Comprehensive School Safety Plan

2024-2025
School Year

School:	Abraham Lincoln School
CDS Code:	19648736021430
District:	Paramount Unified
Address:	15324 California Ave
	Paramount CA 90723-4378
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Approved by:

Name	Title	Signature	Date
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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

Safety Plan Vision

Abraham Lincoln Elementary School uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Lincoln's CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Lincoln's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Abraham Lincoln School Safety Committee

Assessment of School Safety

A review of Lincoln Elementary School indicates that the students, parents, and staff of Lincoln are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Lincoln has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Lincoln performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Lincoln participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Lincoln works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Lincoln utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

Employees are required to complete mandated training annually. Training modules include:
California Mandated Reporter: Child Abuse and Neglect
Students experiencing Homelessness: Awareness and Understanding
Workplace Violence: Awareness and Prevention
Youth Suicide: Awareness, Prevention and Postvention
Bullying and CyberBullying: Recognition and Response
Diversity for Employees
Opioid Overdose Response Awareness
Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Abraham Lincoln Elementary School:

Students in the SARB Process:
2023-2024 school year   2
2022-2023 school year 0

Percentage of Chronically Absent Students:
2023-2024 school year 23%
2022-2023 school year 35%

Suspension Percentage:
2023-2024 school year 0.74%
2022-2023 school year 0.33%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, "reasonable suspicion" does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9,11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288) Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166) Reporting Procedures 1.   Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 2.   Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: https://mandreptla.org/cars.web/ (BCI 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a.   The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter. b.   The child's name and address, present location, and, where applicable, school, grade, and class c.   The names, addresses, and telephone numbers of the child's parents/guardians d.   The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child. e.   The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167) 3.   Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691) Victim Interviews by Social Services Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal

Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) 1.   The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible. 2. The selected person shall not participate in the interview. 3.   The selected person shall not discuss the facts or circumstances of the case with the child. 4.   The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3) Release of Child to Peace Officer When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures
All PUSD employees are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.
PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoes in 2021, with 66% of those deaths related to syntetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)

Signs of an Opioid Overdose

Know the Signs

Not Responding
Slow or Not Breathing
Making Sounds

Blue Lips & Nails
Cold or Clammy Skin
Tiny Pupils

What Drugs Does Naloxone (NARCAN) Reverse?

Effective:
- Heroin
- Morphine
- Dilaudid
- Oxycodone
- Fentanyl
- Codeine
- Methadone

Ineffective:
- Alcohol
- Valium
- Ativan
- Xanax
- Ambien
- Antidepressants
- Marijuana
- Other medications

How to Administer Naloxone (NARCAN)

Each nasal spray device is **SINGLE DOSE**. A **SECOND DOSE** can be given in **OPPOSITE** nostril with **A NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911

(E) Sexual Harassment Policies (EC 212.6 [b])
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:
1.Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2.Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3.Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4.Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:
1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.
The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.
The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.
Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

Boys
Girls
White or light blue shirt, long or short sleeves, with a collar
White blouse, long or short sleeves, with a collar
Spirit wear shirts

Navy blue pants or shorts
Navy blue jumper, skirt, skort, shorts, culottes, or pants
Appropriate shoes
Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath
Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

Abraham Lincoln School

The Governing Board is fully committed to maximizing school safety and creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support for all students (Safe & Civil Schools).

Students are given blue slips to notifiy parents of minor issues in class or during recess and lunch.

Student Referrals are made for incidents outlined as level 1and 2 and are addressed by the teacher

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

H. Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School SIte Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Incident Command Team Responsibilities

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Lincoln Elementary School's (Lincoln) Emergency Plan provides faculty, staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates the responsibilities of all Lincoln employees and is organized according to the Standardized Emergency Management System (SEMS). Lincoln personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.
The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Lincoln employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Lincoln is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

Lincoln employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Lincoln will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use LINCOLN as a community shelter. Lincoln will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency water, supplies, and equipment is located on campus in the C-Bins. Contents are inventoried and replenished as necessary by the Safety and Security Department and the School Safety Committee.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasizes their physical and psychological well-being.

Parents will be informed of the Lincoln Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of the emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:
Lincoln will communicate with the district by phone, email, and short-wave radio. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Lincoln may also contact the City of Paramount.

Lincoln Internal Communications Protocol:

Lincoln will utilize a variety of communication sources, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.
All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.
The District works collaboratively with local fire, police, sheriff, EMS, and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Adaptations for Students with Disabilities
During an evacuation, support staff members (SPED Support Service Providers, Speech, BIS, etc.) at Abraham Lincoln School will IMMEDIATELY report to rooms 7 and 8 and assist classroom teachers in escorting students to the command center in the designated evacuation area on the field. Students who need close supervision are walked in groups or have hands held by a support staff member to supervise where they are going. Support Services will stay with their students and severely handicapped aides will assist as needed.

All the students' IEP plans identify their unique needs and any appropriate accommodations that may be needed during these instances. Any educational partner, including students, may bring concerns to the site principal if they believe that an individual's access to appropriate disaster safety procedures is not sufficiently accommodated.

Public Agency Use of School Buildings for Emergency Shelters
In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters
DURING INSTRUCTIONAL TIME
Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat…"

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck and cover and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME
1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck, cover, and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.

4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."
6. DO NOT OPEN YOUR DOOR FOR ANYONE.
7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT
8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	

Instructional Continuity Plan
Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable.   Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare.   ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Safety routes (ingress and egress):

Lincoln has multiple access points to the campus: Gate 1-California, Gate 2- Jefferson, Gate 3- SPED Taxis Only, and Gate 4-drive-up Orizaba.
Ingress: M-F Gates 2 & 3 7:30 am- 8:12 am; Gates 1 & 4 7:45-8:15 am.
Egress: M, T, W, F Gates 1-4 2:23 pm -2:50 pm; Th Gates 1-4 1:10-1:30 pm.

Students can easily and safely enter campus through 3 entrances on Jefferson, California, and Orizaba.

Procedure for Visitor Check-In: Through the main office. Raptor is used to check IDs and print badges if visitors are not district employees.

Signs are posted at all entrances across the campus indicating all visitors must report to the main office. All visitors must check in at the main office and get a visitor's badge using the RAPTOR check-in system.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Attendance Improvement

Element:
37.3% Yellow status CA School Dashboard Fall 2023; Chronic absenteeism

Opportunity for Improvement:
Decrease chronic absenteeism by 10%

Objectives	Action Steps	Resources	Lead Person	Evaluation

Chronic Absenteeism (Grades TK-5): • Current Status: Chronic absenteeism is at 37.3%, with a "Yellow" status, indicating that a significant portion of students are frequently absent. This rate is relatively high and can have a direct, negative impact on student learning and engagement. • Need for Improvement: Addressing chronic absenteeism required targeted interventions. Implementing an early warning system to identify at-risk students and provide support such as counseling, or home visits to	Provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance. Implement enhanced behavior management training for staff with funds to establish positive reinforcement systems through programs like PlayWorks, and ensure clear communication of behavioral expectations between school and home. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, and data-driven decision-making to identify trends, and provide access to resources including mental health. Provide funding for supplies, materials, and resources that support students learning to demonstrate empathy toward others' feelings and circumstances while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and events to recognize students who show resilience, perseverance, and grit, in overcoming challenges and refusing to be limited by their circumstances. Support staff will create presentations for parents on the importance of regular			
			Principal, counselor,	Evaluation will be based on:

Component:
Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Improvement of Suspension Rate

Element:
0.3%
Blue status
CA School Dashboard Fall 2023 Suspension Rate

Opportunity for Improvement:
Decrease suspension rate to 0.2%

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Suspension Rate Indicator (Grades TK-5): • Current Status: The suspension rate is very low at 0.3%, with a "Blue" status, which indicates positive behavior and a well-maintained school environment. This low suspension rate suggests that the school has effective behavior management practices in place. • Need for Improvement: While this metric is strong, the school supported positive behavior interventions and provided small group counseling and Hazel Health for short-term virtual support to address counseling needs.	Hold assemblies and events that promote a culture of safety and healthy, social-emotional, well-being of students, including, but not limited to, Safe and Civil strategies, Anti-bullying, and the importance of daily attendance. Implement enhanced behavior management training for staff with funds to establish positive reinforcement systems through programs like PlayWorks, and ensure clear communication of behavioral expectations between school and home. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, and data-driven decision-making to identify trends, and provide access to resources including mental health. Provide funding for supplies, materials, and resources that support students learning to demonstrate empathy toward others' feelings and circumstances while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and events to recognize students who show resilience, perseverance, and grit, in overcoming challenges and refusing to be limited by their circumstances.	Title 1	Principal, Social Worker, Counselor, teachers, Campus Safety Aides, support staff.	Evaluation will be based on: Student, parent, and teacher surveys after assemblies and events, throughout the year. Staff training sign-in and agendas. Track parent attendance and events. Track purchases of empathy-focused materials to ensure alignment with Lincoln PRIDE values and teach empathy, promote diversity, and recognize student resilience. Record the number of workshops using the new materials and collect feedback through student surveys that also gather data on student impact. Document student resilience and analyze trends in recognition. Reflections from students on empathy and inclusivity, assessing shifts in school culture.

Abraham Lincoln School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

![Abraham Lincoln Elementary School logo — Lion Pride]
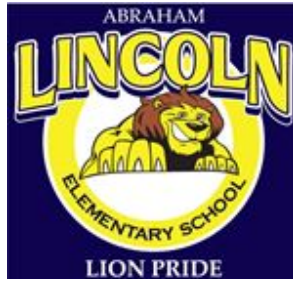
General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Abraham Lincoln School
Street	15324 California Ave
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8036
Principal	Anastasia Ferrarer-Bias
Email Address	aferrarer-bias@paramount.k12.ca.us
School Website	https://lincoln.pusdschools.net
Grade Span	K-5
County-District-School (CDS) Code	19648736021430

2024-25 District Contact Information

District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement

Abraham Lincoln Elementary School is one of ten K-5 elementary schools in the Paramount Unified School District. Lincoln was established in 1888 and is the oldest school in the district. Several generations have attended Lincoln and many families continue to support its rich heritage. The staff continues to set high standards for all students and strives to meet each student's unique needs.

Abraham Lincoln School is a Title I school, as determined by the percentage of students that receive free or reduced lunch. The student population includes students enrolled in transitional kindergarten (TK) through fifth grade and is made up of a total

2024-25 School Description and Mission Statement

of approximately 500 students. The demographic information is as follows: a) 92% Hispanic/Latino, b) 4 %Black/African American, c) 1% White, and d) 3% other. Of the total population, 27% of students are designated as English Learners, and 12% receive Special Education services.

The staff at Abraham Lincoln work diligently to provide a well-rounded education for students, including developing leadership skills through opportunities to be PlayWorks Junior Coaches and social-emotional skills that support a positive school culture. Students are recognized for academic achievements, such as the "Million Words Club," Montlty Accelerated Reading Goals, i-Ready goals, monthly PRIDE awards, and recognition assemblies for end-of-year academic achievement and improvement.

Parent involvement is always encouraged through participation in a Read and Literacy Night, STEAM night, Family Math Festival, Trunk-or-Treat, holiday program, coffee with the principal, parent meetings, and training with support staff and the counseling team. In addition, parents can have their ideas and voices heard by serving on our English Learner Advisory Committee (ELAC) and the School Site Council (SSC).

At Abraham Lincoln School, we are committed to the principle that all students will learn. Our mission is to provide a positive learning environment that enhances every student's opportunity to succeed and be college and career-ready. A balanced educational program that recognizes the need for growth in academics, social-emotional, physical, and technological skills is implemented.

Our school motto, Lincoln Lions Love Learning summarizes our focus, purpose, and commitment to Lincoln students. We are committed to each student's success and strive continually to learn and grow as a Professional Learning Community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	70
Grade 2	70
Grade 3	79
Grade 4	96
Grade 5	94
Total Enrollment	509

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	4.1
Filipino	0.2
Hispanic or Latino	92.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	0.6
White	1.2
English Learners	27.3
Homeless	2.6
Socioeconomically Disadvantaged	92.9
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	92.56	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.04	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	2.00	7.40	55.50	8.69	18854.30	6.86
Total Teaching Positions	27.00	100.00	639.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	89.25	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.57	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.04	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	2.00	7.14	47.20	7.20	15831.90	5.67
Total Teaching Positions	28.00	100.00	656.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	95.88	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.04	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.08	37.50	6.10	14303.80	5.15
Total Teaching Positions	24.50	100.00	616.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Frog Street Press) Grade TK-K Frog Street Pre-K English Teacher's Edition Set / 2023 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Grade K Kinder Wonder Reading Writing Workshop: Unit 1-10 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016	Yes	0%

Mathematics	(McGraw Hill) Grade K My Math Grade K Vol 1-2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol 1-2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol 1-2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol 1-2 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 Vol 1-2 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 Vol 1-2 / 2014	Yes	0%
Science	(Twig Science) Grade K Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 1st Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 2nd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 3rd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 4th Grade Student TwigBook: Module 1-5 / 2020 (Twig Science) Grade 5 5th Grade Student Twigbook: Module 1-4 / 2020	Yes	0%
History-Social Science	(Savvas) Grade K CA myWorld Interactive Worktext K / 2022 (Savvas) Grade 1 CA myWorld Interactive Worktext 1 / 2022 (Savvas) Grade 2 CA myWorld Interactive Worktext 2 / 2022 (Savvas) Grade 3 CA myWorld Interactive Worktext 3 / 2022 (Savvas) Grade 4 CA myWorld Interactive Worktext 4 / 2022 (Savvas) Grade 5 CA myWorld Interactive Worktext 5 / 2022	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility is in very good condition

Year and month of the most recent FIT report	October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filters in all HVAC-Finished
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	40	39	40	46	47
Mathematics (grades 3-8 and 11)	38	39	21	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	257	98.47	1.53	40.08
Female	137	135	98.54	1.46	43.70
Male	124	122	98.39	1.61	36.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	238	234	98.32	1.68	39.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	69	94.52	5.48	15.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	240	98.36	1.64	37.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	12.20

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	261	259	99.23	0.77	39.38
Female	137	137	100.00	0.00	35.77
Male	124	122	98.39	1.61	43.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	238	236	99.16	0.84	38.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	71	97.26	2.74	22.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	242	99.18	0.82	37.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	17.07

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.36	21.59	17.61	17.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	91	98.91	1.09	21.98
Female	50	50	100.00	0.00	24.00
Male	42	41	97.62	2.38	19.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	21.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	22	95.65	4.35	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	85	98.84	1.16	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Lincoln, our parents are encouraged to be involved in their child's education. Our first annual school event for parents is Back to School Night and our Title I Parent Meeting and all parents are invited to attend. Teachers meet with parents about student progress during Parent Conference Week, and throughout the school year by parent request, to support their child's learning experiences. We also hold parent meetings through our Mutli-Tiered System of Supports to inform parents about student progress through interventions provided during the school day. In the spring, parents are invited to attend our annual Open House to view classroom projects and to take pride in their child's learning and academic accomplishments.

