceeded the standards.
3. In the area of problem solving, Lincoln students increased by .81% in the number of students above the standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1428.3	1444.5	1420.9	1436.0	1431.1	1422.3	1410.4	1475.2	1417.3	27	18	13
<b>1</b>	1422.7	1437.0	*	1428.3	1437.3	*	1416.5	1436.2	*	15	19	9
<b>2</b>	1480.3	1438.4	1449.5	1485.2	1448.9	1443.8	1475.1	1427.4	1454.7	19	19	20
<b>3</b>	1477.4	1493.5	1464.2	1477.5	1494.5	1470.2	1476.7	1492.0	1457.6	16	19	17
<b>4</b>	1488.3	1498.3	1521.6	1483.5	1497.4	1523.1	1492.6	1498.7	1519.8	22	27	17
<b>5</b>	1523.9	1518.7	1545.5	1517.8	1515.8	1557.7	1529.6	1521.2	1532.7	13	29	14
<b>6</b>	*	1510.2	1518.6	*	1501.7	1520.7	*	1518.1	1516.1	8	18	14
<b>All Grades</b>										120	149	104

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.70	33.33	0.00	55.56	16.67	46.15	33.33	22.22	46.15	7.41	27.78	7.69	27	18	13
<b>1</b>	0.00	5.26	*	20.00	26.32	*	53.33	42.11	*	26.67	26.32	*	15	19	*
<b>2</b>	10.53	5.26	5.00	57.89	15.79	35.00	21.05	47.37	35.00	10.53	31.58	25.00	19	19	20
<b>3</b>	0.00	5.26	5.88	37.50	42.11	11.76	50.00	52.63	64.71	12.50	0.00	17.65	16	19	17
<b>4</b>	4.55	14.81	11.76	31.82	40.74	76.47	40.91	22.22	5.88	22.73	22.22	5.88	22	27	17
<b>5</b>	23.08	24.14	28.57	46.15	34.48	57.14	15.38	24.14	14.29	15.38	17.24	0.00	13	29	14
<b>6</b>	*	5.56	14.29	*	33.33	50.00	*	38.89	21.43	*	22.22	14.29	*	18	14
<b>All Grades</b>	5.83	14.09	9.62	42.50	30.87	44.23	36.67	34.23	29.81	15.00	20.81	16.35	120	149	104

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.11	22.22	7.69	44.44	33.33	38.46	40.74	16.67	38.46	3.70	27.78	15.38	27	18	13
<b>1</b>	13.33	10.53	*	20.00	31.58	*	40.00	42.11	*	26.67	15.79	*	15	19	*
<b>2</b>	36.84	15.79	5.00	31.58	31.58	50.00	21.05	36.84	25.00	10.53	15.79	20.00	19	19	20
<b>3</b>	12.50	26.32	23.53	43.75	57.89	41.18	31.25	15.79	17.65	12.50	0.00	17.65	16	19	17
<b>4</b>	9.09	40.74	64.71	54.55	33.33	29.41	22.73	11.11	0.00	13.64	14.81	5.88	22	27	17
<b>5</b>	38.46	31.03	57.14	53.85	41.38	35.71	0.00	6.90	7.14	7.69	20.69	0.00	13	29	14
<b>6</b>	*	22.22	28.57	*	44.44	50.00	*	16.67	7.14	*	16.67	14.29	*	18	14
<b>All Grades</b>	17.50	25.50	28.85	42.50	38.93	39.42	29.17	19.46	16.35	10.83	16.11	15.38	120	149	104

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	18.52	22.22	7.69	74.07	50.00	92.31	7.41	27.78	0.00	27	18	13
<b>1</b>	26.67	36.84	*	46.67	47.37	*	26.67	15.79	*	15	19	*
<b>2</b>	36.84	15.79	5.00	47.37	68.42	80.00	15.79	15.79	15.00	19	19	20
<b>3</b>	25.00	21.05	5.88	56.25	73.68	64.71	18.75	5.26	29.41	16	19	17
<b>4</b>	27.27	40.74	41.18	59.09	44.44	47.06	13.64	14.81	11.76	22	27	17
<b>5</b>	30.77	31.03	28.57	61.54	55.17	71.43	7.69	13.79	0.00	13	29	14
<b>6</b>	*	22.22	14.29	*	72.22	78.57	*	5.56	7.14	*	18	14
<b>All Grades</b>	25.00	28.19	16.35	60.00	57.72	69.23	15.00	14.09	14.42	120	149	104

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.70	22.22	7.69	88.89	50.00	69.23	7.41	27.78	23.08	27	18	13
<b>1</b>	0.00	10.53	*	80.00	57.89	*	20.00	31.58	*	15	19	*
<b>2</b>	31.58	31.58	10.00	63.16	52.63	75.00	5.26	15.79	15.00	19	19	20
<b>3</b>	31.25	47.37	47.06	62.50	47.37	41.18	6.25	5.26	11.76	16	19	17
<b>4</b>	9.09	48.15	76.47	68.18	29.63	17.65	22.73	22.22	5.88	22	27	17
<b>5</b>	61.54	48.28	78.57	30.77	27.59	21.43	7.69	24.14	0.00	13	29	14
<b>6</b>	*	35.29	57.14	*	58.82	28.57	*	5.88	14.29	*	17	14
<b>All Grades</b>	18.33	36.49	41.35	69.17	43.92	44.23	12.50	19.59	14.42	120	148	104

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.11	27.78	7.69	77.78	61.11	92.31	11.11	11.11	0.00	27	18	13
<b>1</b>	6.67	15.79	*	40.00	47.37	*	53.33	36.84	*	15	19	*
<b>2</b>	10.53	0.00	0.00	73.68	47.37	75.00	15.79	52.63	25.00	19	19	20
<b>3</b>	0.00	0.00	0.00	50.00	78.95	23.53	50.00	21.05	76.47	16	19	17
<b>4</b>	4.55	3.70	0.00	50.00	55.56	82.35	45.45	40.74	17.65	22	27	17
<b>5</b>	15.38	17.24	14.29	46.15	55.17	64.29	38.46	27.59	21.43	13	29	14
<b>6</b>	*	0.00	0.00	*	44.44	50.00	*	55.56	50.00	*	18	14
<b>All Grades</b>	7.50	9.40	2.88	58.33	55.70	63.46	34.17	34.90	33.65	120	149	104

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	29.63	61.11	46.15	62.96	16.67	53.85	7.41	22.22	0.00	27	18	13
<b>1</b>	0.00	10.53	*	73.33	52.63	*	26.67	36.84	*	15	19	*
<b>2</b>	15.79	10.53	5.00	63.16	26.32	75.00	21.05	63.16	20.00	19	19	20
<b>3</b>	0.00	15.79	5.88	87.50	73.68	52.94	12.50	10.53	41.18	16	19	17
<b>4</b>	4.55	18.52	17.65	72.73	55.56	76.47	22.73	25.93	5.88	22	27	17
<b>5</b>	23.08	13.79	7.14	61.54	58.62	78.57	15.38	27.59	14.29	13	29	14
<b>6</b>	*	11.11	7.14	*	72.22	71.43	*	16.67	21.43	*	18	14
<b>All Grades</b>	12.50	19.46	13.46	70.83	51.68	65.38	16.67	28.86	21.15	120	149	104

**Data Trends:**

1. The data representing overall language performance shows that Lincoln students experienced a 4.46% decrease in the number of students at Level 1 between the 2022-2023 and 2023-2024 school years.
2. The data that represents Oral Language show that our students are improving because there was an increase of students in level 4, well developed, by 3.35%.
3. Data in the writing domain shows that students are making steady improvements. The data shows that we had a decrease in the number of students that are in the beginning level by 1.71%.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
360	96.4%	26.9%	1.7%
Total Number of Students enrolled in Lincoln Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	26.9%
Foster Youth	6	1.7%
Homeless	6	1.7%
Socioeconomically Disadvantaged	347	96.4%
Students with Disabilities	30	8.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.2%
American Indian	0	0.0%
Asian	1	0.3%
Filipino	1	0.3%
Hispanic	350	97.2%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

### Conclusions based on this data:

1. According to the data for the school year 2023-2024 school year 96.4% of our students fall into the Socioeconomically Disadvantaged category.

