

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 26, 2013

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Lincoln Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Lincoln Elementary School.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Lincoln Elementary**

**6002018**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

## Table of Contents

### Superintendent's Letter

### OUSD & School Context & Vision

### Accountable for Quality: Ensuring Thriving Students & Healthy Communities

#### School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

#### School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

#### School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

#### School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

- A: Family & Community Engagement

#### School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

### CSSSP Assurances

### Appendices

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN

## Context & Vision

### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

### GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

### SCHOOL SITE

#### CONTEXT

Serving the urban, immigrant community of the Chinatown neighborhood of Oakland, California for decades, Lincoln Elementary School has a long, successful history. The story of Lincoln Elementary is the story of the many, many steps taken by parents, educators, and students toward helping generations of children build fulfilling and successful lives. It is the story of journeys across oceans into unknown territories, but full of hope and promise. 90% of the students at Lincoln are of Asian descent and almost all are from immigrant families. Our families make up an integral part of the Oakland Chinatown neighborhood. Other ethnicities include 4% Filipino/Filipino-American, 3% African/African American, 2% Hispanic/Latino, and 1% White. While 78% are from Cantonese speaking homes, fourteen other home languages are represented with an increasing number of students from Mongolia. 9% of the students are from English-only families, and 12% are fluent English speakers from homes where English is a second language. At present, 58% of the students are limited English proficient, and 34% have met the re-designation criteria and are now designated as Fluent English Proficient. With such a large number of Cantonese speaking students, Lincoln is fortunate to have twelve Cantonese-fluent teachers and an additional seven teachers familiar with the language at a conversational level. Their language facility lays the foundation for positive communication with parents.

#### VISION

Lincoln Elementary seeks to support the children in families who are starting lives in new places, as well as the children of the English speaking population who attend the school. We strive to provide them the opportunity to succeed academically and to develop as well rounded, caring individuals. Our vision, created in partnership with parents and the community, is: - Lincoln Elementary will be a model school where students, teachers, staff, parents and community members collaborate to promote student mastery of a challenging curriculum. Lincoln students will become creative, critical thinkers and blossom into caring citizens of a global community. Our mission is: - To inspire

and challenge students to excel academically and socially through our guidance and positive modeling. We will continue to use our bilingual and English immersion programs to provide effective instruction in a nurturing environment where all students receive equal access to a rigorous curriculum. Our school slogan is: - Excellence, Creativity, Community

## **Accountable for Quality: Ensuring Thriving Students and Healthy Communities**

### **Strategic Priority: The Accountability Plan**

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### **The School Accountability Plan**

1. The school will continue to maintain and give priority to a philosophy of shared leadership amongst all stakeholders (particularly amongst administration, staff and parents). The school will continue to support two teacher leadership teams as well parent involvement organizations (Parent Club). These leadership teams will monitor progress to ensure the OUSD strategic plan strategies are implemented. 2. The school will strive to strengthen its partnerships with its surrounding community to promote all aspects of the OUSD strategic plan. We leverage staff positions at school (such as the Family Liaison) to strengthen these partnerships.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

#### School Quality Standards relevant to this Strategic Priority

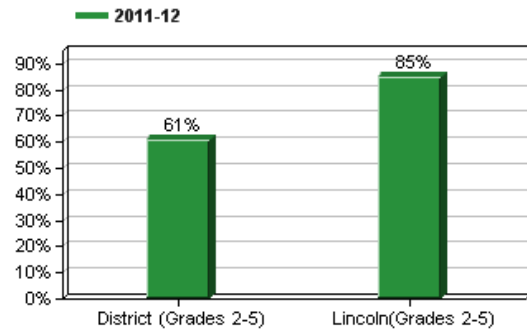
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Benchmark