Parents may become actively involved in our school in a variety of ways. They can join our Parent Teacher Association (PTA) where parents may serve as members or elected officers. Our Lincoln PTA hosts activities with parental involvement such as Tunk-or-Treat in the fall, the sales of school spirit t-shirts and sweatshirts, our Lincoln Lion Store, where students can spend their well-earned school incentive "Lincoln Dollars", and our annual Family Read Night. Lincoln's parents can also support the PTA by working at events the PTA is selling items as a fundraiser for the school.

Lincoln's School Site Council (SSC) and English Language Advisory Committee (ELAC) are additional ways parents can be involved at Lincoln. They can serve as either a member or in an elected position. Parents nominate parents and vote to elect the members of the School Site Council and ELAC committees. A representative from Lincoln's ELAC attends the District English Language Advisory Committee (DELAC) meetings. SSC and ELAC are parent advisory groups that allow parents to have an opportunity to give feedback and input for the School Plan for Student Achievement and ensure our school plan maintains compliance with Title I and categorically funded school programs.

Several times each year, Lincoln School hosts different family events to encourage parent involvement including a family Read Night, Family Math Festival, STEM Night, academic parent training, presentations about the importance of attendance, and social-emotional wellness presentations featuring Lincoln teachers and staff as facilitators. Lincoln families are encouraged to attend these evenings to support student growth and development in literacy, English Language Development, mathematics, science, consistent positive student attendance, and social-emotional wellness. Incentives such as free dress passes and Lincoln Dollars are distributed to families who attend to encourage participation. Lincoln families are invited to attend our Holiday and Spring Music Program for Tk-5th grades, monthly PRIDE recognition, Coffee with the Principal, and end-of-year awards assemblies. Parents are informed of school events through our school website, Instagram, ParentSquare, and flyers

sent home with students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	528	123	23.3
Female	262	259	59	22.8
Male	276	269	64	23.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	24	24	6	25.0
Filipino	--	--	--	--
Hispanic or Latino	494	485	115	23.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	153	150	27	18.0
Foster Youth	--	--	--	--
Homeless	22	21	10	47.6
Socioeconomically Disadvantaged	501	492	118	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	82	30	36.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24	
0.94	0.33	0.37	1.86	3.39	2.92	3.17	3.6	3.28	

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24	
0	0	0	0.04	0.04	0	0.07	0.08	0.07	

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	0.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Lincoln School Safety Plan is reviewed and approved each year by our elected School Site Council and then the School Board by February. The School Safety Plan thoroughly outlines procedures designed to meet the needs of various school emergencies. The School Safety Plan includes an updated school map that identifies all classrooms by grade level and

2024-25 School Safety Plan

teacher, locations of major utilities and shut-off valves, and entrance and exit gates.

The Emergency Procedure Handbook is revised and approved by the School Safety Committee in the first two months of each new school year. At the beginning of each school year, staff members receive an updated Emergency Procedure Handbook and a restocked red emergency bag of supplies and materials. The Emergency Procedure Handbook is designed to provide all staff with the necessary information for school-wide procedures to effectively and safely navigate an emergency. Key elements of the handbook include a description of the Search and Rescue protocol, lists and duties of school emergency teams, and procedures that ensure the safety of both children and adults. In addition, teachers receive a printed copy of their class lists and labels for each student to use during an emergency. Regularly scheduled lockdown, emergency, and disaster drills for earthquake and fire preparedness are conducted throughout the school year. Staff participates in training for new procedures and expectations in the fall.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	3	
1	25		3	
2	20	3	1	
3	21	2	2	
4	27		4	1
5	25	1	3	1
Other	16	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	20	1	3	
2	19	4		
3	22		4	
4	30		3	
5	30		4	
Other	11	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	21	1	2	
2	23		3	
3	25		3	
4	29		3	
5	30		3	
Other	13	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	509

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9658.42	438.26	9,220.16	102,155.32
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-43.9	-21.5
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-15.5	4.4

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Title II - A federal program designed to ensure teacher and principal quality.
Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.
Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra

Fiscal Year 2023-24 Types of Services Funded

funding for students with greater challenges.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$67,485	$59,551
Mid-Range Teacher Salary	$97,077	$93,855
Highest Teacher Salary	$127,968	$120,219
Average Principal Salary (Elementary)	$168,593	$151,525
Average Principal Salary (Middle)	$172,610	$158,215
Average Principal Salary (High)	$187,581	$171,087
Superintendent Salary	$334,586	$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

Escuela Abraham Lincoln
Informe de Responsabilidad Escolar para 2023-2024
(Publicado Durante el Ciclo Escolar 2024-2025)
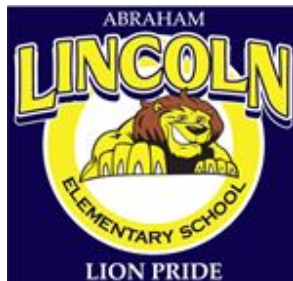
Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/

- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/

- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en https://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (Dashboard) Escolar de California

La Interfaz (Dashboard) Escolar de California https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (Dashboard) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/.
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/.

Información de Contacto Escolar para 2024-25

Nombre de la Escuela	Escuela Abraham Lincoln
Dirección	15324 California Ave
Ciudad, Estado, Código Postal	Paramount CA 90723-4378
Número Telefónico	(562) 602-8036
Director/a	Anastasia Ferrarer-Bias
Dirección de Correo Electrónico	aferrarer-bias@paramount.k12.ca.us
Sitio Web Escolar	https://lincoln.pusdschools.net
Niveles de Grado	K-5
Código del Condado-Distrito-Escuela (CDS)	19648736021430

Información de Contacto Distrital para 2024-25

Nombre del Distrito	Distrito Escolar Unificado de Paramount
Número Telefónico	(562) 602-6000
Superintendente	Dr. Joshua Lightle

Dirección de Correo Electrónico	JLightle@paramount.k12.ca.us
Dirección del Sitio Web Distrital	www.paramount.k12.ca.us

Descripción Escolar y Declaración de la Misión para 2024-25

La Escuela Primaria Abraham Lincoln es una de las diez escuelas primarias K-5º del Distrito Escolar Unificado de Paramount. Lincoln fue establecida en 1888 y es la escuela más antigua en el distrito. Varias generaciones han asistido a la escuela Lincoln y muchas familias continúan apoyando su rica herencia. El personal escolar continúa estableciendo altos estándares para todos los alumnos y se esfuerza por atender las necesidades únicas de cada alumno.

La Escuela Abraham Lincoln es una escuela de Título I, según se determina por el porcentaje de alumnos que reciben almuerzo gratis o a precio reducido. La población estudiantil incluye a los alumnos inscritos desde kínder de transición (TK, por sus siglas en inglés) hasta quinto grado y está compuesta por un total de, aproximadamente, 500 alumnos. La información de perfil demográfico es la siguiente: a) 92% hispanos/latinos, b) 4% afroamericanos, c) 1% caucásicos y d) 3% otros. De la población total, el 27% de alumnos están designados como estudiantes de inglés, y 12% reciben servicios de educación especial.

El personal de Abraham Lincoln trabaja con dedicación para brindar una educación integral a los alumnos, que incluye el desarrollo de las habilidades de liderazgo a través de oportunidades para convertirse en entrenadores "junior" de PlayWorks y las habilidades socioemocionales que respaldan una cultura escolar positiva. Los alumnos son reconocidos por sus logros académicos, como el "Million Words Club" (Club del millón de palabras), las metas mensuales de lectura del programa "Accelerated Reader" (Lector Acelerado), las metas de i-Ready, los premios PRIDE mensuales y las asambleas de reconocimiento por los logros y las mejoras académicas de fin de año.

Siempre se fomenta la participación de los padres a través de la participación en eventos, como, por ejemplo, la Noche de Lectura y Lectoescritura, la Noche de STEAM, el Festival de Matemáticas en Familia, "Trunk-or-Treat", el programa de días festivos, "Coffee with the Principal" (Café con el Director), las reuniones de padres y la capacitación con el personal auxiliar y el equipo de asesoramiento. Además, los padres pueden hacer oír sus ideas y opiniones al desempeñarse en nuestro Comité Asesor para Estudiantes del Inglés (ELAC, por sus siglas en inglés) y en el Consejo de Sitio Escolar (SSC, por sus siglas en inglés).

En la Escuela Abraham Lincoln estamos comprometidos con el principio de que todos los alumnos aprenderán. Nuestra misión es ofrecer un ambiente de aprendizaje positivo que mejore la oportunidad de cada alumnos de tener éxito y que tengan preparación universitaria y vocacional. Se implementa un programa educativo equilibrado que reconoce la necesidad de desarrollo de las habilidades académicas, socioemocionales, físicas y tecnológicas.

El lema de nuestra escuela, "Lincoln Lions Love Learning" ("En Lincoln nos gusta aprender"), resume nuestro enfoque, propósito y compromiso con nuestros alumnos. Estamos comprometidos con el éxito de cada alumno y nos esforzamos continuamente para aprender y crecer como una Comunidad de Aprendizaje Profesional.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
Kínder	100
1° Grado	70
2° Grado	70
3° Grado	79
4° Grado	96
5° Grado	94
Inscripción Total	509

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	48.9
Masculino	51.1
Nativo Americano o Nativo de Alaska	0.2
Asiático	0.4
Afroamericano	4.1
Filipino	0.2
Hispano o Latino	92.1
Nativo de Hawái o Isleño del Pacífico	1.2
Dos o Más Orígenes Étnicos	0.6
Blanco	1.2
Estudiantes del Inglés	27.3
Indigentes	2.6
De Escasos Recursos Económicos	92.9
Alumnos con Discapacidades	12

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	25.00	92.56	548.70	85.85	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.30	0.37	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.00	0.00	18.00	2.83	11216.70	4.08
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.04	14.30	2.25	12115.80	4.41
Desconocido/Incompleto/NA	2.00	7.40	55.50	8.69	18854.30	6.86
Cantidad Total de Cargos Docentes	27.00	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	25.00	89.25	571.00	87.04	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.00	0.31	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	1.00	3.57	19.90	3.04	12001.50	4.30
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.04	15.80	2.41	11953.10	4.28
Desconocido/Incompleto/NA	2.00	7.14	47.20	7.20	15831.90	5.67
Cantidad Total de Cargos Docentes	28.00	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	23.50	95.88	542.80	88.08	231142.40	100.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.90	0.48	5566.40	2.00
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.00	0.00	15.30	2.50	14938.30	5.38
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.04	17.50	2.84	11746.90	4.23
Desconocido/Incompleto/NA	1.00	4.08	37.50	6.10	14303.80	5.15
Cantidad Total de Cargos Docentes	24.50	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos "*ineffective*" bajo ESSA)

Autorización/Asignació	2020-21	2021-22	2022-23
Permisos y Exenciones	0.00	0.00	0
Asignaciones	0.00	1.00	0
Puestos con Vacante	0.00	0.00	0
Cantidad Total de	0.00	1.00	0

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama "*out-of-field*" bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0
Opciones de Asignación Local	0.00	0.00	0
Cantidad Total de Maestros No En Su Rama	0.00	0.00	0

Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	0.00	3.5	0
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del "Local Control and Accountability Plan" (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los cuatro informes trimestrales sobre quejas uniformes para 2023-2024 desde el siguiente enlace del sitio web:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Año y mes en los cuales se recopilaron los datos	Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto

		más reciente?	
Lectura/Artes Lingüísticas	(Frog Street Press) kínder de transición (TK, por sus siglas en inglés) - kínder grado Frog Street Pre-K Colección English Teacher's / 2023 (McGraw Hill) kínder grado Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) kínder grado Kinder Wonder Reading Writing Workshop: Unidad 1-10 / 2016 (McGraw Hill) 1° grado 1st Gr Wonders Reading Writing Workshop: Unidad 1-4 / 2016 (McGraw Hill) 1° grado 1st Gr Wonders Literature Anthology: Unidad 1-4 / 2016 (McGraw Hill) 2° grado 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 2° grado 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 3° grado 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 3° grado 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 4° grado 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 4° grado 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) 5° grado 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 5° grado 5th Gr Wonders Literature Anthology / 2016	Sí	0%
Matemáticas	(McGraw Hill) kínder grado My Math kínder grado Volumen 1-2 / 2014 (McGraw Hill) 1° grado My Math 1° grado Volumen 1-2 / 2014 (McGraw Hill) 2° grado My Math 2° grado Volumen 1-2 / 2014 (McGraw Hill) 3° grado My Math 3° grado Volumen 1-2 / 2014 (McGraw Hill) 4° grado My Math 4° grado Volumen 1-2 / 2014 (McGraw Hill) 5° grado My Math 5° grado Volumen 1-2 / 2014	Sí	0%
Ciencias	(Twig Science) kínder grado alumno de kínder TwigBook: Módulo 1-4 / 2020 (Twig Science) 1.° grado alumno de 1° grado TwigBook: Módulo 1-4 / 2020 (Twig Science) 2.° grado alumno de 2° grado TwigBook: Módulo 1-4 / 2020 (Twig Science) 3.° grado alumno de 3° grado TwigBook: Módulo 1-4 / 2020 (Twig Science) 4.° grado alumno de 4° grado TwigBook: Módulo 1-5 / 2020 (Twig Science) 5.° grado alumno de 5° grado Twigbook: Módulo 1-4 / 2020	Sí	0%
Historia-Ciencias Sociales	(Savvas) kínder grado CA myWorld Interactive cuaderno de trabajo de kínder / 2022 (Savvas) 1.° grado CA myWorld Interactive cuaderno de trabajo de 1.° / 2022 (Savvas) 2.° grado CA myWorld Interactive cuaderno de trabajo de 2.° / 2022 (Savvas) 3.° grado CA myWorld Interactive cuaderno de trabajo de 3.° / 2022	Sí	0%

	(Savvas) 4.° grado CA myWorld Interactive cuaderno de trabajo de 4.° / 2022 (Savvas) 5.° grado CA myWorld Interactive cuaderno de trabajo de 5.° / 2022		

Condiciones de Instalación Escolar y Mejoradas Planeadas

La instalación escolar está en muy buen estado.