2. According to the data above 27.7% of Lincoln's students are English Learners.
3. While we have had a small increase in the number of African Americans, Students with Disabilities and Homeless/Foster they are all target subgroups due to continuously low enrollment.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Lincoln's English Language Learners have made progress as shown above.
2. For the 2023-2024 school year absenteeism is an issue. We have created a plan for students to come to school and should see improvement.
3. Suspension rates continue to be low due to alternative methods like having an SEL Teacher on campus.



# School and Student Performance Data

## Academic Performance English Language Arts

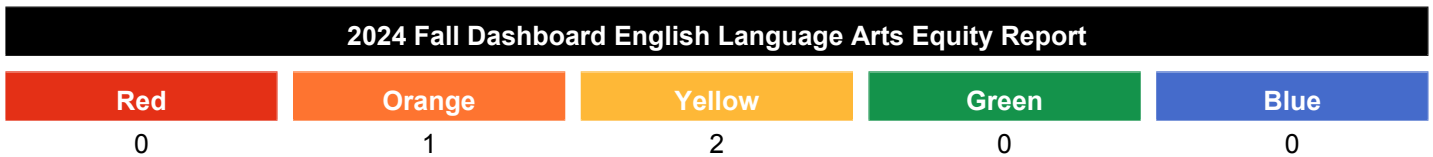
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>47.0 points below standard</p> <p>Increased 11.3 points</p> <p>196 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>77.2 points below standard</p> <p>Increased 5.1 points</p> <p>79 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>48.0 points below standard</p> <p>Increased 9.4 points</p> <p>188 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>117.5 points below standard</p> <p>Maintained 0.8 points</p> <p>26 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>46.7 points below standard</p> <p>Increased 9.6 points</p> <p>192 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. According to the dashboard above, 70 students were English Learners and those students maintained their scoring on the ELPAC assessment for 2023-2024.
2. According to the dashboard above, Lincoln had 281 students to test overall and those students scored 58.2 points below the standard.
3. According to the data above, for the 2023 school year Lincoln has had 22 students to reclassify and were 8 points above the standard.

# School and Student Performance Data

## Academic Performance Mathematics

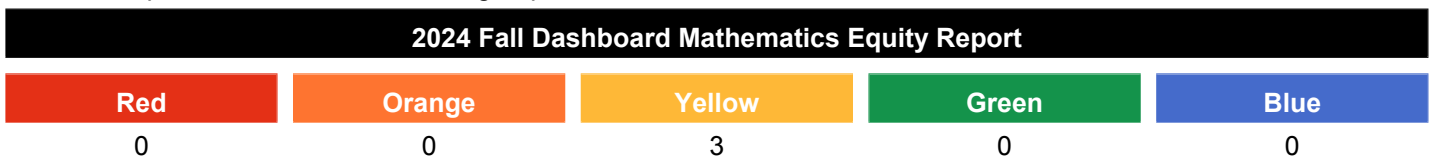
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>67.1 points below standard</p> <p>Increased 22.4 points</p> <p>196 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>82.7 points below standard</p> <p>Increased 12.5 points</p> <p>79 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>68.1 points below standard</p> <p>Increased 21.2 points</p> <p>188 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>128.1 points below standard</p> <p>Increased 11.3 points</p> <p>26 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>67.2 points below standard</p> <p>Increased 20.7 points</p> <p>192 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. The data above indicates that Lincoln has 116 English only students.
2. The data above shows that Lincoln's reclassified English Learners increased significantly by 25 points for the 2023 school year.
3. According to the data above, Lincoln has two areas in the red and they require a significant amount of growth. Those areas are with our English Learners and Students with Disabilities.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 44.6% making progress. Number Students: 83 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 4 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
16.9%	38.6%	0%	44.6%

### Conclusions based on this data:

1. According to the data on the above dashboard 36 of English Language Learners have maintained their level of progress.
2. The data above show that Lincoln is 47.2 % points above the standard and is making progress towards English language proficiency.
3. This data demonstrated that 29 students decreased one ELPI Level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>All Students</b></div> <div style="text-align: center; margin: 10px 0;">                       Yellow                 </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">                     36.6% Chronically Absent                 </div> <div style="text-align: center; margin: 5px 0;">Declined 4.4</div> <div style="text-align: center; margin-top: 20px;">377 Students</div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>English Learners</b></div> <div style="text-align: center; margin: 10px 0;">                       Orange                 </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">                     33% Chronically Absent                 </div> <div style="text-align: center; margin: 5px 0;">Declined 3.3</div> <div style="text-align: center; margin-top: 20px;">115 Students</div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>Long-Term English Learners</b></div> <div style="text-align: center; margin: 10px 0;">                       No Performance Color                 </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 10px;">4 Students</div>
<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>Foster Youth</b></div> <div style="text-align: center; margin: 10px 0;">                       No Performance Color                 </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 10px;">6 Students</div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>Homeless</b></div> <div style="text-align: center; margin: 10px 0;">                       No Performance Color                 </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - data not displayed for privacy</div> <div style="text-align: center; margin-top: 10px;">6 Students</div>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>Socioeconomically Disadvantaged</b></div> <div style="text-align: center; margin: 10px 0;">                       Yellow                 </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">                     37.1% Chronically Absent                 </div> <div style="text-align: center; margin: 5px 0;">Declined 3.6</div> <div style="text-align: center; margin-top: 20px;">361 Students</div>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>32.5% Chronically Absent</p> <p>Declined 10.1</p> <p>40 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>63.6% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>36% Chronically Absent</p> <p>Declined 4</p> <p>364 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. The Dashboard above for Chronic Absenteeism Equity Report shows that our school has very high for absences. We have been consistent in reaching out to parents via phone calls, emails, and home visits. We now have an Community Resources Teacher to assist in home visits to clear absences. Students can also attend Saturday School.
2. According to the data above, English Language Learners are 33% Chronically Absent.
3. The data above shows that our school has a chronic absentee issue.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

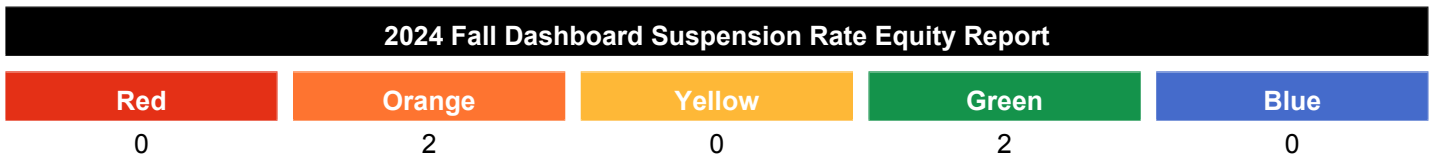
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>1% suspended at least one day</p> <p>Declined 0.7%</p> <p>388 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.1%</p> <p>118 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>1.1% suspended at least one day</p> <p>Declined 0.7%</p> <p>370 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.8%</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.8%</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 0.6%</p> <p>375 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**Conclusions based on this data:**

1. The data above indicates that of the 370 socioeconomically disadvantaged students 1.1% have at least one day of suspension.
2. The data also indicates that of the 11 African American students 3.8% have been suspended.
3. The data for ELL's indicates that of the 118 students 1.7 % have a suspension of at least one day.