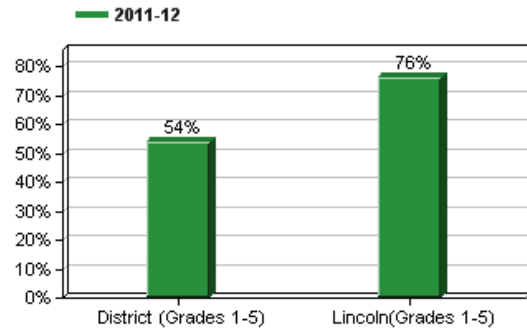


**ELA MidYear % At/Above BMark in Reading Comprehension**



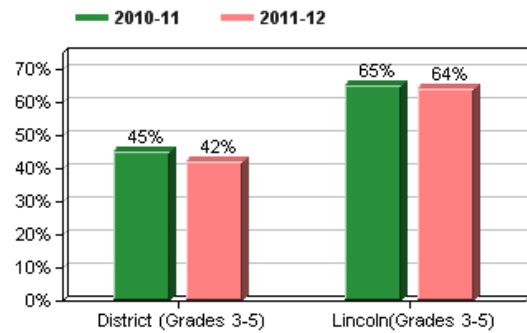
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

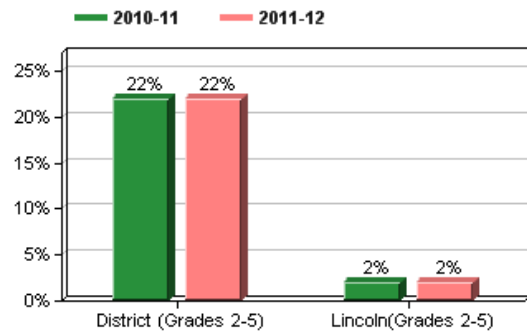


**CST**

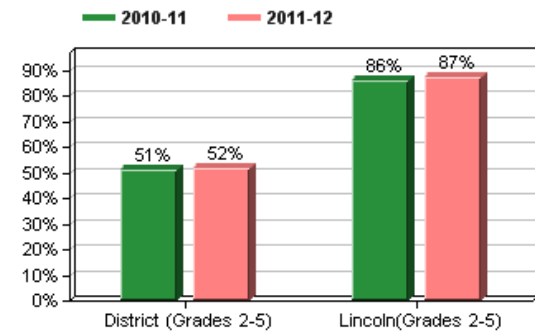
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



**CST/CMA ELA % BB/FBB**

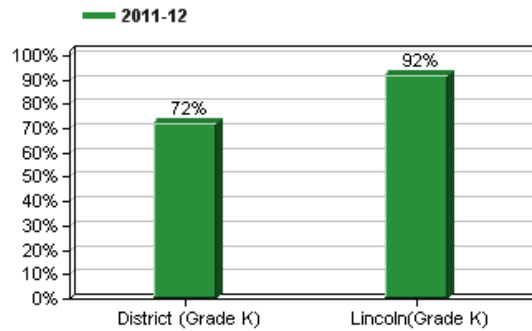


**CST/CMA ELA % Prof/Adv**

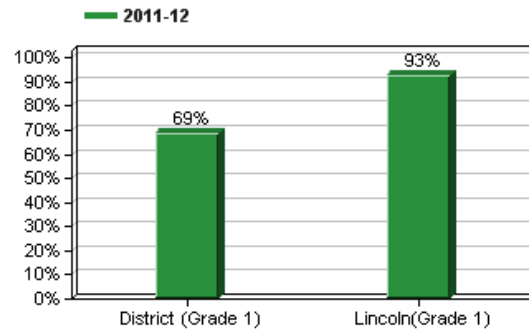


**DIBELS**

### DIBELS EOY GrK % Low Risk in Letter Naming

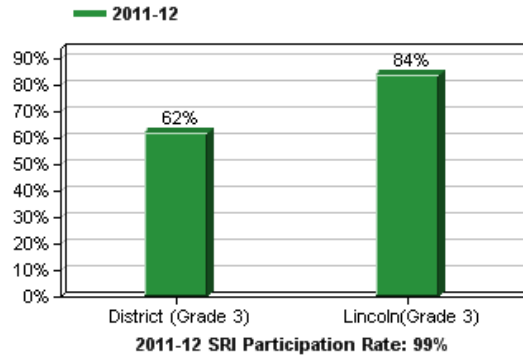


### DIBELS EOY Gr1 % Low Risk in Oral Reading



### SRI

#### SRI % At/Above grade level reading



### School Data

- School achieved 957 API in for 2011-12 School Year.
- 87% of students scored Proficient or Advanced on the 2011-12 CST.
- 