Año y mes del más reciente informe FIT	Octubre del 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro de Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)-REALIZADO
Interior: Superficies Interiores	X			
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

B. Resultados Estudiantiles	**Prioridad Estatal: Rendimiento Estudiantil**
	El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal
(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional
El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado)	46	40	39	40	46	47
Matemáticas (3º-8º y 11º grado)	38	39	21	22	34	35

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	261	257	98.47	1.53	40.08
Femeninas	137	135	98.54	1.46	43.70
Masculinos	124	122	98.39	1.61	36.07
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	--	--	--	--	--

Afroamericano	15	15	100.00	0.00	20.00
Filipinos	--	--	--	--	--
Hispanos o Latinos	238	234	98.32	1.68	39.32
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	73	69	94.52	5.48	15.94
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	244	240	98.36	1.64	37.92
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	43	41	95.35	4.65	12.20

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	261	259	99.23	0.77	39.38

Femeninas	137	137	100.00	0.00	35.77
Masculinos	124	122	98.39	1.61	43.44
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	--	--	--	--	--
Afroamericanos	15	15	100.00	0.00	20.00
Filipinos	--	--	--	--	--
Hispanos o Latinos	238	236	99.16	0.84	38.98
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	73	71	97.26	2.74	22.54
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	244	242	99.18	0.82	37.19
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	43	41	95.35	4.65	17.07

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5º y 8º grado y escuela preparatoria)	31.36	21.59	17.61	17.78	30.29	30.73

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	92	91	98.91	1.09	21.98
Femeninas	50	50	100.00	0.00	24.00
Masculinos	42	41	97.62	2.38	19.51
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericano	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	86	85	98.84	1.16	21.18
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	0	0	0	0	0
Blancos	0	0	0	0	0
Estudiantes del Inglés	23	22	95.65	4.35	4.55
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	86	85	98.84	1.16	20.00
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	12	11	91.67	8.33	18.18

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5º Grado	100%	100%	100%	100%	100%

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2024-25

En Lincoln, se motiva a los padres para que participen en la educación de sus hijos. Nuestro primer evento escolar anual para padres es la Noche de Regreso a Clases y la reunión de padres del Título I y todos los padres están invitados a asistir. Los maestros se reúnen con los padres sobre el progreso durante la Semana de Conferencias para padres y a lo largo del ciclo escolar a pedido de los padres, para apoyar las experiencias de aprendizaje de sus hijos. También, organizamos reuniones para padres, a través de nuestro Sistema de Apoyo de Múltiples Niveles, para informarles sobre el progreso estudiantil a través de intervenciones proporcionadas durante el día escolar. En la primavera, se invita a los padres a asistir a nuestra Visita Escolar anual para ver y conocer los proyectos que se hacen en los salones de clases y sentirse orgullosos del aprendizaje y los logros académicos de sus hijos.

Los padres pueden participar activamente en nuestra escuela de diversas maneras. Pueden unirse a nuestra nuestra Asociación de Padres y Maestros (PTA, por sus siglas en inglés), donde los padres pueden servir como miembros o representantes electos. Nuestra PTA de Lincoln organiza actividades con participación de los padres como Tunk-or-Treat en el otoño, las ventas de playeras y sudaderas de espíritu escolar, nuestra tienda Lincoln Lion, donde los alumnos pueden gastar sus merecidos incentivos escolares llamados "Dólares Lincoln", y nuestra Noche Familir de Lectura anual. Los padres de Lincoln también pueden apoyar a la Parent Teacher Association (Asociación de Padres y Maestros) (PTA, por sus siglas en inglés) trabajando en eventos donde la PTA vende artículos para recaudar fondos para la escuela.

El Consejo de Sitio Escolar (SSC, por sus siglas en inglés) y el Consejo Asesor para el Idioma Inglés (ELAC, por sus siglas en inglés) son formas adicionales en las que los padres pueden participar en Lincoln. Pueden actuar como miembros o representantes elegidos. Los padres nominan a los padres y votan para elegir a los miembros del Consejo de Sitio Escolar y de los consejos de ELAC. Un representante de ELAC de la escuela Lincoln asiste a las reuniones del Comité Asesor del Idioma Inglés del Distrito (DELAC, por sus sigla en inglés). El Consejo de Sitio Escolar (SSC, por sus siglas en inglés) y el Comité Asesor para el Idioma Inglés (ELAC, por sus siglas en inglés) son grupos asesores de padres que les permiten tener la oportunidad de brindar comentarios y sugerencias sobre el "School Plan for Student Achievement" (Plan Escolar para el Logro Estudiantil) y garantizar que nuestro plan escolar siga cumpliendo el Título I y los programas escolares financiados con fondos categóricos.

Oportunidades para Participación Parental del 2024-25

Varias veces al año, la Escuela Lincoln organiza diferentes eventos para las familias con el fin de fomentar la participación de los padres, como, por ejemplo, una Noche de Lectura en Familia, un Festival de Matemáticas en Familia, una Noche de STEM, capacitación académica para padres, presentaciones sobre la importancia de la asistencia y presentaciones sobre el bienestar socioemocional con maestros y personal de Lincoln como facilitadores. Se motiva a las familias de Lincoln para que asistan a estas noches para apoyar el crecimiento y desarrollo de los alumnos en cuanto a la lectoescritura, el desarrollo del idioma inglés, las matemáticas, las ciencias, la asistencia constante y positiva de los alumnos y el bienestar socioemocional. Se alienta a las familias de Lincoln a asistir estas noches para apoyar el crecimiento y desarrollo de sus hijos en las áreas de lectoescritura, desarrollo del idioma inglés, matemáticas, ciencias y bienestar socioemocional. Se reparten incentivos como pases de libre vestimenta, y Dólares de Lincoln la las familias asistentes para fomentar la participación. Las familias de Lincoln también están invitadas a asistir a nuestro programa de música navideña y de primavera para alumnosde kínder de transición a 5.° grado, al reconocimiento mensual de PRIDE, al café con el director trimestral y a las asambleas de premios de fin de año. Los padres se informan de los eventos escolares a través de nuestro sitio web escolar, Instagram, ParentSquare y volantes que se envían a casa con los alumnos.

Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	538	528	123	23.3
Femeninas	262	259	59	22.8
Masculinos	276	269	64	23.8
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	24	24	6	25.0
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	494	485	115	23.7
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	--	--	--	--
Estudiantes del Inglés	--	--	--	--
Jóvenes de Crianza Temporal	153	150	27	18.0
Indigentes	--	--	--	--
De Escasos Recursos Económicos	22	21	10	47.6
Alumnos Recibiendo Servicios de Educación Migrante	501	492	118	24.0
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Suspensiones	0.94	0.33	0.37	1.86	3.39	2.92	3.17	3.6	3.28
Expulsiones	0	0	0	0.04	0.04	0	0.07	0.08	0.07

Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	0.37	0.00
Femeninas	0.00	0.00
Masculinos	0.72	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	0.00	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	0.40	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	0.65	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	4.55	0.00
De Escasos Recursos Económicos	0.40	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	0.00	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2024-25

El Plan de Seguridad de la Escuela Lincoln los revisa y aprueba cada año el Consejo Escolar y luego por la Junta Escolar en febrero. El Plan de Seguridad Escolar define exhaustivamente los procedimientos diseñados para atender las necesidades derivadas de posibles emergencias escolares. El School Safety Plan (Plan de Seguridad Escolar) incluye un mapa escolar actualizado que indica todos los salones de clase por nivel de grado y maestro, las ubicaciones de los principales servicios públicos y las válvulas de cierre, y las puertas de entrada y salida.

Plan de Seguridad Escolar para 2024-25

El Consejo de Seguridad Escolar modificó y aprobó el Manual de Procedimientos de Emergencia en los primeros dos meses de cada nuevo ciclo escolar. Al comienzo de cada ciclo escolar, los miembros del personal reciben un "Emergency Procedure Handbook" (Manual de procedimientos de emergencias) actualizado y una bolsa de emergencia roja que se reabastece con suministros y materiales. Este manual está diseñado para brindar a todo el personal la información necesaria para que los procedimientos a nivel escolar se desarrollen con eficacia y seguridad en caso de emergencia. Los elementos clave del manual incluyen una descripción del protocolo de Búsqueda y Rescate, listas y responsabilidades de los equipos de emergencia de la escuela, y de los procedimientos que garantizan la seguridad de los niños y de los adultos. Además, los maestros reciben una copia impresa de sus listas de clases y etiquetas para que cada alumno las use durante una emergencia. Se hacen simulacros regulares a lo largo del año para estar preparados en casos de cierre, de emergencia y de desastres. El personal participa en capacitación sobre nuevos procedimientos y expectativas en el otoño.

D. Otra Información del SARC

Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	17	2	3	
1° Grado	25		3	
2° Grado	20	3	1	
3° Grado	21	2	2	
4° Grado	27		4	1
5° Grado	25	1	3	1
Otro	16	2	1	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	22	1	3	
1° Grado	20	1	3	
2° Grado	19	4		
3° Grado	22		4	
4° Grado	30		3	
5° Grado	30		4	
Otro	11	2		

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	25		3	
1° Grado	21	1	2	
2° Grado	23		3	
3° Grado	25		3	
4° Grado	29		3	
5° Grado	30		3	
Otro	13	2		

Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	509

Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	1
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	9658.42	438.26	9,220.16	102,155.32
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-43.9	-21.5
Estado	N/A	N/A	$10,771	$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-15.5	4.4

Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.
Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.
Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.
Título IV - se trata de un programa federal diseñado para garantizar que los alumnos tengan acceso a una educación completa; y también diseñado para mejorar las condiciones escolares para el aprendizaje de los alumnos; y para mejorar el uso de la tecnologías como herramienta para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos. Apoyo y Evaluación para
Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en http://www.cde.ca.gov/ds/fd/cs/.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$67,485	$59,551
Sueldo de Maestro en el Nivel Intermedio	$97,077	$93,855
Sueldo de Maestro en el Nivel Superior	$127,968	$120,219
Sueldo Promedio de Director (Primaria)	$168,593	$151,525
Sueldo Promedio de Director (Secundaria)	$172,610	$158,215
Sueldo Promedio de Director (Preparatoria)	$187,581	$171,087
Sueldo del Superintendente	$334,586	$300,043
Porcentaje del Presupuesto para Sueldo de Maestros	30.21	31
Porcentaje del Presupuesto para Sueldos Administrativos	4.22	4.91

Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal para que asista a estas sesiones, ya que se relacionan con las obligaciones profesionales y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional en todo el distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	0	0	2
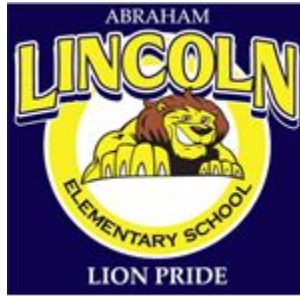
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abraham Lincoln School	19648736021430	December 3, 2024	December 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Abraham Lincoln School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Abraham Lincoln School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

〉 Schoolwide Program

This document reflects a strategic action plan to address learning deficits and increase student achievement, as measured by state and national data. This plan prioritizes high-quality Tier 1 instruction, to ensure all students receive engaging learning opportunities and differentiation as a regular part of instruction to meet the diverse learning needs within all general and special education classrooms. In addition, to enhance learning per the Every Student Succeeds Act (ESSA), regularly scheduled biweekly collaboration among teachers and staff to facilitate instructional planning driven by data regarding student progress, implementation of best practices, addressing challenges and gains teachers face in supporting students with evidence-based teaching strategies. This collaborative work also enhances the idea of a community of learning at every level, engaged in all students achieving at their highest levels.

Additional key components outlined in the plan include; 1.) An Instructional Leadership Team (ILT) comprised of grade-level teachers, an Academic Coach, and the principal, was established to analyze student data and facilitate the implementation of instructional practices that will increase student academic performance and teachers' approach to addressing the needs of all students through a district-wide focus of implementation. 2.) Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement. 3.) Targeted interventions will be implemented to improve academic outcomes for identified student groups (English Learners and Students with Disabilities), with regular monitoring. To ensure consistency of support for students showing i-Ready scores in Reading and Mathematics two or more grade levels below, we will have an intervention program that includes universal access for students to get pull-out support from an intervention teacher for reading and mathematics or support in their classroom from the classroom teacher. Data for English Learners (EL) and Students with Disabilities (SD) will be tracked to guide the implementation of their support and progress. Teachers will also work to support EL students during designated English Language Development blocks for 30 minutes each day with a focus on differentiated instruction. The Resource Specialist Teacher for SD students will work with classroom teachers to ensure the work beign done when they are pulled out supports the goals in their IEP and corrilates to the learning in the classroom. The RSP Teacher will also provide push-in minutes to support SD students in their classroom setting in small groups with general education students. 4.) Strategies to reduce chronic absenteeism will include engaging with families about the importance of regular attendance because of its impact on learning and providing resources to overcome attendance barriers that impact student attendance. Finally, support student's social and emotional growth and create an inclusive school culture that builds connectedness and a desire to be at school.

The SPSA goals are aligned with Paramount Unified's LCAP goals.

1) Elevate deeper learning and college, career, and life readiness (Goal 1 of SPSA)
2) Implement Comprehensive Professional Learning, Leading to Effective Change (Goal 2 of SPSA)
3) Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety (Goal 3 of SPSA)
4) Enhance Family and Community Engagement (Goal 4 of SPSA)
5) Build an Inclusive and Equitable School District (Goal 5 of SPSA)

Lastly, the plan includes initiatives to continuously develop the school culture, and promote a positive climate through social-emotional learning programs, conflict resolution training, and student recognition systems. By continuously assessing and refining strategies, the school strives to create an environment where every student can thrive academically, and empower them while cultivating a nurturing and emotionally safe environment to strengthen well-being, belonging, and sense of safety.