Equity, Access, and Instructional Services Department  
**2024-2025 School Site Council  
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO  
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?  
 ¿Cómo está logrando nuestra escuela las metas del programa del Plan  
 Escolar?

**Data Sources/Fuentes de Datos**

CAASPP.org CDE.gov Dataquest.org
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**Progress in Academic Areas - Math**  
**Progreso en las Áreas Académicas - Matemáticas**

<b>Achievement Progress (SBAC)</b> <b>Progreso del Rendimiento Académico (SBAC)</b>		<b>Important Issues to Address the School Plan for Student Achievement (SPSA)</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar )</b>
<b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  2022-2023 3rd Grade(62)-25% proficient 4th Grade(67)-18% proficient 5th Grade(95)-12% proficient 6th Grade(87)-7% proficient  English Learners 3rd-6th Grade-10.87% proficient  2023-2024 3rd Grade(49)-34% proficient	<b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b>  <b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b>  2022-2023 3rd Grade(62)-75% proficient 4th Grade(67)-82% proficient 5th Grade(95)-88% proficient 6th Grade(87)-93% proficient  English Learners 3rd-6th Grade-89.13% proficient  2023-2024 3rd Grade(49)-64% proficient	The following activates will be implemented to help students increase in exceeding and meeting the standard: *Math fluency practice with math facts for addition, subtraction, multiplication and division. *After-school and Morning Intervention will begin in September *Math workshops in class *Reteach *TRI for math *Support for home *Guided Planning TK-6th *Family Math Night *Math fluency for 15 minutes

<p>4th Grade(48)-22% proficient 5th Grade(41)-21% proficient 6th Grade(65)-23% proficient</p> <p>English Learners 3rd-6th Grade12.9-% proficient</p> <p>The data above shows that students are making improvements across the board. Once we returned to regular in person learning and implemented our push-in intervention, TRI intervention, before and after school intervention and small groups we will again start to see our students progress in mastering their grade level standards.</p>	<p>4th Grade(48)-76% proficient 5th Grade(41)-77% proficient 6th Grade(65)-76% proficient</p> <p>English Learners 3rd-6th Grade-87.9% proficient</p> <p>The above data does show that many of our students are not proficient. However, after implementing our push-in intervention, TRI intervention, before and after school intervention and small groups with fidelity, our students will begin to progress in mastering their grade level standards.</p>	
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**Progress in Academic Areas – ELA**  
**Progreso en las Áreas Académicas-Inglés**

<b>Achievement Progress (SBAC)</b> <b>Constancia del Progreso (SBAC)</b>		<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan</b> <b>Escolar del Rendimiento Estudiantil</b> <b>(Write in specific SPSA goal pertaining to ELA;</b> <b>student-friendly language/Escribir meta específica</b> <b>referente al lenguaje en el plan escolar )</b>
<p><b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>2022-2023 3rd Grade(62)-27% proficient 4th Grade(67)-22%- proficient 5th Grade(95)-30% proficient 6th Grade(87)-24% proficient</p> <p>English Learners 3rd-6th Grade-8% proficient</p> <p>2023-2024 3rd Grade(48)-32% proficient 4th Grade(47)-31%- proficient 5th Grade(41)-29% proficient 6th Grade(65)-33% proficient</p>	<p><b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <p>2022-2023 3rd Grade(62)-73% not proficient 4th Grade(67)-88% not proficient 5th Grade(95)-80% not proficient 6th Grade(87)-76% not proficient</p> <p>English Learners 3rd-6th Grade-92% proficient</p> <p>2023-2024 3rd Grade(48)-66% proficient 4th Grade(47)-67%- proficient</p>	<p>The following activates will be implemented to help students increase in exceeding and meeting the standard:</p> <ul style="list-style-type: none"> <li>*Phonics Instruction is used for push-in instruction, small groups and morning activities in the classroom</li> <li>*small group instruction in the classrooms</li> <li>*After-school and Morning Intervention will begin in September</li> <li>*Reteach</li> <li>*Reading fluency</li> <li>*Push-in tutorial teacher</li> </ul>

<p>English Learners 3rd-6th Grade 6.67% proficient</p> <p>The data above shows that students are making improvements across the board. One we returned to regular in person learning and implemented our push-in(OG) intervention, before and after school intervention and TRI small groups students will began to make growth.</p>	<p>5th Grade(41)-70%proficient 6th Grade(65)-66%proficient</p> <p>English Learners 3rd-6th Grade 93.34% proficient</p> <p>The above data does show that many of our students are not proficient. However, after implementing our push-in intervention, TRI intervention, before and after school intervention and small groups with fidelity, our students will begin to progress in mastering their grade level standards.</p>	
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**Achievement in English Language Proficiency**  
**Lograr un Nivel Competente en Inglés**

<p><b>Achievement Progress (ELPAC/Reclassification)</b> <b>Constancia del Progreso (ELPAC/Reclasificación)</b></p>	<p><b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b> <b>(Write in specific goal(s)/ Escribir metas específicas)</b></p>
<p>This is the ELPAC data the 2022-2023 school year. Students were given the reading, writing and listening portions in person. Students were given the speaking portion of the ELPAC in person one on one.</p> <p>The following data represent the students who met the EL standards on the ELPAC assessment for 2022-2023: Kindergarten-49%(18 students) First Grade-19%(31students) Second Grade-20%(19 students) Third Grade- 47%(19 students) Fourth Grade-27%(54 students) Fifth Grade-58%(29 students) Sixth Grade38-%(18 students)</p> <p>The following data represent the students who did not meet the EL standards on the ELPAC assessment for 2022-2023: Kindergarten- 49%(18 students) First Grade-68%(19 students) Second Grade- 78%(19 students) Third Grade- 52%(19 students) Fourth Grade-44%(27students) Fifth Grade-41%(29students) Sixth Grade-60%(18students)</p> <p>This is the ELPAC data the 2023-2024 school year. Students were given the reading, writing and listening portions in person. Students were given the speaking portion of the ELPAC in person one on one.</p>	<p>The following activates will be implemented to help students increase in exceeding and meeting the standard: *Earlier start for After school Intervention *small pull-out/push-in groups(increase from 2 days to 3 days) *Online language programs *Follow-Up Meeting to Language notification: Students in the reclassification process are monitored throughout the year. *Phonics instruction</p>

<p>The following data represent the students who met the EL standards on the ELPAC assessment for 2023-2024:  Kindergarten-46%(13 students)  First Grade-33%(9 students)  Second Grade- 40%( 20 students)  Third Grade- 19%( 17students)  Fourth Grade-87%(17students)  Fifth Grade-85%(14 students)  Sixth Grade-64%(14 students)</p> <p>The following data represent the students who did not meet the EL standards on the ELPAC assessment for 2022-2023:  Kindergarten-51%(18 students)  First Grade-69%(19 students)  Second Grade- 80%(19 students)  Third Grade- 53%(19 students)  Fourth Grade-46%(19 students)  Fifth Grade- 42%(29 students)  Sixth Grade-62%(18 students)</p> <p>The data shows that students are making progress toward passing the ELPAC assessment. As we continue to implement ELD, Summit K12, before and afterschool interventions with fidelity, we will see an increase in student mastery of the ELD standards.</p>	
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**School Programs**  
**Programas de la Escuela**

<b>Meeting District Program Goals</b> <b>Cumplimiento de las Metas del Programa del Distrito</b> <b>(Specific Examples of Programs Funded Through Categorical Funds)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
Phonics Instructions Push-in intervention	Student literacy in ELA - reading comprehension levels of all students, vocabulary development, and phonics development for lower grades. Student literacy in Math - reading and understanding math word problems, multistep problems and knowing math facts with automaticity.