### Data Analysis

- Data shows that students are making steady improvement in ELA
- Data shows that students are increasing in their writing skills (a school focus area)
- Data shows that students are increasing in their critical thinking skills (a school focus area)

### Theory of Action

- If effective teaching is coupled with a challenging curriculum, then students will thrive.
- If we implement a balanced approach to literacy that also integrates literacy skills across the subject areas, our students will thrive.
- If we integrate cooperative learning and critical thinking into our classroom instruction, our students will be deep thinkers and be engaged in their learning.



struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQI1A5031	Hire Intervention Specialist to provide intervention	3010-Title I		INTSPC0253	0.4	\$11,983.08
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	CELDT	All Students	Weekly	Principal	3/15/2013	133SQI1A5032	Hire Intervention Specialist to provide intervention	7091-EIA-LEP		INTSPC0253	0.4	\$11,983.08

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Lincoln Elementary

Principal: JOHN MELVIN

### From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

### School Federal and State Academic Achievement Goals:

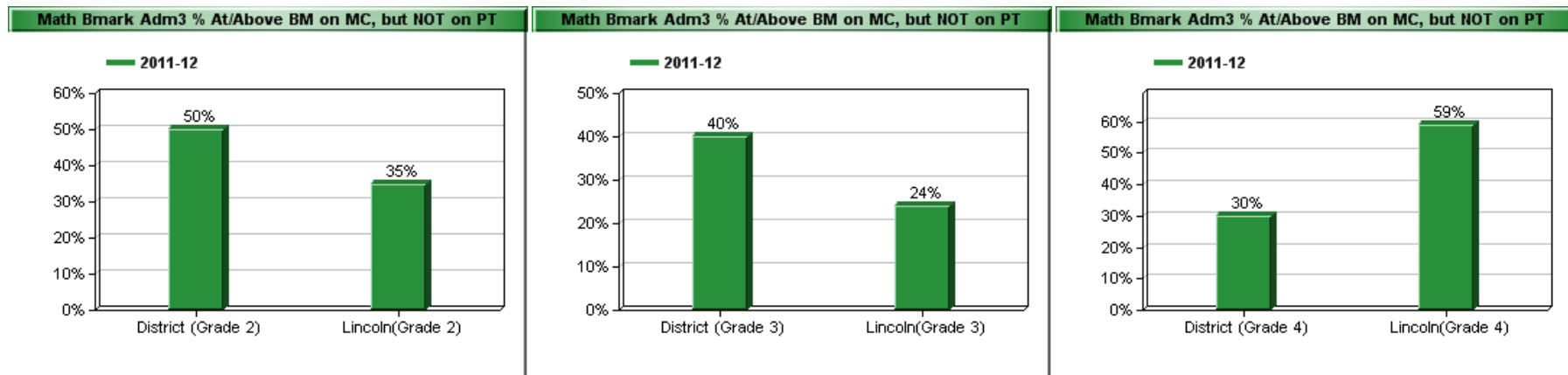
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

### School Quality Standards relevant to this Strategic Priority

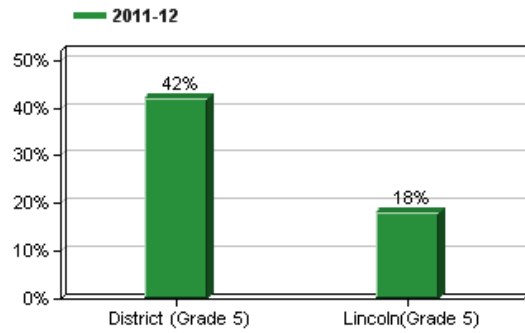
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Benchmark