Educational Partner Involvement

How, when, and with whom did Abraham Lincoln 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

School Site Council

November 1, 2023
1. Needs assessment data results were presented to justify adjustments to Goals from 2022-23 for the 2023-24 SPSA. Lincoln met the goal of a 10% decrease in chronic absenteeism. All but one area of the four data points we focused on for the Title 1 parent survey revealed parent satisfaction at less than 90%.
2. Reviewed adjustments to the 2023-24 SPSA for Board approval.
? Goal 1 was altered to include Students with Disabilities (SD) as a student group we would focus on due to being an area Lincoln needs to show ATSI improvement because of SBA ELA and Math assessment results indicating a high number of SD students scoring not proficient.
? Goal 2 to include SD and English Learner student groups due to SBA ELA and Math assessment scores indicating an increase in students not scoring proficient requiring ATSI improvement.
? Goal 4 focuses on supporting parents with understanding why attendance matters to address only 70% of students not showing chronic absenteeism concerns requiring ATSI improvement.
3. Review of the school budget for 2023-24.
4. The vote to approve the SPSA was 6 in favor and 0 opposed. The vote to approve the budget was 6 in favor and 0 opposed. So, the SPSA and budget were approved by SSC for the 2023-24 school year.

February 6, 2024 - SSC convened to address the following:
1. Reviewed and approved the School Safety Plan with a vote of 5 in favor and 0 opposed.
2. Parent concerns about recess supervision and how students are taught about hate crimes on an elementary campus were discussed and addressed. Implications included training for NDAs to ensure they are knowledgeable about and follow all protocols for supervision.
3. The ELAC parents' suggestions to provide support for parents and possibly after-school tutoring for EL students were shared with SSC. It was agreed to include parent training and funding for after-school tutoring in the 2024-25 SPSA.

April 16, 2024 - SSC convened to address the following topics and needs assessment:
1. SPSA Goals for the current year were revisited and changes to goals and site funding for the following year due to changes in the district.
? The number of teachers out of the classroom will be decreased to address COVID funds coming to an end for the district. The TOSA, Math Coach, and ELA Coach will return to the classroom so the budget will no longer need to fund them in Goals 1 and 2.
? Intervention teachers will remain but their focus will change to primary grades instead of 4th and 5th grades.
? New legislation, Prop 28, will result in funding for an Art teacher for rotations.
2. Identified needs to continue support for EL students with extra support in some capacity to be included in the 2024-25 SPSA.
3. SSC members discussed support for ELD instruction with aides in 2024-25. The possibility of aides would depend on the funds the site is allocated.

May 28, 2024- SSC convened to address the following topics and needs assessment:
1. I-Ready data for Reading and Math diagnostic 3 was shared and showed grade levels met the goal for a 10% increase in students proficient in both areas of Reading and Math.
2. The preliminary budget for 2024-25 Title 1 and LCFF was outlined for the 2024-25 school year.
3. Suggestions for the SPSA goals 1-4 and strategies for 2024-25 SPSA were shared. Members agreed to the proposed goals because they still addressed a need to continue monitoring SD and EL students. SSC will revisit the goals once we get the state testing data in the fall to determine if additional strategies can be added to the plan.
4. Members discussed that intervention teachers for reading and mathematics would continue, however, the focus would be on the primary grades and early literacy.
5. A change to Goal 3 to include additional funding for NDAs to support the PlayWorks program because, in the second year, the school is expected to take on more responsibility of running the program, and the PlayWorks coach moves to be at the school two weeks each month instead of four. The members agreed this would support responsibility among students and staff and create a supportive school culture around the fun of recess.

Leadership, Staff Meetings, and Teacher Collaboration

September 2023 - December 2023:
Leadership and staff meetings were focused on reviewing state testing data and addressing identified needs through training to build staff understanding of how the Multi-Tiered System of Support and what tier 1 instructional practices need to be included to best serve student needs. During Collaboration Lead meetings, there was an emphasis on planning and then using a formative assessment to analyze across the grade level and determine how teachers would address the needs of students at their grade level. Support with Tier 2 and 3 support with reading was discussed and needs were evaluated through grade-level collaboration notes and during meetings with intervention teachers. The same needs were observed in mathematics for numbers in operations, emphasizing place value.

January 2024 - May 2024 Leadership and staff meetings focused on developing strong AVID strategies for Academic Conversations. Teachers at all grade levels participated in professional development and worked with and across grade levels to practice incorporating what was being learned into their instruction. During teacher collaboration, teachers continued to plan and analyze data around the practices they were implementing. Teacher collaboration notes revealed a need to continue the development of the skills and include opportunities to continue to develop implementation to support ELD across curricular areas. A need to incorporate regular collaboration with the intervention teachers and the grade-level teams was put into place during the 2024-25 school year.

English Learner Advisory Committee

January 16, 2024
1. Information regarding i-Ready growth data school-wide for ELs compared to non-EL students in diagnostic 1 & 2 was reviewed and discussed.
2. Data revealed that in i-Ready Reading, EL students had increased by 7% the number of students scoring proficient or exceeding grade-level standards. However, non-EL students had increased by 11%. They also decreased the number of students 2 or more grade levels below by 5% while non-ELs only decreased by 3%. A need to support EL students can be identified from the data. Parents were interested in seeing what the data for diagnostic 3 would reveal and will students make a larger improvement.
3. Why the ELPAC assessment is completed and what the ELPAC tests for was explained.
4. What the LCAP is and the need for it to be based on equity vs. equality was shared with the committee.
5. LCAP goal 2 to support high-quality teaching and learning with state standards was reviewed and members were asked to share their general reactions to the goal, what questions they had or clarifications they needed, and then what ideas they have to improve the actions and services for goal 2.
6. Parents shared they need support with how to help their children and after-school tutoring because many of them can't help their children with homework because they don't speak English themselves.

March 19, 2024
1. Information about the ELPAC test EL students take was presented to the members.
2. Samples of test questions were presented to parents so they could see what is needed for students to show proficiency.
3. Score reports for the ELPAC were shared and explained.
4. What test scores will allow students to reclassify, what reclassification means, and how Lincoln celebrates students' reclassification was presented.
5. The DELAC representative shared the information presented at the last DELAC meeting.
6. Parents shared a need to better understand the ELPAC and how students are prepared for it so it will be added to the SPSA parent involvement goal in the 2024-25 SPSA.

May 23, 2023
1. Data was shared for the intervention conducted with the support of tutors for EL students.
2. At least half of the students receiving intervention were EL students at all grade levels and 72 students in Kinder through 5th grade received interventions to support reading.
3. Students achieving their stretch goals in i-Ready is still an area of need because those goals will support getting students 2 or more grade levels below performing at grade level. Stretch goals are intended to go into the next school year when students are 2 or more grade levels below so the suggestion was to continue with tutors to support intervention the next school year.

Title 1 Parent Meeting and Survey

On August 29, 2024, the principal shared the following information:
*Title 1 Overview and how Title 1 Funds are used

*Parent and Family Engagement Policy for the District and Lincoln School
*Title 1 Parent Rights
*2024-25 Smarter Balanced Performance Summary Data
*Ways parents can support their child's learning
Parents were allowed to ask questions and/or make suggestions about ways to improve the educational program.
Parents did not ask questions or make suggestions during the meeting or through the email option they were told was available on the school website.

2023-24 Title 1 Parent Survey Results for Lincoln (41% return rate)
Overall, the respondents strongly agreed or agreed 92% of the time or higher on all the questions. The lowest response was for the question that asked, "This school offers training and workshops that I can use to help my child's learning." 92% of parents responded, strongly agree and agree, so we can continue to address this throughout the 2024-25 school year through parent surveys and additional opportunities for parents to give feedback at highly attended events.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No red or orange performance indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No subgroups that are two or more performance levels below the "all student" performance.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on a comprehensive analysis of academic performance, attendance, and school climate data for the 2023-2024 school year, a clear picture emerges of the interconnected factors influencing student progress. By integrating insights from the school-wide diagnostic assessments (i-Ready, SBA, CAST, and ELPI) with climate and attendance metrics (such as the California School Dashboard indicators and CHKS survey responses), we can identify targeted strategies to support student achievement across both academic and social-emotional domains. Here's a consolidated and integrated analysis:

Academic Achievement and Instructional Support
The academic performance data from i-Ready and SBA reveal that only 42% of students in grades 3-5 meet or exceed the benchmark in ELA and Math. Meanwhile, 22% of 5th-grade students met the benchmark in Science (CAST), and only 53.2% of English learners showed progress in language acquisition. These outcomes indicate substantial challenges in core subjects, with less than half of students achieving proficiency in critical areas.

To address these academic gaps, targeted instructional support is essential:
- Differentiated Small-Group Instruction: Use formative assessment data to create small groups based on specific skill gaps, especially in Math, ELA, and Science. Teachers can provide more personalized instruction within these groups to help students progress toward grade-level expectations.
- Hands-On and Cross-Curricular Learning in Science: With low Science performance, particularly in 5th grade, integrating inquiry-based, hands-on learning activities can help students connect theoretical concepts to practical applications.
- Language Development for English Learners: English learners show encouraging progress but still require ongoing language acquisition support. Structured ELD time, embedded vocabulary instruction across subjects and scaffolding will help increase their proficiency and overall academic success.

Attendance and Engagement
The cumulative attendance rate of 93.2% is strong but has room for improvement, while a chronic absenteeism rate of 37.3% (Yellow status) reveals a significant barrier to learning for a large number of students. High absenteeism negatively impacts academic continuity and can lead to disengagement from school activities and relationships.

To reduce absenteeism and improve attendance:
- Early Intervention and Family Engagement: Establishing an early warning system for at-risk students and engaging families in addressing attendance barriers can help reduce absenteeism. Regular communication with families about the importance of consistent attendance, coupled with incentives for good attendance, can foster a culture of commitment to school.
- Addressing Chronic Absenteeism Through Targeted Supports: For students facing chronic absenteeism, personalized support such as mentorship, counseling, or home visits can help address specific challenges, whether they stem from transportation, health, or family circumstances.

School Climate and Student Connectedness
The CHKS data shows that while 81% of 5th-grade students feel they have caring adults at school, only 67% feel safe, and 80% feel connected to the school. These perceptions are critical, as a positive school climate correlates directly with both attendance and academic engagement. When students feel safe, supported, and connected, they are more likely to attend regularly and engage fully in their learning.

To enhance school climate and student connectedness:
- Strengthening Student-Teacher Relationships: Ensuring every student feels supported by at least one adult in the school can increase their sense of belonging. Initiatives such as advisory periods, mentorship programs, and regular check-ins can help all students feel recognized and valued.
- Improving Safety Perception: With only 67% of students feeling safe, there is a need to create a more secure environment. Anti-bullying programs, conflict resolution strategies, and increased adult presence in common areas can make students feel safer, reducing distractions and anxiety related to safety concerns.
- Promoting Connectedness Through Inclusive Activities: School clubs, extracurricular activities, and student-led initiatives can increase students' sense of belonging. Activities that allow students to connect with peers and teachers in a non-academic setting build a stronger school community and contribute to emotional well-being.

Improving student progress requires a holistic approach that addresses both academic and environmental factors. Here is an integrated action plan:

1. Academic Interventions: Implement small-group and differentiated instruction tailored to specific learning gaps in Math, ELA, and Science. Focus on inquiry-based and cross-curricular methods, particularly in Science, to engage students actively in learning.

2. Support for English Learners: Enhance language development through embedded ELD support across subjects, vocabulary enrichment, and structured language practice to help English learners reach proficiency.

3. Attendance Improvement Programs: Develop a proactive attendance program that includes family engagement, early intervention for at-risk students, and incentives for consistent attendance. Address chronic absenteeism by providing targeted support like counseling and mentorship.

4. School Climate Initiatives:
- Strengthen Student-Adult Connections: Ensure all students feel supported by increasing access to caring adults through mentorship programs and regular check-ins.

- Enhance Safety Measures: Implement anti-bullying programs, increase adult supervision in common areas, and establish clear behavioral expectations to foster a secure environment.
- Promote School Connectedness: Create more opportunities for student engagement outside the classroom through clubs, extracurricular activities, and school events that promote inclusivity and belonging.

5. Professional Development for Teachers: Equip teachers with strategies for differentiated instruction, relationship-building with students, and techniques for fostering a positive classroom environment.

The combined data highlights the need for a dual focus on academic support and school climate. By addressing instructional gaps and creating a nurturing, safe environment, the school can work towards improved academic performance, reduced absenteeism, and stronger connections among students and staff. An integrated approach that prioritizes both learning and well-being will foster a school culture that supports student progress across academic, social, and emotional domains.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Abraham Lincoln School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.16%	0.18%	0.20%	1	1	1
African American	5.24%	4.11%	4.13%	33	23	21
Asian	0.48%	0.54%	0.39%	3	3	2
Filipino	0.32%	0.18%	0.20%	2	1	1
Hispanic/Latino	91.43%	91.96%	92.14%	576	515	469
Pacific Islander	0.79%	1.07%	1.18%	5	6	6
White	0.48%	0.54%	1.18%	3	3	6
Multiple	1.11%	1.43%	0.59%	7	8	3
Total Enrollment				630	560	509

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	101	87	76
Grade 1	86	79	70
Grade 2	87	79	70
Grade3	86	98	79
Grade 4	139	95	96
Grade 5	131	122	94
Total Enrollment	630	560	509

Conclusions based on this data:

1. All student groups have declined over the past three years but the percentage of students in each group has remained similar with the exception of white students from 22-23 to 23-24; They doubled in population (from 0.54% to 1.18%) so we will continue to work on recruting students to Lincoln.

2. 3rd and 5th grade cohorts remained the same from 22-23 to 23-24: 22-23 - 2nd grade – 79 students; 23-24 – 3rd grade – 79 students; 22-23 – 4th grade – 95 students; 23-24 – 5th grade – 94 students which implies our students tend to stay at Lincoln.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	181	151	139	30.1%	28.7%	27.3%
Fluent English Proficient (FEP)	111	96	76	21.1%	17.6%	14.9%
Reclassified Fluent English Proficient (RFEP)	82	59	44	11.2%	13.0%	8.6%

Conclusions based on this data:

1. From 22-23 to 23-24 the EL students decreased by 12 students while the number of FEP students decreased by 20 which would have a greater effect on the decrease in the percentage of students identified as FEP.