<b>College Readiness/ preparación para la universidad</b> <b>(Qualitative Measure/Medidas cualitativas)</b>	<b>Important Issues to Address in the SPSA</b> <b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b>
N/A	N/A

**Also, How is Our School Meeting Your Needs as Parents?**  
**¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?**

<b>Evidence of Progress</b> <b>Constancia del Progreso</b> <b>(Qualitative Measure/Medidas cualitativas)</b>	<b>Important Issues to Address</b> <b>Temas Importantes que Discutir</b>

Parents who attended ELAC meetings have stated that the Community Liaison is an integral part of the school for the following reasons:

- 1) She assists the parents with reclassification information
- 2) She works with the community to provide parent educational opportunities
- 3) She works with the students and community partners that provide food, shoes, glasses and housing.
- 4) Inquires about after-school Intervention attendance.
- 5) Translate for parent ELAC meetings
- 6) Reminds them of upcoming meetings
- 7) Helps with parent CAFE registration and reimbursement.

Below are the recommendations made from parents during ELAC meetings and taken from the ELAC Needs Assessment. These suggestions were giving to SSC:

- \*Math club after school
- \*Math projects
- \*Library activities to promote literacy
- \*Tutoring online during school and in person at home or after school
- \*Book/ clubs or reading
- \*Before/After school intervention
- \*Small group instruction with EL groupings, Constancy and Rigor in teaching Designated ELD
- \*EL Afterschool or before school intervention
- \*LTELs Data chats with students
- \*Achievement Recognition
- \*Parent Data chats, Parent training on reclassification and Seal of Biliteracy
- \*Incentives
- \*Academic Family Nights
- \*EL Specific Parent Workshops
- \*Onsite English classes for non English speaking parents
- \*Parent Involvement recognition

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1

### SCHOOL GOAL

1A: All students in grades 3-6 and numerically significant subgroups will increase the percent of students who exceeded or met standards by 50%.

2A: All students in grade TK-6 will read at or above grade level as measured on the core reading comprehension.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment 3rd grade	SMART Goal - 50%	2023-2024 Smarter Balanced Assessment 3rd Grade - 33.3%
Smarter Balanced Assessment 4th grade	SMART Goal - 50%	2023-2024 Smarter Balanced Assessment 4th Grade - 22.9%
Smarter Balanced Assessment 5th grade	SMART Goal - 50%	2023-2024 Smarter Balanced Assessment 5th Grade - 21.9%
Smarter Balanced Assessment 6th grade	SMART Goal - 50%	2023-2024 Smarter Balanced Assessment 6th Grade - 23.0%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p><b>Phonics Instruction</b></p> <p>1. Continue to provide 30 minutes daily supplemental phonemic instruction in the classroom utilizing researched based phonics strategies in grades TK, K, 1, 2, 3.</p> <p>2. Provide 30 minutes of push-in intervention using research based strategies during center time for Kinder-3rd.</p> <p>3. Provide after-school or morning intervention to students who are at-risk of not meeting grade level standards.</p>	<p>1. Fully implemented</p> <p>2. Fully implemented</p> <p>3. Fully implemented</p>	<p>Supplemental materials to support the core in ELA:</p> <p>Instructional multi-sensory strategies intended for use with individuals who have difficulty with reading, spelling, and writing. Books and materials are listed below:</p> <ul style="list-style-type: none"> <li>-screens</li> <li>-red and green crayons</li> <li>-red and green folders (for red and green words)</li> <li>-books (to match the phonemic concept)</li> <li>-workbooks (to practice phonemic concepts for center time and/or homework practice)</li> <li>-red books for red words</li> </ul>	<p>Supplemental materials to support the core in ELA:</p> <p>Instructional multi-sensory strategies are intended for use with individuals with difficulty with reading, spelling, and writing. Books and materials are listed below:</p> <ul style="list-style-type: none"> <li>-screens</li> <li>-red and green crayons</li> <li>-red and green folders (for red and green words)</li> <li>-books (to match the phonemic concept)</li> <li>-workbooks (to practice phonemic concepts for center time and/or homework practice)</li> <li>-red books for red words</li> </ul>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Supplemental Materials for the Accelerated Reader to support the core in ELA and increase literacy.</p> <p>4000-4999: Books And Supplies Title I 22967.88</p>	<p>Supplemental Materials for the Accelerated Reader to support the core in ELA and increase literacy. Title I 6000.00</p>
		<p>New, continuing, and push-in teachers will be provided with training, including registration, for our supplemental program. To ensure that all of our students reach mastery in all ELA standards a supplemental teacher is needed to allow K-6th teachers to receive instruction and the proper training in our supplemental program. 5000-5999: Services And Other Operating Expenditures Title I 20,573.56</p>	<p>This was fully implemented. Title I Part A: Allocation 6,007.11</p>
<p>After- School Intervention/Coordination</p> <p>1. Group identified at-risk students who need our supplemental curriculum for TK-3rd grade 2) Communicate/conference with parents of students who are identified at-risk.</p>	<p>This action was fully implemented.</p>	<p>Community Liaison provides support to the intervention program through student identification, parent community communication, tutorial attendance, parent education sign-in sheets, 2000-2999: Classified Personnel Salaries Title I 15,250</p>	<p>Community Liaison has completed the assigned task during normal working hours. 2000-2999: Classified Personnel Salaries 0</p>
<p>Push-in Activity: Push-In services are delivered during other naturally occurring events during the school day during center time.</p>	<p>This action was fully implemented.</p>	<p>Teacher provides push-in tutorial support in phonemic awareness and/or reading fluency to identified students. 1000-1999: Certificated Personnel Salaries Title I 20,500</p>	<p>This activity was fully implemented. 1000-1999: Certificated Personnel Salaries 5,886.80</p>

## Analysis

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

This year we fully implemented our push-in activity also, our before school and afterschool interventions that were implemented targeted those students who struggles with mastering the ELA standards.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were implemented but the overall results were inconsistent due to student absences. This was significant in that those students who were struggling and missing foundational skills.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

One difference between the proposed expenditures and the actual expenditures is with the supplemental materials to support core in ELA. We had enough materials to cover the year, however, because teacher used more of the materials we will need to replace those supplies for the next year.

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

We will focus on the implementation of AVID and the continued development of our phonics strategies and writing strategies for student achievement. The information can be found in the new planned improvement goals, strategies and proposed expenditure. Also on the Data Analysis and Evaluation page.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2

SCHOOL GOAL 2: All students in grades 3-5 and numerically significant subgroups will increase the percent of students who exceeded and meet the standard by 50% in mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021-2022 Smarter Balanced Assessment 3rd Grade	SMART Goal standards met/exceeded - 50%	2023-2024 Smarter Balanced Assessment 3rd Grade - 34.6%
2021-2022 Smarter Balanced Assessment 4th Grade	SMART Goal standards met/exceeded - 50%	2023-2024 Smarter Balanced Assessment 4th Grade - 22.9%
2021-2022 Smarter Balanced Assessment 5th Grade	SMART Goal standards met/exceeded - 50%	2023-2024 Smarter Balanced Assessment 5th Grade - 21.9%
2021-2022 Smarter Balanced Assessment 6th Grade	SMART Goal standards met/exceeded - 50%	2023-2024 Smarter Balanced Assessment 6th Grade - 23.0%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Fluency practice-15 minutes each day TK, K, 1, 2 / 30 minutes per day for grades 3, 4, 5, 6. Teachers will differentiate the Math Facts based upon student assessments. Those students who have mastered the facts will participate in application of math fact activities in centers. Other students will work with the teacher on the Steps to Math Facts fluency. This will be done remotely if we continue with virtual learning.</p> <p>2. Teachers will organize math workshops using the GUIDE model to differentiate instruction for students who are</p>	<p>1. Not fully implemented 2. Not fully implemented 3. Fully implemented.</p>	<p>Purchase supplementary materials for students to practice their math facts as well as any related math materials to assist students in resolving mathematical computation problems. 4000-4999: Books And Supplies Title I 27976.56</p>	<p>Purchase supplementary materials for students to practice their math facts as well as any related math materials to assist students in resolving mathematical computation problems. 4000-4999: Books And Supplies Title I 27976.56</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>performing below grade level (or at-risk). 3. Data Reflection protocol -Teachers participate in analyzing student Benchmark Assessments.</p>			
<p>Students will receive additional afterschool or morning intervention, as needed, in Math.</p>	<p>Fully implemented</p>	<p>To ensure that all of our at promised students reach mastery in all math standards a supplemental teacher is needed to allow K-6th grade level teachers to collaborate about differentiated instruction to meet all student's individual interests, needs, and strengths. 1000-1999: Certificated Personnel Salaries Title I 1940</p> <p>Teachers will work with students who are at risk in Math based upon SBAC and math fluency scores during after school or morning intervention. 1000-1999: Certificated Personnel Salaries Title I 19,000</p>	<p>teachers collaborate about differentiated instruction to meet all student's individual interests, needs, and strengths. 1000-1999: Certificated Personnel Salaries 1940</p> <p>Teachers will work with students who are at risk in Math based upon SBAC and math fluency scores during after school or morning intervention. 1000-1999: Certificated Personnel Salaries Title I 5886.80</p>

## Analysis

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

The overall implementation of the activities that were fully implemented helped to improve student growth with learning their grade level standards.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were implemented and most were successful. Inconsistencies found in the area of math workshops were not as effective as planned.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

One difference between the proposed expenditures and the actual expenditures is the amount set aside for supplemental materials for math.

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

We plan to start afterschool interventions and enrichment programs earlier and offer them more frequently throughout the school year. We also plan to have more teachers per grade level involved in leading these interventions. These initiatives will be included in the newly planned improvement goals, strategies, and proposed expenditures, as well as outlined on the Data Analysis and Evaluation page.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3

SCHOOL GOAL 3: EL students will meet annual measurable progress towards learning English

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced English Learner Data Level 1	Beginning Stage - decrease number of students by 10%	Decreased by 4.46%
Smarter Balanced English Learner Data Level 2	Somewhat Developed - decrease number of students by 10%	Decreased by 3.52%
Smarter Balanced English Learner Data Level 3	Moderately Developed - increase number of students by 10%	Increased by 13.36%
Smarter Balanced English Learner Data Level 4	Well Developed - increase number of students by 10%	Decreases by 4.47%

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Teachers will provide opportunities for students to listen to and read text to increase accuracy, pacing and expression. This will increase at-risks students ability to read with automaticity.</p> <p>2. Provide consistent instruction in listening, speaking, reading and writing.</p> <p>3. Provide sentence frames and ample opportunities for speaking fluently in English.</p> <p>4. Maintains a communication log of the parents from the Community Liaison regarding Title III interventions for EL students.</p>	<p>1. This was fully implemented.</p> <p>2. This was fully implemented.</p> <p>3. This was fully implemented.</p> <p>4. This was fully implemented.</p>	<p>Provide supplemental materials to support all of our struggling ELL's students who participate in the fluency reading practice during center time. Also, provide communication to parents regarding the books available 4000-4999: Books And Supplies Title I 7,420.00</p> <p>Leveled books and supplemental materials for teachers to provide EL students additional support in listening, reading, writing, speaking and fluency. 4000-4999: Books And Supplies Title III 1358.00</p>	<p>Provide supplemental materials to support all of our struggling ELL's students who participate in the fluency reading practice during center time. Also, provide communication to parents regarding the books available Title I 7,420.00</p> <p>Leveled books and supplemental materials for teachers to provide EL students additional support in listening, reading, writing, speaking and fluency. Title III 1257.50</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention	This was fully implemented.	Provide Intervention for students who have not met or nearly met the standard. 1000-1999: Certificated Personnel Salaries Title III 6,000	Provide Intervention for students who have not met or nearly met the standard. Title III 5196.29

## Analysis

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

The overall implementation of the activities that were fully implemented helped to improve student growth with learning the EL Standards.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies that were implemented, such as consist ELD instruction, maintaining communications with parents, and the use of sentence frames were implemented effectively.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no significant difference between the Proposed Expenditures and Estimated Actual Expenditures

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

We plan to have before-school and after-school enrichment and intervention for students.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 4

SCHOOL GOAL: Community Liaison will build capacity for parents in the areas of parent education, student education and school/community partnerships.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
1. Parent surveys 2. Parent-sign-in sheets	1. Seventy-five percent of parent surveys demonstrate understanding of Title 1 School Plan and know where to find it on the website.  2. Increase parent participation by 5% throughout the school year.  3. Feedback will demonstrate community liaison plays an important role in parent and family engagement and positive school culture.	There was a slight increase in the number of parents who participated in parent surveys, parent meetings such as ELAC and SSC, as well as events like Open House and Back-to-School Night.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Community Liaison supports and assists in the facilitation of parent meetings that clearly identify and explain the Title 1 programs for adults and students. The programs they will support and facilitate are in-school and after school interventions and tutorials, parent education classes for adult English language development, and parent workshops that focus on the impact of reading fluency on building comprehension.	This action was fully implemented.	Parent Education Opportunities: 1) English Classes 2000-2999: Classified Personnel Salaries Title I 13,306	Parent education Opportunities were provided during regular school hours. 2000-2999: Classified Personnel Salaries 0
Parent Education classes from LUSD Adult School	This action was not implemented.	Parents are provided English classes each Tuesday and Thursday	Not implemented because not enough

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		from 12:30 - 2:30 by the Adult School in Lynwood Unified School District at Lincoln Elementary School 5800: Professional/Consulting Services And Operating Expenditures Title I 5000	parents signed up to participate. 0
Parents of English Learners attend the California Association of Bilingual Education (CABE) conference	This action was fully implemented.	Parents and teachers attend the CABE conference to learn about current trends in bi-lingual education. 5800: Professional/Consulting Services And Operating Expenditures Title III 7240	This year CABE was covered at the district level. 0

## Analysis

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

The overall implementation of the strategies was somewhat successful. To implement parent classes, we need more parents to sign up.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Community Liaison effectively relayed to parents about the results and attendance for the interventions and other resources. We had improved parent participation in parent meetings, Open House, and Back to school nights.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had a lack of participation by parents for parent classes. Parents are slowly beginning to participate in on campus activities. Also, the district paid for parents to attend CABE this year.

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

We plan to have a more effective campaign for parent involvement in English classes and parent meetings. We will need to recruit more parents.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 5

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 5

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

# School Plan for Student Achievement: Data Analysis and Evaluation

## Overall Data Findings Based on Assessment Results (Narrative)

Lincoln has shown academic growth in the areas of English Language Arts(ELA), English Language Development(ELD), and Mathematics. Data trends from the 2023-2024 academic year demonstrate that overall, students are beginning to improve in meeting or exceeding the standards. Therefore, we will continue to provide targeted supplemental interventions for at-risk students across these three focus areas. In ELA, Lincoln will continue to focus on assessment findings in the areas of English Language Arts with a focus on reading comprehension and writing. In mathematics, our interventions will emphasize improving math fluency and multistep problem solving. These focused areas will ensure that all students will receive the support they need to achieve.