2. The decrease in the percentage of EL students decreased by 2.8% from 21-22 to 23-24 but the enrollment decreased by 23% which implies our population of EL students is increasing and there are more students we need to put supports in place for.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	85	87	73	85	86	73	85	86	73	100.0	98.9	100
Grade 4	141	95	82	141	93	81	141	93	81	100.0	97.9	98.8
Grade 5	88	118	88	88	116	87	88	115	87	100.0	98.3	98.9
Grade 11												
All Grades	314	300	243	314	295	241	314	294	241	100.0	98.3	99.2

Overall Participation for All Students

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

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	2431.	2427.	2399.	30.59	29.07	23.29	18.82	22.09	12.33	25.88	19.77	27.40	24.71	29.07	36.99
Grade 4	2458.	2455.	2454.	25.53	16.13	19.75	20.57	30.11	23.46	19.15	23.66	24.69	34.75	30.11	32.10
Grade 5	2489.	2505.	2493.	17.05	17.39	20.69	31.82	29.57	26.44	18.18	32.17	22.99	32.95	20.87	29.89
Grade 11															
All Grades	N/A	N/A	N/A	24.52	20.41	21.16	23.25	27.55	21.16	20.70	25.85	24.90	31.53	26.19	32.78

Overall Achievement for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	18.82	15.12	13.70	60.00	65.12	57.53	21.18	19.77	28.77
Grade 4	17.02	11.83	9.88	63.12	66.67	69.14	19.86	21.51	20.99
Grade 5	13.64	13.04	18.39	67.05	73.91	62.07	19.32	13.04	19.54
Grade 11									
All Grades	16.56	13.27	14.11	63.38	69.05	63.07	20.06	17.69	22.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	21.18	23.26	16.44	56.47	50.00	50.68	22.35	26.74	32.88
Grade 4	14.89	12.90	17.28	62.41	64.52	55.56	22.70	22.58	27.16
Grade 5	20.45	17.39	19.54	56.82	68.70	58.62	22.73	13.91	21.84
Grade 11									
All Grades	18.15	17.69	17.84	59.24	61.90	55.19	22.61	20.41	26.97

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	10.59	9.30	6.85	80.00	80.23	76.71	9.41	10.47	16.44
Grade 4	11.35	6.45	7.41	74.47	77.42	80.25	14.18	16.13	12.35
Grade 5	11.36	9.57	14.94	76.14	80.87	64.37	12.50	9.57	20.69
Grade 11									
All Grades	11.15	8.50	9.96	76.43	79.59	73.44	12.42	11.90	16.60

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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	18.82	22.09	13.70	62.35	55.81	58.90	18.82	22.09	27.40
Grade 4	14.18	10.75	13.58	65.96	69.89	76.54	19.86	19.35	9.88
Grade 5	12.50	19.13	16.09	64.77	65.22	60.92	22.73	15.65	22.99
Grade 11									
All Grades	14.97	17.35	14.52	64.65	63.95	65.56	20.38	18.71	19.92
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. The percentage of student's overall achievement in 4th and 5th grade exceeding the standard increased from 22-23 to 23-24 by 3.3 to 3.6% while the number of 3rd grade students exceeding the standard decreased by almost double, at 5.78%. This means we will need to put additional support in place for 4th grade students in 2024-25 to impact the number of students exceeding the standard.

2. From 22-23 to 23-24 the 4th grade decreased the percentage of students below standard in research and inquiry by 10%, while 3rd and 5th grade increased 5% or more so supports for the 5th grades that iimproved to maintain their improvement and focus on 4th grade students to decrease students be3low standard.

3. The percentage of students from 3rd grade above standard in Reading, Writing, Listening, and Research and Inquiry from 22-23 to 23-24 decreased in all four areas while 4th and 5th grades decrease in only one area. The 4th grade students will need support in this area as well so we will need to strategically target students and provided focused interventions we will track during collaborations.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	85	87	73	85	87	73	85	87	73	100.0	100.0	100
Grade 4	141	95	82	141	95	82	141	95	82	100.0	100.0	100
Grade 5	88	118	88	88	118	88	88	118	88	100.0	100.0	100
All Grades	314	300	243	314	300	243	314	300	243	100.0	100.0	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	2451.	2443.	2428.	28.24	26.44	17.81	32.94	28.74	38.36	17.65	27.59	13.70	21.18	17.24	30.14
Grade 4	2447.	2458.	2470.	7.80	16.84	13.41	24.11	18.95	28.05	41.13	40.00	37.80	26.95	24.21	20.73
Grade 5	2475.	2492.	2492.	7.95	11.02	15.91	17.05	22.88	14.77	38.64	35.59	38.64	36.36	30.51	30.68
All Grades	N/A	N/A	N/A	13.38	17.33	15.64	24.52	23.33	26.34	34.08	34.67	30.86	28.03	24.67	27.16

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| Concepts & Procedures
Applying mathematical concepts and procedures | | | | | | | | |
| 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	40.00	40.23	32.88	43.53	43.68	41.10	16.47	16.09	26.03
Grade 4	13.48	18.95	21.95	53.19	51.58	50.00	33.33	29.47	28.05
Grade 5	6.82	21.19	13.64	60.23	45.76	59.09	32.95	33.05	27.27
All Grades	18.79	26.00	22.22	52.55	47.00	50.62	28.66	27.00	27.16

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| 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	28.24	20.69	20.55	48.24	54.02	50.68	23.53	25.29	28.77
Grade 4	10.64	12.63	12.20	53.90	51.58	59.76	35.46	35.79	28.05
Grade 5	6.82	7.63	15.91	61.36	62.71	46.59	31.82	29.66	37.50
All Grades	14.33	13.00	16.05	54.46	56.67	52.26	31.21	30.33	31.69

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| 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	27.06	25.29	20.55	64.71	60.92	60.27	8.24	13.79	19.18
Grade 4	11.35	14.74	17.07	60.99	58.95	58.54	27.66	26.32	24.39
Grade 5	6.82	8.47	10.23	64.77	68.64	64.77	28.41	22.88	25.00
All Grades	14.33	15.33	15.64	63.06	63.33	61.32	22.61	21.33	23.05

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The mean scale score for overall achievment in 4th and 5th grade has improved each year from 21-22 to 22-23 to 23-24 while the mean scale score in 3rd has decreased each year so we need to identify some targeted intervention and track students in mathematics.

2. The percentage of student's overall achievement not meeting the standard increased 2.49% and those meeting the standard decreased by 1.69 % with 3rd-5th grade from 22-23 to 23-24.

3. The percentage of student's above standard for Communicating Reasoning in 4th and 5th grade increased for but decreased in 3rd grade from 22-23 to 23-24. However, 4th grade also decreased the percentage of students below standard whild 3rd and 5th grade increased implyig 4th grade will benefit from intervntions support.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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**
K	1422.2	1415.1	1383.4	1436.3	1428.1	1394.9	1389.0	1384.4	1356.3	41	27	32
1	1428.0	1454.4	1417.9	1457.3	1474.8	1411.9	1398.1	1433.5	1423.5	25	20	14
2	1468.6	1468.7	1464.5	1469.0	1485.7	1465.1	1467.8	1451.4	1463.4	27	24	20
3	1484.5	1499.9	1483.6	1496.9	1495.7	1494.9	1471.5	1503.6	1471.9	20	27	24
4	1505.5	1503.7	1512.7	1502.1	1504.9	1507.8	1508.6	1502.1	1517.2	25	26	25
5	1513.7	1524.4	1533.2	1513.6	1517.1	1531.4	1513.3	1531.5	1534.6	22	20	21
All Grades										160	144	136

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	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**
K	12.20	14.81	6.25	36.59	14.81	34.38	29.27	51.85	34.38	21.95	18.52	25.00	41	27	32
1	4.00	10.00	0.00	32.00	30.00	28.57	36.00	50.00	28.57	28.00	10.00	42.86	25	20	14
2	0.00	8.33	5.00	59.26	37.50	40.00	33.33	37.50	35.00	7.41	16.67	20.00	27	24	20
3	5.00	11.11	8.33	35.00	59.26	41.67	50.00	18.52	33.33	10.00	11.11	16.67	20	27	24
4	12.00	11.54	28.00	36.00	61.54	40.00	48.00	15.38	16.00	4.00	11.54	16.00	25	26	25
5	13.64	20.00	33.33	27.27	60.00	33.33	59.09	10.00	23.81	0.00	10.00	9.52	22	20	21
All Grades	8.13	12.50	13.97	38.13	43.75	36.76	40.63	30.56	28.68	13.13	13.19	20.59	160	144	136

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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
K	26.83	18.52	3.13	31.71	18.52	40.63	24.39	44.44	31.25	17.07	18.52	25.00	41	27	32
1	20.00	25.00	0.00	36.00	50.00	28.57	36.00	25.00	42.86	8.00	0.00	28.57	25	20	14
2	14.81	25.00	15.00	48.15	41.67	40.00	25.93	29.17	30.00	11.11	4.17	15.00	27	24	20
3	25.00	40.74	33.33	55.00	29.63	37.50	15.00	18.52	25.00	5.00	11.11	4.17	20	27	24
4	24.00	61.54	44.00	60.00	23.08	36.00	16.00	3.85	8.00	0.00	11.54	12.00	25	26	25
5	36.36	40.00	52.38	40.91	50.00	28.57	13.64	0.00	14.29	9.09	10.00	4.76	22	20	21
All Grades	24.38	35.42	25.00	43.75	34.03	36.03	22.50	20.83	24.26	9.38	9.72	14.71	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written 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
K	7.32	3.70	6.25	19.51	11.11	28.13	39.02	48.15	37.50	34.15	37.04	28.13	41	27	32
1	4.00	0.00	0.00	12.00	35.00	21.43	28.00	30.00	28.57	56.00	35.00	50.00	25	20	14
2	0.00	8.33	0.00	33.33	16.67	35.00	59.26	33.33	45.00	7.41	41.67	20.00	27	24	20
3	0.00	11.11	0.00	15.00	25.93	20.83	55.00	51.85	33.33	30.00	11.11	45.83	20	27	24
4	8.00	0.00	16.00	32.00	34.62	28.00	28.00	38.46	32.00	32.00	26.92	24.00	25	26	25
5	4.55	10.00	9.52	18.18	30.00	33.33	54.55	40.00	42.86	22.73	20.00	14.29	22	20	21
All Grades	4.38	5.56	5.88	21.88	25.00	27.94	43.13	40.97	36.76	30.63	28.47	29.41	160	144	136

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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
K	26.83	14.81	9.38	65.85	70.37	71.88	7.32	14.81	18.75	41	27	32
1	24.00	35.00	21.43	68.00	65.00	57.14	8.00	0.00	21.43	25	20	14
2	11.11	16.67	15.00	81.48	75.00	70.00	7.41	8.33	15.00	27	24	20
3	60.00	25.93	33.33	30.00	59.26	58.33	10.00	14.81	8.33	20	27	24
4	36.00	34.62	48.00	60.00	53.85	44.00	4.00	11.54	8.00	25	26	25
5	4.55	30.00	23.81	86.36	60.00	66.67	9.09	10.00	9.52	22	20	21
All Grades	26.25	25.69	25.00	66.25	63.89	61.76	7.50	10.42	13.24	160	144	136

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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
K	17.07	25.93	15.63	63.41	51.85	53.13	19.51	22.22	31.25	41	27	32
1	12.00	30.00	0.00	76.00	60.00	64.29	12.00	10.00	35.71	25	20	14
2	22.22	56.52	15.00	62.96	39.13	75.00	14.81	4.35	10.00	27	23	20
3	45.00	48.15	47.83	50.00	40.74	39.13	5.00	11.11	13.04	20	27	23
4	24.00	57.69	44.00	68.00	30.77	44.00	8.00	11.54	12.00	25	26	25
5	68.18	70.00	66.67	27.27	20.00	23.81	4.55	10.00	9.52	22	20	21
All Grades	28.75	47.55	32.59	59.38	40.56	48.89	11.88	11.89	18.52	160	143	135

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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
K	7.32	3.70	3.13	73.17	92.59	68.75	19.51	3.70	28.13	41	27	32
1	8.00	15.00	14.29	36.00	35.00	35.71	56.00	50.00	50.00	25	20	14
2	3.70	8.33	0.00	85.19	41.67	75.00	11.11	50.00	25.00	27	24	20
3	0.00	11.11	0.00	35.00	51.85	37.50	65.00	37.04	62.50	20	27	24
4	4.00	0.00	0.00	52.00	73.08	64.00	44.00	26.92	36.00	25	26	25
5	0.00	5.00	19.05	50.00	75.00	52.38	50.00	20.00	28.57	22	20	21
All Grades	4.38	6.94	5.15	58.13	62.50	57.35	37.50	30.56	37.50	160	144	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	14.63	18.52	34.38	36.59	25.93	31.25	48.78	55.56	34.38	41	27	32
1	4.00	10.00	0.00	44.00	75.00	64.29	52.00	15.00	35.71	25	20	14
2	7.41	8.70	15.00	85.19	65.22	70.00	7.41	26.09	15.00	27	23	20
3	10.00	33.33	4.17	80.00	62.96	66.67	10.00	3.70	29.17	20	27	24
4	16.00	11.54	28.00	76.00	65.38	64.00	8.00	23.08	8.00	25	26	25
5	18.18	30.00	19.05	77.27	60.00	80.95	4.55	10.00	0.00	22	20	21
All Grades	11.88	18.88	19.12	63.13	58.04	60.29	25.00	23.08	20.59	160	143	136

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall Language sores of level 4 increased from 12.50% to 13.47% to make a total increase of 1.47% across grades K-5th from 22-23 to 23-24 and an increase of 5.84% from 21-22 to 23-24. We have worked to incorporate more consistant practices with structured ELD instruction across grade levels that may be attributed to the increase in students over 3 years continuing to increase.

2. The percentage of students in 4th and 5th grades scoring a level 4 in overall performance significantly increased by 16.45% in 4th and 13% in 5th grade from 22-23 to 23-24.

3. The Reading Domain shows the greatest challenges with less than 10% of students scoring well developed and roughly a third of the students scoring beginning each year over the 3 years presented for K-5th grade. The rise in the "Beginning" level and the decrease in "Well Developed" suggest potential systemic challenges in teaching literacy skills effectively or engaging students in higher-order language skills.