### Assessment Results:

#### **Identify ELA areas of strength:**

After analyzing the 2022-2023 ELA SBAC scores, several areas of growth were identified in the overall achievement of students. First, the percentage of students meeting the standard improved slightly, increasing from 16.63% in 2022-2023 to 18.41% in 2023-2024. Additionally, for 3rd grade, the percentage of students exceeding the standard rose from 8.06% in 2022-2023 to 16.67% in 2023-2024. Among 5th grade students, those exceeding the standard showed significant improvement, rising from 8.33% in 2022-2023 to 17.07% in 2023-2024. Finally, for 6th grade students, the percentage of students meeting the standard increased from 17.24% in 2022-2023 to 20.00% in 2023-2024.

#### **Identify ELA areas of need:**

When looking at the 2022-2023 ELA SBAC scores, one significant area of need is evident in the performance of 3rd-grade students. The percentage of students not meeting the standard remained high, increasing from 45.16% in 2022-2023 to 52.08% in 2023-2024. This highlights the need for stronger interventions and targeted support to assist students struggling in foundational literacy skills. Similarly, while there was growth in 5th grade, with more students exceeding the standard, a concerning 46.34% of students still did not meet the standard in 2023-2024. Additionally, in 6th grade, despite some improvements, 40.00% of students continued to fall below the standard, indicating an ongoing need for support in this area. These findings underscore the importance of implementing focused interventions to address gaps in achievement and ensure that more students meet or exceed grade-level expectations.

#### **Identify ELD areas of strength:**

After analyzing the Overall Language performance the data demonstrates there are several areas of strength. In Kindergarteners on level 4 in 2022-23: 33.33% of students achieved the highest performance level, a significant increase from the previous year (3.70%). In 5th grade, Level 4 in 2023-24: 28.57% of students reached the highest performance level, showing a steady improvement across three years (23.08% in 2021-22 and 24.14% in 2022-23). Level 3 in 2023-24: 57.14% of students are performing well, the highest across grades in this year. Finally, overall, Level 4 in 2022-23: The percentage increased from 5.83% (2021-22) to 14.09%, indicating an upward trend and Level 3 in 2023-24: 44.23% of students reached this level, showcasing strength in mid-range performance.

#### **Identify ELD areas of need:**

The areas of need for English Learners are the following:

1. Students need to be given ample opportunities to speak English using sentence frames to assist during core content areas.
2. ELD instructions need to be monitored to ensure students are provided consistent opportunities to listen, speak, read and write in English.
3. Vocabulary development needs to increase.
4. ELD students that have been EL for years need to be reclassified.

**Identify Math areas of strength:**

Across all grades, the percentage of students exceeding the standard has increased from 2021-2022 to 2023-2024 school year. For example, 3rd grade increased from 6.00% to 10.20% and Grade 4 saw a rise from 5.06% to 8.33%. Also, 3rd grade improved in the Standard Met category, increasing from 20.00% to 24.49%.

**Identify Math areas of need:**

Despite some improvements, a significant percentage of students still fall into the "Standard Not Met" category. We have to improve in the following areas:

1. Math fluency with math facts.
2. Math vocabulary.
3. Improvements in multi-step word problems.

School: Lincoln Elementary School

**2024-2025 Activities/interventions**

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
Afterschool Intervention/Enrichment	ELA	Title I	Benchmark Assessments	Benchmark Assessments	This activity was fully Implemented.
Afterschool Intervention/Enrichment	Math	Title I	Benchmark Assessments	Benchmark Assessments	This activity was fully Implemented.
Afterschool Intervention/Enrichment	ELD	Title III	Benchmark Assessments	Benchmark Assessments	This activity was fully Implemented.
Before school Intervention/Enrichment	ELA and Math	Title I	Benchmark Assessments	Benchmark Assessments	This activity was fully Implemented.
Push-in Intervention	ELA	Title I	Benchmark Assessments Teacher assessments	Benchmark Assessments Teacher assessments	This activity was fully Implemented.

**2025-2026 Next Steps (narrative)**

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

<p><b>What 2024-2025 actions/interventions worked?</b> The interventions that worked well for the 2023-2024 school year was the push-in intervention and the continued implementation of our phonics program. We plan to continue with our phonics program for the lower grades and small group intervention for our upper grade level. Also, we will continue with our before school interventions.</p>
<p><b>What 2024-2025 actions/interventions will you keep for 2025-2026?</b> We plan to continue with the following: Push-in intervention, afterschool intervention, before school intervention, small group in ELA and math.</p>
<p><b>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?</b> The following actions and interventions need to be modified to ensure accelerated achievement:  <ol style="list-style-type: none"> <li>1. Implement an effective campaign to increase participation in parent classes and meetings.</li> <li>2. Support students in improving their writing skills through the writing process and by responding to writing prompts.</li> <li>3. Increase student participation in after-school intervention programs.</li> <li>4. Enhance efforts to support English Learner (EL) students in meeting reclassification criteria.</li> </ol> </p>
<p><b>What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?</b> The actions/interventions that need to be eliminated is the way the after-school intervention is implemented. Students will attend before-school interventions, while after-school programs should focus more on enrichment and hands-on activities to spark students' interest.</p>

**What new interventions will you implement in 2025-2026 as a result?**

We would like to extend our Before-school and After-school interventions to include writing strategies and enrichments.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts (ELA)

### Goal Statement

#### SCHOOL GOAL

1A: All students in grades 3-6 and numerically significant subgroups will increase the percent of students who exceeded or met standards by 50%.

2A: All students in grade TK-6 will read at or above grade level as measured on the core curriculum reading comprehension.

### Basis for this Goal

1A. What data did you use to form this goal?

SBAC 3-6

What were the findings from the analysis of this data?

SBAC (all students)

ELA 2022	ELA 2023	ELA 2024	
Grade 3	24%	27%	32%
Grade 4	32%	22%	31%
Grade 5	27%	30%	29%
Grade 6	30%	24%	33%

How will the school evaluate the progress of this goal?

1. Common Assessments, SBAC, teacher assessments.
2. The school will continue to evaluate the goal at each data reflection session as well as the following school year during teacher reporting days for the new school year.

Where can a budget plan of the proposed expenditures for this goal be found?

Form B - Strategies and Action Plans

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Smarter Balanced Assessment 3rd grade	Standards Met/Exceeded - 32%	SMART Goal - 50%
Smarter Balanced Assessment 4th grade	Standards Met/Exceeded - 31%	SMART Goal - 50%
Smarter Balanced Assessment 5th grade	Standards Met/Exceeded - 29%	SMART Goal - 50%
Smarter Balanced Assessment 6th grade	Standards Met/Exceeded - 33%	SMART Goal - 50%

# Planned Strategies/Activities

## Strategy/Activity 1

### Phonics Instruction

1. Continue to provide 30 minutes daily supplemental phonemic instruction in the classroom utilizing phonemics strategies in grades TK, K, 1, 2, 3.
2. Provide 30 minutes of push-in intervention using phonics strategies during center time for Kinder-3rd.
3. Provide after-school or morning intervention to students who are at-risk of not meeting grade level standards.

## Students to be Served by this Strategy/Activity

Students served by this strategy/activity are:

1. All students in grades TK -3 will be served
2. EO and EL students identified below grade level in grades 1st-3rd will be served by the additional 30 minute push-in class reading strategies during center time.
3. Identified students in the SST process who were recommended for after-school or morning tutorial as an intervention.

## Timeline

For #1. September 2025-May 2026

For #2. September 2025-December 2025 -3rd grade, 2nd grade, 1st grade

January 2026-March 2026-3rd grade, 2nd grade, 1st grade, Kinder

For #3. August 2024- March 2026

## Person(s) Responsible

Principal  
Teachers K-6  
Instructional Lead  
SSC (for budget approval)  
Community Liaison  
Retired Teacher for push in tutorial

## Proposed Expenditures for this Strategy/Activity

### Amount

20000

### Source

Title I

### Budget Reference

4000-4999: Books And Supplies

### Description

Supplemental Materials and phonics strategies materials to support the core in ELA: Instructional multi-sensory strategies intended for use with individuals who have difficulty with reading, spelling, and writing. Books and materials are listed below:  
-screens  
-red and green crayons  
-red and green folders (for red and green words)  
-books (to match the phonemic concept)  
-workbooks (to practice phonemic concepts for center time and/or homework practice)  
-red books for red words  
Supplemental Materials to support the core in ELA and increase literacy.