School and Student Performance Data

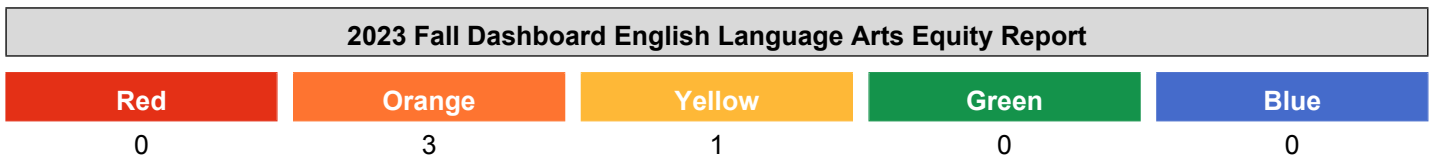## California School Dashboard
Student Population

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
560	**89.6**	**27**	**0.5**
Total Number of Students enrolled in Abraham Lincoln 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	151	27
Foster Youth	3	0.5
Homeless	9	1.6
Socioeconomically Disadvantaged	502	89.6
Students with Disabilities	52	9.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	4.1
American Indian	1	0.2
Asian	3	0.5
Filipino	1	0.2
Hispanic	515	92
Two or More Races	8	1.4
Pacific Islander	6	1.1
White	3	0.5

Conclusions based on this data:

1. | The largest student group is Hispanic students with 92% of the students enrolled falling in that category.

2. | 89.6% of Lincoln students in 2022-23 were socioeconomically disadvantaged. A little over a fourth of the student population, 27%, are classified as English Learners. High poverty rates and linguistic diversity necessitate implementing regular progress monitoring systems for academic and language development to ensure students are meeting benchmarks.

School and Student Performance Data

Overall Performance

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. Academic Performance in mathematics and English Learner Progress were both green, reflecting a good performance level. The focused targeted interventions for 4th and 5th grades as well as consistant ELD instruction in grades 1st-5th may have been contributing factors to the improvement.

2. Chronic absenteeism is yellow, and at a midpoint and reflects the interventions put in place to support positive attendance by tracking student attendance, making contact with parents to improve attendance, and offering multiple opportunities to encourage students that were improving daily attendance.

3. The suspension rate is in the low range with a high performance rate implying the work done to support a positive school culture and utilizing our counseling resources had a positive impact of school climate.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
5.1 points below standard	29 points below standard	0 Students
Increased +3.9 points	Decreased -12.7 points	
300 Students	96 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
89.5 points below standard	Orange	Yellow
11 Students	8.5 points below standard	55.6 points below standard
	Maintained +0.7 points	Increased Significantly +30.4 points
	272 Students	34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
55.1 points below standard Increased +10.4 points 11 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 5.1 points below standard Maintained +1.7 points 278 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.2 points below standard Increased +10.8 points 57 Students	18.2 points above standard Decreased Significantly -16.4 points 39 Students	3.3 points below standard Maintained +2.4 points 155 Students

Conclusions based on this data:

1. Students with Disabilities increased significantly by 30.4 points.

2. The data highlights disparities between Current ELs increasing 10.8 points but still 61.2 points below standard and although EO students maintained with a 2.4 point increase, they scored only 3.3 points below standard. However, RFEPs decreased significantly 16.4 points but are 18.2 points above standard. Continued efforts are needed to ensure equitable access to resources and targeted instruction for all student groups.

3. Current English Learners increased by 10.8 points but are 61.2 points below standard which implies a need for regular progress monitoring systems for academic and language development to ensure students are meeting benchmarks.

School and Student Performance Data

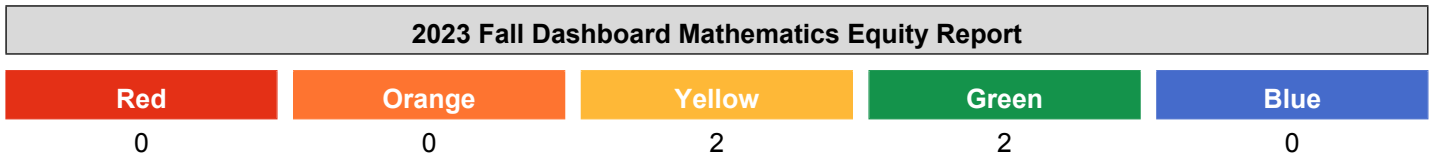## Academic Performance
Mathematics

The 2023 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
18.2 points below standard	32.2 points below standard	0 Students
Increased +8.1 points	Increased +9.3 points	
297 Students	95 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
93 points below standard	Green	Yellow
11 Students	20.9 points below standard	62.4 points below standard
	Increased +7.3 points	Increased Significantly +35.3 points
	269 Students	31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
67.9 points below standard Increased +4 points 11 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 17.8 points below standard Increased +7.9 points 275 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.6 points below standard Increased +11.7 points 56 Students	17.1 points above standard Increased Significantly +25 points 39 Students	14.8 points below standard Maintained +2.5 points 153 Students

Conclusions based on this data:

1. Students with Disabilities showed the most significant point increase when compared to other student groups with a 35.3 point increase.

2. Hispanic students increased 7.9 points and African American students increased by 4 points however, Hispanic students are 17.8 points below standard but African American students are 67.9 point below. There is a need to establish data-driven progress monitoring systems to track performance trends for all groups and ensure timely interventions where needed.

3. In 2023 current EL students and Reclassified EL students both increased and increased significantly, respectively, while EO students maintaind performance.

School and Student Performance Data

## Academic Performance
English Learner Progress

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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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
53.2% making progress towards English language proficiency
Number of EL Students: 111 Students
Performance Level: 3
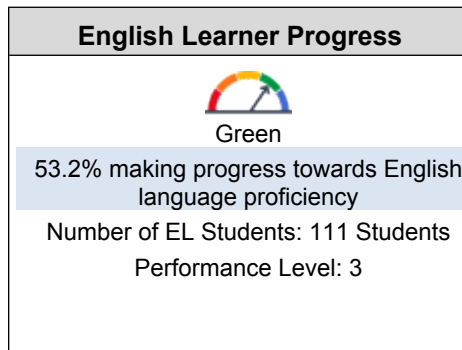
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	37	0	59

Conclusions based on this data:

1. 12.6% of EL students decreased one ELPI level while 33.3% of EL students maintained ELPI Levels so a focus needs to be place on identifying student ELPI levles and monitoring ELD instruction to focus on targeted inteventions with incremental goals for improvement throughout the year.

2. More than half of EL students are making progress towards English language proficiency represented by 52.3% or 59 students out of the 111 EL students progressing at least 1 ELPI level implying a little more than half of EL students are making progress with the supports currently in place.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 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.
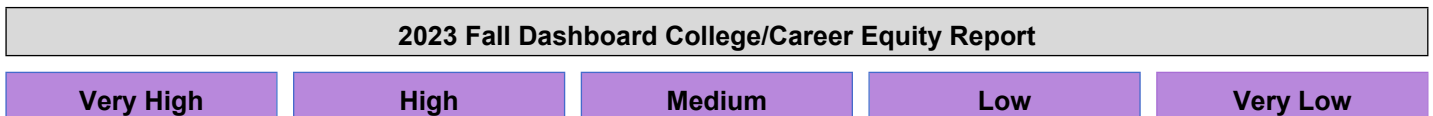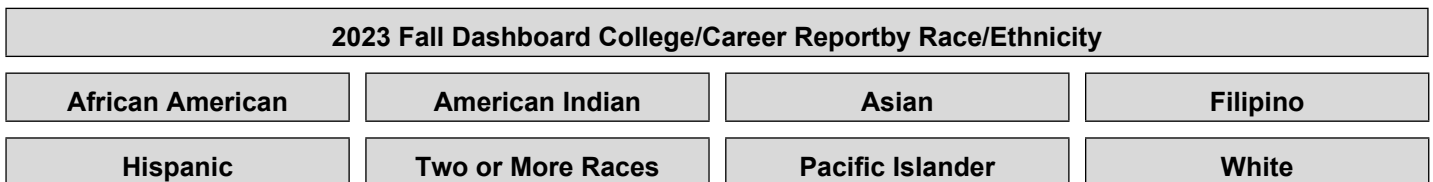
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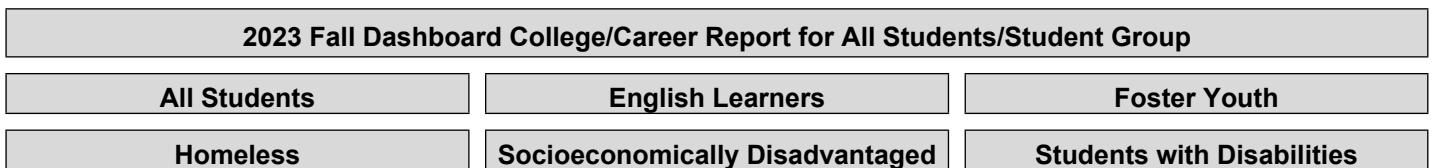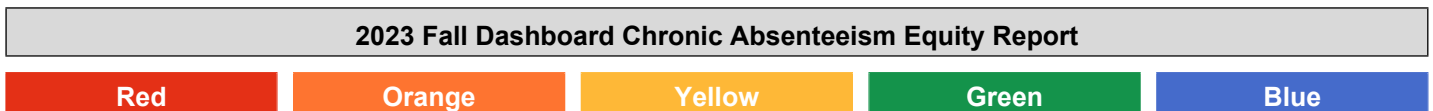
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
37.3% Chronically Absent	31.4% Chronically Absent	
Declined Significantly -10.6	Declined Significantly -14.5	3 Students
581 Students	159 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
55% Chronically Absent	Yellow	Orange
0	38.9% Chronically Absent	44.1% Chronically Absent
20 Students	Declined Significantly -9.6	Declined -23.9
	527 Students	68 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
48% Chronically Absent Declined -2 25 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 36.3% Chronically Absent Declined Significantly -11.8 532 Students	Less than 11 Students 8 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students

Conclusions based on this data:

1. Chronic absenteeism decreased significantly by 10.6%. There was a focus on monitoring and tracking student attendance of all students and specifically monitoring students approaching chronic abasenteeism to intervene and support parents training about the importance of attendance and removing barries as they were discovered.

2. All student groups decreased the percentage of chronically absent students but Students with Disabilities showed the greatest decrease with a 23.9 decrease.

3. Chronic absenteeism of Students with Disabilities decreased but still have the highest percentage of students at 44.1%. There will need to be a continued effort to target supports and monitoring of SD students attendance to find ways to decrease chronic absenteeism in this student group.
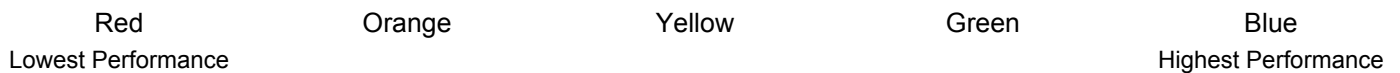
School and Student Performance Data

Academic Engagement
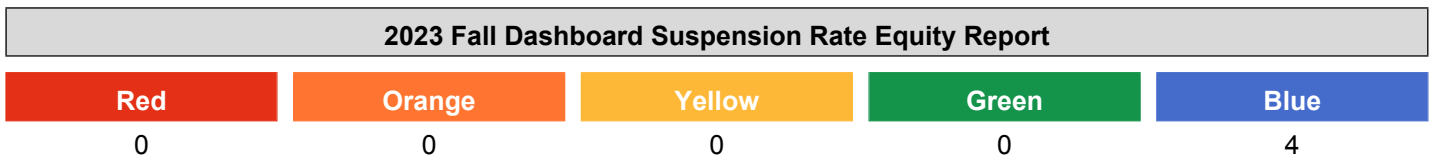### Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.
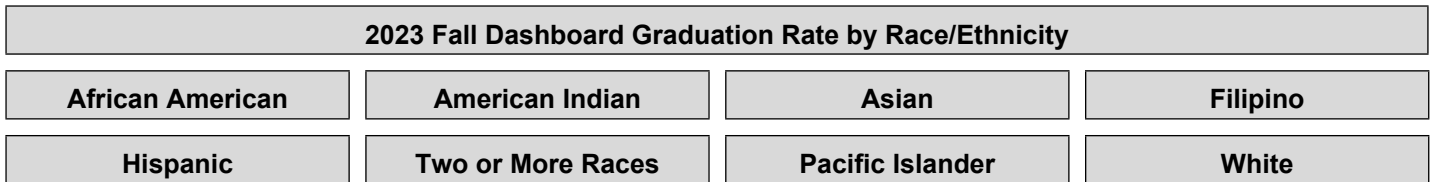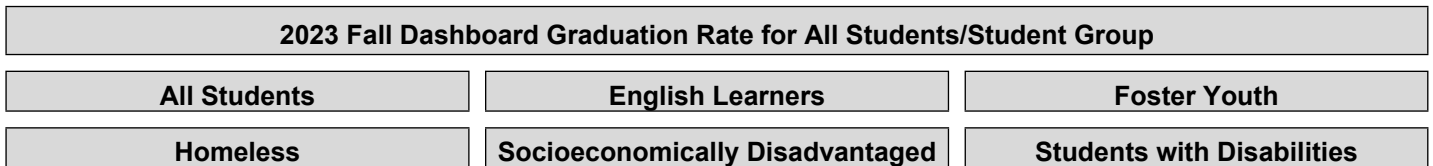
School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0.3% suspended at least one day	0% suspended at least one day	3 Students
Declined -0.6	Declined -0.9	
598 Students	162 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Blue
20 Students	0.4% suspended at least one day	0% suspended at least one day
	Declined -0.7	Maintained 0
	539 Students	68 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -4.7 26 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0.4% suspended at least one day Declined -0.4 547 Students	Less than 11 Students 8 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. The suspension rate of all students was low with less than 1% of all students being suspended at least one day because the rate declined in all student groups.

2. The suspension rate of Socioeconomically Disadvantaged students declined to 0.4% of students suspended at least one day while African American students declined 4.7% implying a disproportionate number of African American students were suspended because they make up half the number of SD in population. There needs to be a focus on montioring suspensions by student groups to ensure supports are in place for all students.

3. English Learners and Students with Disabilities had no students suspended at least one day but that was a decrease for ELs but SDs maintained their 0%. This implies EL students were able to improve with the supports put in place.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

When data from the school-wide diagnostic administered through i-Ready, the Smarter Balanced Assessment (SBA) for Math and ELA, the California Science Test (CAST) within the California Assessment of Student Performance and Progress (CAASPP) System, and the English Learner Proficiency Indicator (ELPI) from the California School Dashboard is analyzed the following insights can be deduced regarding the progress of students in various areas of learning for the 2023-2024 school year:

1. SBA English Language Arts and Math Performance (Administered to 3rd-5th Grade): Both ELA and Math show that 42% of students in 3rd-5th grade met or exceeded the benchmark in both areas on these CAASPP assessments. This indicates that a little less than half of 3rd-5th grade students are performing at or above the expected level in these core subjects, suggesting a need for targeted support to help a larger percentage of students reach or exceed proficiency.

2. CAST (Administered to only 5th-Grade): Only 22% of 5th-grade students met or exceeded the benchmark in Science, which is notably lower than the performance in ELA and Math. Since less than a fourth of 5th graders met or exceeded the benchmark, this highlights Science as an area that requires additional resources, instructional practices, and intervention strategies to improve student outcomes.

3. ELPI: Based on data from the California Dashboard as reflected in the ELPI, student performance (Kindergarten - 5th grade) on the state English Language Proficiency Assessment (ELPAC) reflects that English learners showed progress, with 53.2% of students progressing in English language acquisition, as indicated by the "Green Status" on the CA School Dashboard for Fall 2023. This is a positive sign, as more than half of the English learners are advancing their language proficiency. However, continuous support will be essential to sustain and improve this progress.

4. i-Ready Assessments in Reading and Math: The data for kindergarten through 5th grade (K-5) in Reading, shows 50% of students met the typical growth target based on Diagnostic 3 results, a promising indicator of progress in literacy skills. However, in Math 46% of K-5 students met the typical growth target, 4% less than the progress achieved in Reading. It suggests more attention is needed in Math compared to student growth in Reading to ensure all students meet growth expectations.

The data analysis highlights several areas where additional support and interventions could significantly benefit student achievement and growth. In English Language Arts (ELA) and Math, only 42% of 3rd to 5th-grade students meet or exceed the benchmark. Targeted interventions to help more students reach proficiency in these critical subjects were implemented focusing on fourth and fifth grades, but some third graders were also included. Interventions were focused on foundational skills to improve overall performance.

With only 22% of 5th-grade students meeting the benchmark on the CAST assessment, increased instructional support and focused planning may be essential to improving student understanding and engagement in science. Teachers collaborated as grade-level teams to implement the science curriculum and include hands-on, real-life learning experiences during Science instruction.

English learners show progress, with 53.2% advancing in language proficiency as reflected by the ELPI. Yet, continuous refinement of instruction and engagement opportunities for students during English Language Development instructional blocks will be crucial to sustain and enhance their growth.

Reading data from i-Ready assessments show promise, with 50% of K-5 students meeting growth targets, but Math lags slightly behind with only 46% meeting expectations. This gap underscores the need for additional math-focused resources and differentiated instruction to ensure students meet growth goals across all core subjects. Independent pathways in the i-Ready program, purchasing a phonics and phonemic awareness program for first and second grade, and Tier 2 small group pull-out instruction for phonics and phonemic awareness for third through fifth grade supported reading instruction. For math, targeted interventions focusing on foundational skills through a Tier 2 pull-out program for 4th and 5th-grade students were implemented for students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 42% School Year 2023-2024	Increase proficient students in ELA at 45% in grades 3rd-5th for 2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 42% School Year 2023-2024	Increase proficient students in Math at 45% in grades 3rd-5th for 2025.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 22% School Year 2023-2024	Increase proficient students in Science to 25% in 5th grade for 2025.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.2% making progress Green Status CA School Dashboard Fall 2023	Increase by 3% to 56.2% of stduents making progress in Kinder-5th grade.
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 50% Diagnostic 3 School Year 2023-2024	Reading at 52% of students achieving typical growth Diagnostic 3 school-wide.
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 46% Diagnostic 3 School Year 2023-2024	Reading at 48% of students achieving typical growth Diagnostic 3 school-wide.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and speical education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded

1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	• ELPAC Assessmen t • SIPPS • DELD instructional time • IELD instruction	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.9	Renew Accelerated Reader license to promote independent reading in 1st-5th grade, to enable teachers to monitor student exposure to reading, comprehension, and growth in reading levels.	Students in 1st-5th grade	Monthly monitoring and celebration of student achievement towards reading goals set up in the Accelerated Reader program.	6,680 Title I Part A: Allocation Renaissance Learning, Inc. (Accelerated Reader Program)
1.10	Fund extra hours for support staff to provide academic interventions after school and additional collaboration time for teachers to plan for interventions to address the differentiated needs of students, including English Learners, to improve academic performance with a focus on math and reading.	All students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	3,776 Title I Part A: Allocation
1.11	Purchases to support academic growth. Math, language arts, and science manipulatives to reinforce concrete conceptual concepts. Materials and resources students can relate to real-life experiences that will enhance numeracy, literacy, and science cross-curricular. Resources to support AVID strategies centered around increasing the rigor at the different levels of student needs through WICOR. Books for classroom libraries and the school library so students have access to varied levels of texts, encouraging reading for enjoyment to build literacy and	All students	Purchases and use are reflected in School Site Council (SSC) minutes. ELAC and ILT agendas and minutes will reflect the identified purchases and rationale for suggested purchases. CAASPP, ELPAC, and i-Ready growth Student grades	16,000 Title I Part A: Allocation

	exposure to different types of literature.			
1.12	Fund field trips to enhance literacy and numeracy content taught at each grade level through real-life experiences that can deepen their understanding and imporve academic performance.	All students	Grade levels will identify the proposed field trip destinations and expenditures and present them to the principal who will seek approval. from SSC and will be reflected in the meeting minutes.	5,397 Title I Part A: Allocation
1.13	Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation, at each grade level, for the research-based strategies shared in district ILT meetings. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next steps.	Students grades K-5th	The ILT will develop and deliver professional development to train Lincoln staff on the PUSD Framework, Focusing on the Powerful Professional Learning Cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team training.	1,000 Title I Part A: Allocation
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school	District Funded

			administration and teachers	
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A, since this is a new goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The analysis of school-wide diagnostic data for the 2023-2024 school year, using i-Ready, the Smarter Balanced Assessment (SBA) for Math and ELA, the California Science Test (CAST), and the English Learner Proficiency Indicator (ELPI) from the California School Dashboard, provides insights into student progress across various learning areas:

1. SBA English Language Arts and Math Performance (Grades 3-5): The SBA results show that 42% of students in grades 3-5 met or exceeded the benchmark in both ELA and Math. This suggests that while a substantial portion of students achieve at expected levels, over half are not meeting proficiency standards. This outcome indicates a potential need for targeted support or instructional enhancements to increase the number of students reaching or exceeding proficiency in these foundational subjects.

2. California Science Test (CAST) Performance (5th Grade): Only 22% of 5th-grade students met or exceeded the benchmark in Science. This relatively low percentage indicates focused intervention, additional resources, or adjustments in instructional practices are needed in science to improve learning outcomes. With less than a fourth of students reaching proficiency, Science may be an area of priority for curriculum enhancement and teacher support.

3. English Learner Proficiency Indicator (ELPI) Performance (Grades K-5): According to the ELPI on the California School Dashboard, 53.2% of English learners in grades K-5 demonstrated progress in English language acquisition, resulting in a "Green Status." This is an encouraging sign, as more than half of English learners are advancing in their language skills. However, sustaining and further improving this progress will likely require continued language support services to help more students reach proficiency in English.

4. i-Ready Diagnostic in Reading and Math (Grades K-5): For students in grades K-5, the i-Ready diagnostic data shows that 50% met the typical growth target in Reading, indicating steady progress in literacy. However, math scores were slightly lower than reading, with only 46% of students meeting the growth target. This suggests that while students are making gains, Math may need more focused attention compared to reading to ensure that growth targets are met consistently across subjects.

In conclusion, the data indicates positive meaningful progress for many students in Reading and English language proficiency. However, there is a clear need for additional support in Math and Science, especially to help students achieve at higher levels in these critical subjects. To address the identified gaps in student achievement, development of teacher leadership, collaborative planning time, and professional development to enhance and fine-tune instructional practices to meet the individual needs of students can help teachers provide the necessary support for students in ELA, Math, Science, and English Language Development (ELD). Providing teachers with professional development focused on differentiated instruction, using data to inform instruction and specific strategies for English learners will support efforts to meet students where they are and move them toward proficiency.

Frequent progress monitoring with data analysis so teachers regularly reviewed student progress using formative assessments and diagnostic data to adjust lessons to focus on areas where students were struggling and celebrate incremental progress to motivate students was implemented during teacher collaboration biweekly. Teachers collaborated and shared insights on effective strategies, materials, and student progress, for Math and English Language Arts instruction.

Grade-level teams worked to implement ELD instruction with scaffolds in lessons for core subjects with visual aids, graphic organizers, and sentence frames to support language comprehension. Some teachers used word banks for Science and Math vocabulary and provided visual representations of concepts. Teachers were trained on and incorporated strategies for academic conversation in their planning, such as "Think-Pair-Share," sentence starters, or group discussions, to encourage English learners to practice speaking in a structured and supportive environment to allow for authentic language practice, reinforcing language skills. Coach support and training opportunities were provided for teachers to develop text reconstruction as a strategy to develop language with ELD students. Independent pathways in the i-Ready program, purchasing a phonics and phonemic awareness program for first and second grade, and Tier 2 small group pull-out instruction for phonics and phonemic awareness for third through fifth grade supported reading instruction. For math, targeted interventions focusing on foundational skills through a Tier 2 pull-out program for 4th and 5th-grade students were implemented for students

By supporting professional development and training to support these strategies, teachers began to expand their approach to instruction to create a learning environment that better supports all students varied needs, especially those who are not yet reaching proficiency. Focused interventions, data-informed decisions, and a structured approach to each subject area will need to be continued and perfected to address the needs of students and be reflected in future data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025

Current School Site AVID Plans

Pre-Conference meeting by the end of May 2025

AVID 2025-2026 Site Plan development at the conference | District Funded |
| 2.6 | Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation, at each grade level, for the research-based strategies shared in district ILT meetings. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next steps. | Students grades K-5th | The ILT will develop and deliver professional development to train Lincoln staff on the PUSD Framework, Focusing on the Powerful Professional Learning Cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team training. | 2,000
Title I Part A: Allocation |

| 2.7 | Provide funding for staff to attend conferences related to academics and or culture and climate. | All Students | Identify conferences and proposed expenditures to present to SSC for approval. Track registration and attendance for the conference. Presentation to staff or other educational partners. | 5,000 Title I Part A: Allocation |
| 2.8 | Fund training and extra hours for teachers and support staff centered around a Multi-Tiered System of Supports for academics and behavior and purchasing materials and resources that will aide in addressing the differentiated needs of students in literacy, numeracy, science, students with disabilities and English language development. | All Students | Track registration and attendace for training. Presentations to staff or other educational partners. Student Study Team Meeting Schedule, Meeting Notes with signatures. | 18,555 District Funded MTSS Site Funds |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A, since this is a new goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California Dashboard Suspension Rate Indicator, 2023-24 attendance data regarding cumulative attendance and chronic absenteeism across all grades, and the California Healthy Kids Survey (CHKS) administered to 5th grade students in 2023-24 school year data reveals progress and needs in several key areas related to student behavior, attendance, and school climate. Each area can impact overall student progress, as factors like attendance, safety, and connectedness are crucial for academic and social success. Here's an analysis of the data and recommendations for what is needed to improve student progress:

1. Suspension Rate Indicator (Grades TK-5):
- Current Status: The suspension rate is very low at 0.3%, with a "Blue" status, which indicates positive behavior and a well-maintained school environment. This low suspension rate suggests that the school has effective behavior management practices in place.
- Need for Improvement: While this metric is strong, the school supported positive behavior interventions and provided small group counseling and Hazel Health for short-term virtual support to address counseling needs.

2. Cumulative Attendance (Grades TK-5):
- Current Status: The cumulative attendance rate is at 93.2% for the end of the year 2023-2024. While this rate is relatively high, there is still room for improvement, as consistent attendance is essential for academic progress.
- Need for Improvement: To increase attendance rates, the school supported students facing barriers to attendance, by utilizing the School Social Worker to support families with challenges. Additionally, we recognized and rewarded good attendance, engaging families through consistent communication, and tracking data to intervene early with chronically absent students. The School Attendance Review Team met with parents of students when they got to nine unexcused absences and held meetings for families to learn about the legalities of regular school attendance with a representative from the District Attorney's office.

3. Chronic Absenteeism (Grades TK-5):
- Current Status: Chronic absenteeism is at 37.3%, with a "Yellow" status, indicating that a significant portion of students are frequently absent. This rate is relatively high and can have a direct, negative impact on student learning and engagement.
- Need for Improvement: Addressing chronic absenteeism required targeted interventions. Implementing an early warning system to identify at-risk students and provide support such as counseling, or home visits to address underlying issues was in place through the Social Worker and School Counselor as well as the Hazel Health program. Engaging families and educating them on the importance of regular attendance, offering incentives for improved attendance, and engaging opportunities for students to encourage positive attendance were supported with a field day, a movie day, and a dirt bike assembly. Parents of students when they continued to accumulate unexcused absences met with The School Attendance Review Board.

4. CHKS (5th Grade) - Survey question regarding, "Caring Adults in School":
- Current Status: In 5th grade, 81% of students feel they have caring adults at school. This percentage is high but could still improve, particularly for older grades, if they show a decline.
- Need for Improvement: To further enhance student perceptions of caring adults, all staff worked to develop and build positive student relationships. There was a focus on highlighting positive behavior and identifying behaviors that impeded others' sense of safety so we could put supports in place to help students change the behavior, or assign the School Counselor or Social Worker to check in with students and help foster a sense of belonging and support.

5. CHKS (5th Grade) - Survey question regarding Feeling Safe at School:
- Current Status: Only 67% of 5th-grade students feel safe at school, indicating an area of concern. Feeling unsafe can impact a student's ability to focus and engage in learning.
- Need for Improvement: To improve the sense of safety on campus, we implemented anti-bullying campaigns, conflict resolution, and peer mediation through our counseling team. The school could also implemented consistent school-wide behavior expectations to ensure students felt secure.

6. CHKS (5th Grade) - Survey question regarding School Connectedness
- Current Status: In 5th grade, 80% of students report feeling connected to school, a positive indicator. While this is a strong percentage, there is always room to foster greater connection, especially as students advance in grade levels.
- Need for Improvement: To increase school connectedness, the school ensured that all students had access to activities where they felt they belonged to increase their sense of connection.