### Amount

15000

<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	New, continuing, and push-in teachers will be provided with training, including registration, for our supplemental program. To ensure that all of our students reach mastery in all ELA standards a supplemental teacher is needed to allow K-6th teachers to receive instruction and the proper training in our supplemental program .

## Strategy/Activity 2

After- School Intervention/Coordination

1. Group identified at-risk students who need phonics/reading support for TK-3rd grade
- 2) Communicate/conference with parents of students who are identified at-risk.

### Students to be Served by this Strategy/Activity

Students who will be served by this activity are:

- 1) TK-6 grade students who are not reading at grade level
- 2) Students who have been referred through the SST process and have a recommendation for after school or morning Intervention.

### Timeline

October-March for 2025-2026 school year for grades 1st-6th and January for TK and Kinder.

### Person(s) Responsible

Teachers  
Principal  
Community Liaison  
Instructional Lead

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Community Liaison provides support to the intervention program through student identification, parent community communication, tutorial attendance, parent education sign-in sheets,

## Strategy/Activity 3

Push-in Activity:

Push-In services are delivered during other naturally occurring events during the school day during center time.

### Students to be Served by this Strategy/Activity

Students serviced by this strategy are:

- 1) Identified students K-3rd students who are currently not reading at grade level.
- 2) Identified K-3rd who are referred for SST.

### Timeline

September 2025-December 2025 -3rd grade, 2nd grade, 1st grade

January 2026-March 2026-3rd grade, 2nd grade,1st grade, Kinder

**Person(s) Responsible**

Tutorial teacher for push-in

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	18000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher provides push-in tutorial support in phonemic awareness and/or reading fluency to identified students.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

SCHOOL GOAL 2: All students in grades 3-5 and numerically significant subgroups will increase the percent of students who exceeded and meet the standard by 50%.

### Basis for this Goal

What data did you use to form this goal?

SBAC in Math 3-6

What were the findings from the analysis of this data?

SBAC (all students)

Math 2022	Math 2023	Math 2024	
Grade 3	26%	26%	34%
Grade 4	26%	19%	22%
Grade 5	10%	13%	21%
Grade 6	18%	8%	23%

How will the school evaluate the progress of this goal?

The school will continue to evaluate the goal at each data reflection session as well as the end of year SBAC assessment .

Where can a budget plan of the proposed expenditures for this goal be found?

There is no cost to the school for the planned interventions.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
2023-2024 Smarter Balanced Assessment 3rd Grade	Standards Met/Exceeded - 34%	SMART Goal standards met/exceeded - 50%
2023-2024 Smarter Balanced Assessment 4th Grade	Standards Met/Exceeded - 22%	SMART Goal standards met/exceeded - 50%
2023-2024 Smarter Balanced Assessment 5th Grade	Standards Met/Exceeded - 21%	SMART Goal standards met/exceeded - 50%
2023-2024 Smarter Balanced Assessment 6th Grade	Standards Met/Exceeded - 23%	SMART Goal standards met/exceeded - 50%

### Planned Strategies/Activities

## Strategy/Activity 1

1. Fluency practice-15 minutes each day TK, K, 1, 2 / 30 minutes per day for grades 3, 4, 5, 6
2. Teachers will differentiate the Math Facts based upon student assessments. Those students who have mastered the facts will participate in application of math fact activities in centers. Other students will work with the teacher on the Steps to Math Facts fluency.

### Students to be Served by this Strategy/Activity

All students will receive 15 to 30 minute fluency practice.

### Timeline

September 2025-March 2026

### Person(s) Responsible

Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase supplementary materials for students to practice their math facts as well as any related math materials to assist students in resolving mathematical computation problem solving.

## Strategy/Activity 2

Students will receive additional afterschool or morning intervention, as needed, in Math.

### Students to be Served by this Strategy/Activity

All students in TK-6th grade who are at risk in Math based upon SBAC and math fluency scores.

### Timeline

September 2025 through May 2026

### Person(s) Responsible

Community Liaison  
Principal  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	To ensure that all of our at promised students reach mastery in all math standards a supplemental teacher is needed to allow K-6th grade level teachers to collaborate about differentiated instruction to meet all student's individual interests, needs, and strengths.

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will work with students who are at risk in Math based upon SBAC, teacher assessments, and math fluency scores during after school or morning intervention.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

SCHOOL GOAL 3: EL students will meet annual measurable progress towards learning English.

### Basis for this Goal

What data did you use to form this goal?  
Smarter Balanced English Learner Progress

What were the findings from the analysis of this:

ELPAC DATA		SBAC EL DATA		
2022-2023	2023-2024			2022-2023
Beginning stage	-Level 1	21%	16.35%	Beginning Stage
-Level 1	67.39%	71.67%		
Somewhat developed	-Level 2	34%	29.81%	Somewhat developed
-Level 2	25.00%	21.67%		
Moderately developed	-Level 3	31%	44.23%	Moderately developed
-Level 3	6.52%	6.67%		
Well developed	-Level 4	14%	9.62%	Well developed
-Level 4	1.09%	0%		

How will the school evaluate the progress of this goal?  
The school will continue to evaluate the goal at each data reflection session as well as the end of year SBAC assessment and ELPAC assessment.

Where can a budget plan of the proposed expenditures for this goal be found?  
Title III

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Smarter Balanced English Learner Data Level 1	Beginning Stage- 16.35%	Beginning Stage - decrease number of students by 10%
Smarter Balanced English Learner Data Level 2	Somewhat Developed- 29.81%	Somewhat Developed - decrease number of students by 10%
Smarter Balanced English Learner Data Level 3	Moderately Developed- 44.23%	Moderately Developed - increase number of students by 10%
Smarter Balanced English Learner Data Level 4	Well Developed- 9.62%	Well Developed - increase number of students by 10%

### Planned Strategies/Activities

## Strategy/Activity 1

1. Teachers will provide opportunities for students to listen to and read text to increase accuracy, pacing and expression. This will increase at-risks students ability to read with automaticity.
2. Provide consistent instruction in listening, speaking, reading and writing.
3. Provide sentence frames and ample opportunities for speaking fluently in English.
4. Maintains a communication log of the parents from the Community Liaison regarding Title III interventions for EL students.

### Students to be Served by this Strategy/Activity

EL students who need fluency practice and Reading Comprehension.

### Timeline

October 2025-March 2026

### Person(s) Responsible

Principal  
Teachers in grades TK -6  
Community Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Provide supplemental materials to support all of our struggling ELL's students who participate in the fluency reading practice during center time. Also, provide communication to parents regarding the books available
<b>Amount</b>	1358.00
<b>Source</b>	Title III
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Leveled books and supplemental materials for teachers to provide EL students additional support in listening, reading, writing, speaking and fluency.

## Strategy/Activity 2

Intervention

### Students to be Served by this Strategy/Activity

Identified EL students Smarter Balanced and ELPAC.

### Timeline

September 2025-May 2026

### Person(s) Responsible

Teachers in grades TK-6

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide Intervention for students who have not met or nearly met the standard.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

SCHOOL GOAL: Community Liaison will build capacity for parents in the areas of parent education, student education and school/community partnerships.

### Basis for this Goal

Parents request assistance with parent education opportunities for English classes,  
Parents request assistance with student education interventions.  
Teachers request assistance with books and supplies that are necessary for intervention or small groups supports and parents education.

### Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
1. Parent surveys 2. Parent-sign-in sheets	1. 2025-2026 surveys 2. 2025-2026 parent participation sign-in sheets	1. Seventy-five percent of parent surveys demonstrate understanding of Title 1 School Plan and know where to find it on the website. 2. Increase parent participation by 5% throughout the school year. 3. Feedback will demonstrate community liaison plays an important role in parent and family engagement and positive school culture.

### Planned Strategies/Activities

#### Strategy/Activity 1

Community Liaison supports and assists in the facilitation of parent meetings that clearly identify and explain the Title 1 programs for adults and students. The programs they will support and facilitate are in-school and after school interventions and tutorials, parent education classes for adult English language development, and parent workshops that focus on the impact of reading fluency on building comprehension.

#### Students to be Served by this Strategy/Activity

Student groups who will benefit are those students who are not meeting standards (i.e. ALL and EL Students).  
Parents (SSC, Title 1 parent education workshops)

#### Timeline

August 2025 - 2026

#### Person(s) Responsible

Principal  
Community Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6339
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Parent Education Opportunities: 1) CAFE 2) English Classes

### Strategy/Activity 2

Parent Education classes from LUSD Adult School

### Students to be Served by this Strategy/Activity

Parents of all students

### Timeline

September 2025 - June 2026

### Person(s) Responsible

Principal;  
SSC (approve budget)  
Community Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parents are provided English classes each Tuesday and Thursday from 12:30 - 2:30 by the Adult School in Lynwood Unified School District at Lincoln Elementary School

### Strategy/Activity 3

Parents of English Learners attend the California Association of Bilingual Education (CABE) conference

### Students to be Served by this Strategy/Activity

N/A

### Timeline

TBD in the 2025-2026 school year.

### Person(s) Responsible

Principal  
ELAC

SSC (for approval of expenditures)  
Secretary

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4517
<b>Source</b>	Title III
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parents and teachers attend the CAFE conference to learn about current trends in bi-lingual education.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	111214.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	111,214.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	105339.00	0.00
Title III	5875.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	105,339.00
Title III	5,875.00

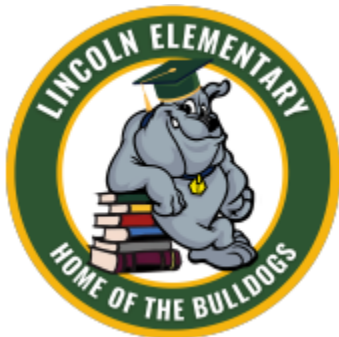
## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,000.00
2000-2999: Classified Personnel Salaries	11,339.00
4000-4999: Books And Supplies	36,358.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,517.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	39,000.00
2000-2999: Classified Personnel Salaries	Title I	11,339.00
4000-4999: Books And Supplies	Title I	35,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
4000-4999: Books And Supplies	Title III	1,358.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,517.00

# Lincoln Elementary School Parent and Family Engagement Policy



## Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Lincoln Elementary School:

**(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])**

Lincoln Elementary School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program.

**(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])**

Lincoln Elementary School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide in

**(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan.(20 U.S.C. Section 6318[c][3])**

The Parent and Family Engagement Policy will continue to be reviewed annually by Lincoln Elementary School Schoolsite Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Lincoln Elementary School Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

**(d) Provide parents of participating children with the following**

**i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])**

Lincoln Elementary School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center, family meetings/events, School site Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, etc.

**ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])**

The curriculum used at Lincoln Elementary School is Journey's(supplemented with Orton Gillingham) Go Math(supplemented with SWUN Math).

Lincoln Elementary School will continue to provide fall and spring Parent-Teacher Conferences as an opportunity to share information to families on student progress and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance.

**iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])**

Lincoln Elementary School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences in both the fall and spring, as well as, informal requests made for meetings, as needed.

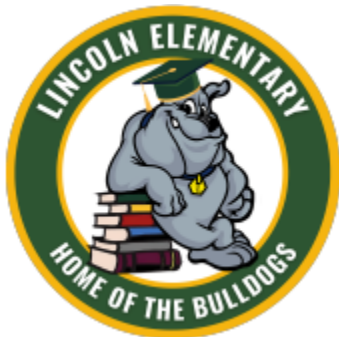
**(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])**

Lincoln Elementary School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Lincoln Elementary School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on 2/19/2025.

# Lincoln Elementary School Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Primaria Lincoln:

**(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])**

La Escuela Primaria Lincoln continuará programando una reunión anual de Título I en otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A.

**(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])**

La Escuela Primaria Lincoln continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

**(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])**

La Política de Involucramiento de Padres y Familias continuará siendo revisada anualmente por el Consejo Directivo Escolar (SSC) y el Comité Asesor de Padres de Aprendices de Inglés (ELAC) de la Escuela Primaria Lincoln. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Primaria Lincoln continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

**(d) Proporcionar a los padres de los niños participantes lo siguiente:**

**i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])**

Escuela Primaria Lincoln continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo Directivo Escolar (SSC), Comité Asesor de Padres de Aprendices de Inglés (ELAC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, etc.

**ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])**

El plan de estudios utilizado en la Escuela Primaria Lincoln es Journey's (complementado con Orton Gillingham) y Go Math (complementado con SWUN Math).La Escuela Primaria Lincoln continuará brindando conferencias de padres y maestros de otoño y primavera como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado y la presentación de informes de datos para evaluaciones académicas estatales y locales, e intervenciones disponibles para estudiantes que necesitan ayuda.

**iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])**

La Escuela Primaria Lincoln continuará brindando oportunidades a las familias para reunirse con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias formales de padres y maestros programadas tanto en el otoño como en la primavera, así como solicitudes informales de reuniones, según sea necesario.

**(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])**

La Escuela Primaria Lincoln continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan Escolar del Rendimiento Estudiantil (SPSA) de la [Insertar nombre de la escuela].

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al Distrito USD de Lynwood.

Revisado y aprobado Por SSC el 19/02/2025.

# Lynwood District Parent and Family Engagement Policy



## Title I Part A Parent and Family Engagement Policy

### What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

### LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



#### 1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

**2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?**

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

**3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?**

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

**4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?**

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

**5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?**

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

**6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?**

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

**7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):**

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

**8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?**

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

**9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?**

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

**10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?**

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

**11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?**

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

**12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?**

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

**13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??**

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

**14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?**

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

**15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?**

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

**16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?**

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

**17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?**

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

**18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?**

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

**19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?**

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

**20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?**

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

# Lynwood District Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento del Padre y Familia del Título I Parte A

### ¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

### La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



#### 1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

**2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?**

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

**3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?**

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

**4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?**

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

**5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?**

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

**6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?**

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

**7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [ i]):**

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

**8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [iii])?**

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

**9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?**

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

**10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?**

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

**11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?**

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

**12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?**

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

**13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?**

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

**14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?**

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

**15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?**

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

**16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?**

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

**17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?**

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

**18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?**

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

**19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?**

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

**20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?**

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
George Guerrero	Principal
Jeanne Winslow	Classroom Teacher
Veronica Villegas	Classroom Teacher
Cynthia Aldana	Classroom Teacher
Janny Duran	Other School Staff Parent or Community Member
Norma Ramirez	Parent or Community Member
Laura Duenas	Parent or Community Member
Gianna Sandoval	Parent or Community Member
Joana Rodriguez Pelayo	Parent or Community Member
Sonia Gutierrez	Other School Staff

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

# Recommendations and Assurances

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

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

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

The SSC has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

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

### Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on February 28, 2025.

Attested:



Principal, George Guerrero on 02/19/25



SSC Chairperson, Sonia Gutierrez on 02/19/25

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program