By focusing on these areas within daily practices, we can create a more supportive environment that promotes positive

attendance, safety, and engagement—factors that directly contribute to better academic and personal outcomes for students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	0.3% Blue status CA School Dashboard Fall 2023	Decrease suspension rate to 0.2%
Cumulative attendance (PUSD Dashboard)	93.2% EOY 2023-2024	Increase by 1.8% EOY 2024-25 to achieve 95%
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	37.3% Yellow status CA School Dashboard Fall 2023	Decrease chronic absenteeism by 10%
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 81%	5th: 86%
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 67%	5th: 72%
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 80%	5th: 85%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilizie and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices. Track CSAs' attendance and participation in scheduled training sessions on positive behavior support,	District Funded

				progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared. Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.	
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Bahavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Hold assemblies and events that promote a culture of safety and	All students	Student, parent, and teacher surveys after	3,000 Title I Part A: Allocation

	healthy, social-emotional, well-being of students, including, but not limited to, Safe and Civil strategies, Anti-bullying, and the importance of daily attendance.		assemblies and events, throughout the year.	
3.5	Provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance.	All students	Support staff will create presentations for parents on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	8,572 Title I Part A: Allocation
3.6	Implement enhanced behavior management training for staff with funds to establish positive reinforcement systems through programs like PlayWorks, and ensure clear communication of behavioral expectations between school and home. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, and data-driven decision-making to identify trends, and provide access to resources including mental health.	All students	Establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.	5,000 Title I Part A: Allocation
3.7	Provide funding for supplies, materials, and resources that support students learning to demonstrate empathy toward others' feelings and circumstances while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and events to recognize students who show resilience, perseverance, and grit, in overcoming challenges and refusing to be limited by their circumstances.	All Students	Identify the proposed expenditures and present them to SSC for approval. Track purchases of empathy-focused materials to ensure alignment with Lincoln PRIDE values and teach empathy, promote diversity, and recognize student resilience.	6,000 Title I Part A: Allocation

			Record the number of workshops using the new materials and collect feedback through student surveys that gather data on student impact to share with SSC. Document students honored for resilience and analyze trends in recognition. Include reflections from students on empathy and inclusivity, assessing shifts in school culture.	
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

> N/A, since this is a new goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on data from the 2023-24 Title 1 survey questions that focused on parent and family engagement in a variety of ways with the school, an analysis highlighting areas of improvement and identifying performance gaps are as follows:

1. For the question asking parents their impression of how welcoming to parents the school is the following was found:
   - Outcome: 99% of families agree or strongly agree.
   - Performance: This is a high percentage, indicating that most families feel welcomed by the school. So no significant performance gap was identified.

2. For the question asking parents about their use of Parent Portal:
   - Outcome: At least once a week 71% of families report using the Parent Square (a parent portal).
   - Performance Gap: Although 71% is a majority, there's room for improvement to ensure more families are engaged digitally. Some families may not have regular access or awareness of the portal's benefits, indicating a potential gap in technology access or literacy we can work to address.

3. For the question asking parents about their engagement in school events:
   - Outcome: 100% of families find events relevant and engaging (measured as an average score of 4 or 5).
   - Performance: This high rating indicates satisfaction with school events among those who attend. However, it doesn't account for families who may not attend these events, which could represent a gap in inclusive engagement so we will continue to take note of the number of families attending events and work to increase attendance.

4. For the question asking parents about the school's work around seeking input from families:
   - Outcome: 94% of families agree important decisions are not made before the school seeks their input.
   - Performance: A solid percentage, but the remaining 6% may feel their voices aren't heard, suggesting a potential gap in engaging all families in decision-making processes when we consider that we want 100% of families to ensure inclusiveness at Lincoln.

5. For the question asking parents about their attendance at school events:
   - Outcome: 151 parents attended Open House; 158 parents attended Back to School Night; 28 parents attended Parent Education Classes
   - Performance: The lower attendance in Parent Education Classes (only 28 parents) indicates a significant engagement gap in these programs. This suggests a need for more targeted outreach or adjustment in timing, content, or format to increase attendance at opportunities parents are offered to learn about ways to support their child's academic progress.

The analysis of the annual measurable outcomes for family engagement indicates generally high satisfaction among families, with 99% feeling welcomed and 94% agreeing that the school seeks their input in decision-making. However, there are areas for improvement. While 71% of families report weekly use of the Parent Square, there is room to increase digital engagement, potentially addressing access or awareness. Relevance and engagement are rated highly by attendees for events. However, a gap in attendance was revealed, particularly in Parent Education Classes, which had only 28 participants compared to higher turnout at Open House and Back to School Night. This suggests a need for more targeted outreach and adjustments to make these classes more appealing or accessible. The school can further strengthen family engagement and close existing performance gaps with a focus on increasing Parent Portal usage, broadening event participation, and ensuring inclusive input in decision-making, .

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	99% School Year 2023-2024	Increase to 100% or maintain 99%
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	71% School Year 2023-2024	Increase by 4% to 75%

Families find school events relevant and engaging (Title I/LCAP Parent Survey)	100% average (4 or 5) as of June 12, 2024	100%	
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	94% School Year 2023-2024	Increase by 3% to 97%	
Families report attending events (Title I/LCAP Parent Survey)	151 parents - Open House 158 parents - Back to School Night 28 parents -Parent Education Classes	Increase parent attendance at events by 5%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.5	Extra hours for training staff to create a positive school climate and focus specifically on developing social-emotional competencies of children and adults. Tier 1 & 2 Multi-Tiered System of Support strategies to support positive behavior and a welcoming environment as part of the school culture.	All Students	Track hours and get SSC approval. Foundations for Safe and Civil Schools Implementation Second Step lessons during teacher planning Counselor and Social Worker Training and Conferences ACT/SART/SARB Training and Implementation	8,000 Title I Part A: Allocation
4.6	Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions around Parent Square to increase parent use of the platform and highly attended events to increase attendance to opportunities to learn about practices that will support student learning.	All students	Survey parents for input about events or training opportunities they would like to participate in. Track the number of family engagement events and attendance records to measure participation rates. Survey families for feedback after engagement events to	2,000 Title I Part A: Allocation

			measure changes in understanding, suggestions for improvement, and possible topics for upcoming meetings.	
4.7	Fund parent training programs, resources, and materials to support continued education for parents in best practices to support student achievement, social-emotional well-being, positive attendance practices, and support for parents of English Language Learners, and foster a positive attitude toward school and learning for students.	All student	Identify parent training programs, resources, and materials and propose expenditures to SSC for approval. Parent Sign-In for each opportunity. Parent Surveys to monitor impact for parents.	2,397 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A, since this is a new goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The data from 2023-24 CAASPP, ELPAC data represented in the CA Dashboard indicators, and i-Ready diagnostic data reveals several performance gaps among student groups, particularly affecting English Learners (EL), African American students, Hispanic students, and students with disabilities (SPED). Here's an analysis of these gaps and steps taken at Lincoln to address them:

1. CAASPP ELA Performance:
- Overall, only 42% of students met or exceeded expectations.
- Gaps: English Learners (17%), African American students (27%), and SPED students (18%) perform below the overall average. It is important to note that the SPED students include EL and African American students so there is an overlap in the data.
- Interventions: Targeted reading interventions, such as additional resources for language support programs for English Learners, and differentiated instruction for SPED students, were implemented.

2. CAASPP Math Performance:
- Similar to ELA, only 42% met or exceeded the benchmark.
- Gaps: English Learners (24%), African American students (27%), and SPED students (32%) are again performing below average.
- Interventions: Small group Tier 2 pull-out instruction for math, scaffolded instruction, and support programs focused on foundational math skills were some ways we intervened for these student groups. Engaging instructional materials tailored for diverse backgrounds could also improve engagement and understanding for African American students.

3. CAST Science Performance (5th Grade):
- Only 22% met or exceeded the benchmark.
- Gaps: English Learners (5%), African American students (0%), Hispanic students (21%), and SPED students (14%) show significant needs.
- Interventions: To engage students, hands-on science activities and collaborative learning opportunities were utilized. Incorporating language support in science instruction was done, but planning to include this during ELD instruction for English Learners to incorporate new vocabulary and speaking opportunities could support their learning. Culturally responsive science content might increase interest among African American and Hispanic students but it was not something we utilized intentionally in 2023-24 as a focus of planning.

4. English Learner Proficiency Indicator (ELPI)**:
- 53.2% of English learners are making progress.
- Gaps: While progress is being made, 12.7% of students regressed in ELPI levels, suggesting a need for sustained and perhaps more intensive English language development.
- Interventions: The ELD program was implemented four days per week for 30 minutes with some grade levels switching students, additional staff took a group of students to teach for two grade levels, and two other grade levels kept students in their classroom while non-EL students worked independently. Teachers worked to provide more opportunities to include collaborative conversations to aid EL students in their language development. More training for teachers with effective strategies for English Learners can support sustained growth.

5. i-Ready Reading and Math Assessments:
- Reading: Overall 50% of students met growth targets, but English Learners (43%), African American students (31%), and SPED students (37%) are below average.
- Math: Overall, 46% of students met growth targets, with English Learners (48%) and African American students (31%) performing lower than peers.
- Interventions: Independent pathways in the i-Ready program, purchasing a phonics and phonemic awareness program for first and second grade, and Tier 2 small group pull-out instruction of phonics and phonemic awareness for third through fifth grade supported reading instruction. For math, targeted interventions focusing on foundational skills through a Tier 2 pull-out program for 4th and 5th-grade students were implemented for students, including the groups addressed in the about data.

Summary of Steps to Address Gaps:
- **Implement targeted reading and math interventions** for students performing below benchmarks.
- **Expand language development programs** for English Learners to promote English proficiency and comprehension.
- **Provide culturally relevant and inclusive instructional materials** for African American and Hispanic students to increase engagement.

- **Offer specialized support and accommodations for SPED students**, focusing on both ELA and Math skills development.
- **Increase access to hands-on science activities and STEM resources** to engage diverse learners and improve science understanding among low-performing groups.

These targeted interventions, tailored to the specific needs of each student group, can help close achievement gaps and support all students in reaching their academic potential.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 42% School Year 2023-2024 English Learners: 17% African American: 27% Hispanic: 41% SPED: 18% SED: 41%	Increase school-wide scores by 3% to 45% Increase English Learners, African American, Hispanic, SPED, and SED scores by 3% in each subgroup.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 42% School Year 2023-2024 English Learners: 24% African American: 27% Hispanic: 41% SPED: 32% SED: 40%	Increase school-wide scores by 3% to 45% Increase English Learners, African American, Hispanic, SPED, and SED scores by 3% in each subgroup.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 22% School Year 2023-2024 English Learners: 5% African American: 0% Hispanic: 21% SPED: 14% SED: 19	Increase school-wide scores by 3% to 25% Increase English Learners, African American, Hispanic, SPED, and SED scores by 3% in each subgroup.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.2% making progress Green Status Decreased at Least 1 ELPI Level: 12.7% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 33.6% Progressed at Least 1 ELPI Level: 53.6% CA School Dashboard Fall 2023	55.2% making progress Decrease students decreasing at Least 1 ELPI Level to 10.7% Decrease students maintaining ELPI Levels to 31.6% Increase students progressing at Least 1 ELPI Level to 55.6%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 50% Diagnostic 3 School Year 2023-2024 English Learners: 43% African American: 31% Hispanic: 50% SPED: 37%	Reading at 52% of students achieving typical growth Diagnostic 3 school-wide. Increase English Learners, African American, Hispanic, SPED, and SED scores by 2% in each subgroup.

i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 46% Diagnostic 3 School Year 2023-2024 English Learners: 48% African American: 31% Hispanic: 46% SPED: 48%	Reading at 48% of students achieving typical growth Diagnostic 3 school-wide. Increase English Learners, African American, Hispanic, SPED, and SED scores by 2% in each subgroup.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process Review of Criteria and Applications MS Master Schedule: AVID Sections	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded

	3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.			
5.5	Fund additional programs, resources, and materials to address the differentiated needs of English Language Learners to move them toward achieving English proficiency to support their literacy and math numeracy development.	English Language Learners	Analysis of ELPI data by teachers Tracking student progress in ELD ELPAC and SBA data Input from ELAC and school staff to identify purchases	6,000 Title I Part A: Allocation
5.6	Fund extra hours for after-school academic interventions and collaboration time to plan targeted interventions for students with disabilities (SPED), African American and Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance.	All Students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	2,000 Title I Part A: Allocation
5.7	Purchase manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development.	All Students	Purchases will be identified, purposed, and approved by SSC. ELAC and ILT will identify purchases and provide the rationale for suggested purchases to present to the SSC for approval.	8,000 Title I Part A: Allocation
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A, since this is a new goal.

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

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.

N/A, since this is a new goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$109,377.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$88,425.00
Title I Part A: Parent Involvement	$2,397.00

Subtotal of additional federal funds included for this school: $90,822.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$18,555.00

Subtotal of state or local funds included for this school: $18,555.00

Total of federal, state, and/or local funds for this school: $109,377.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	2,397	0.00
Title I Part A: Allocation	88,425	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	18,555.00
Title I Part A: Allocation	88,425.00
Title I Part A: Parent Involvement	2,397.00

Expenditures by Budget Reference

Budget Reference	Amount
	18,572.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	18,555.00
	Title I Part A: Allocation	88,425.00
	Title I Part A: Parent Involvement	2,397.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,853.00
Goal 2	25,555.00
Goal 3	22,572.00
Goal 4	12,397.00
Goal 5	16,000.00

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

Name of Members	Role
Anastasia Ferrarer-Bias	Principal
Maria Salazar	Other School Staff
Rosa Bentancourt	Parent or Community Member
Allen Gomez	Parent or Community Member
Ronald Adams	Parent or Community Member
Momica Betancourt	Parent or Community Member
Veronica Gutierrez	Parent or Community Member
Nelline Consalvo	Classroom Teacher
Maria Conant	Classroom Teacher
Verenise Zacarias	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/3/24.

Attested:

	Principal, Anastasia Ferrarer-Bias on 12/3/24
	SSC Chairperson, Rosa Bentancourt on 12/3/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:
A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
1.   The comprehensive needs assessment of the entire school shall:
a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.
ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:
A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i.   Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        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.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. 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).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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:

    1. Ensure that those students' difficulties are identified on a timely basis; and

    2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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