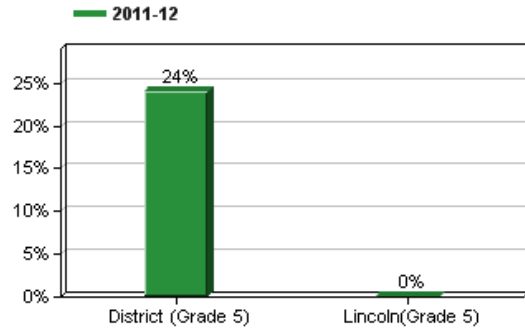


**Math Bmark Adm3 % At/Above BM on MC, but NOT on PT**

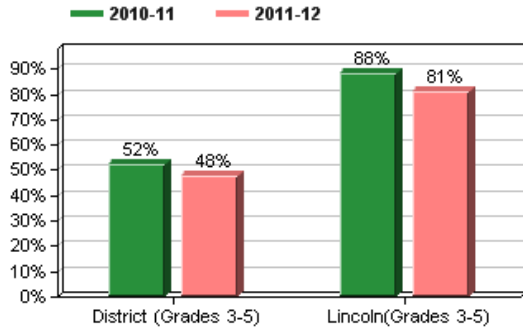


**CST**

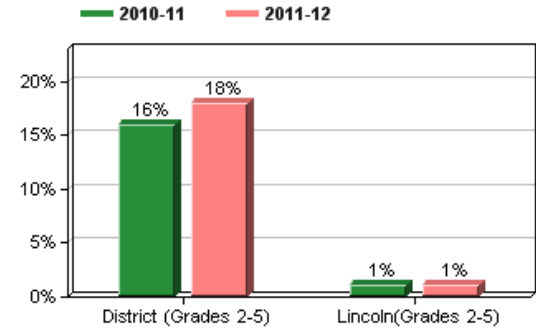
**CST/CMA Gr5/Gr8 Science % BB/FBB**



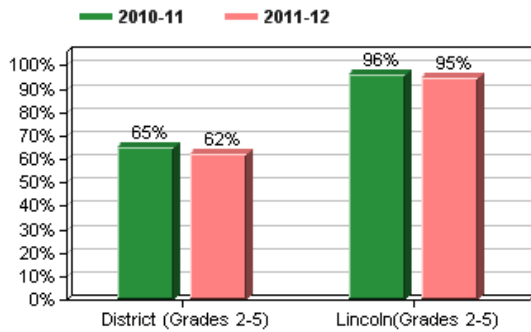
**% Growth in CST/CMA Math 2 Year Cohort Growth Report**



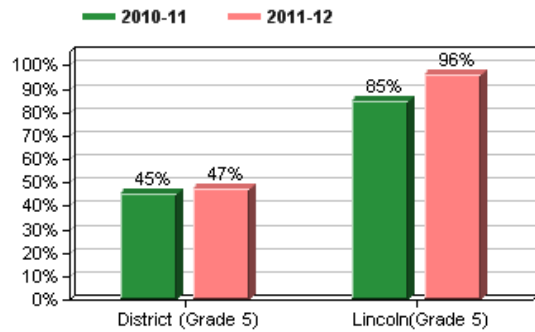
**CST/CMA Math % BB/FBB**



**CST/CMA Math % Prof/Adv**



**CST/CMA Gr5/Gr8 Science % Prof/Adv**



### School Data

- School achieved a 957 score on state API index, among the highest in the state for similar schools.
- 95% of students scored Proficient or Advanced on CST in Math (highest of all Oakland schools)
- 

### Data Analysis

- Implementation of the newly adopted District Math curriculum (Envision) showed success.
- Lincoln school overall continued to progress in its Math achievement.
- Continued focus on collaboration allows teachers to share best practices.

### Theory of Action

- If our students are challenged and engaged in STEM areas, they will reach high levels of achievement.
- If we enhance our science instruction and infuse literacy strategies into science instruction, our students will succeed.
- If teachers integrate the Next Generation Science Standards 8 practices to guide investigations, students will be proficient and excel in their scientific understanding.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B1574	Hire Bilingual Instructional Aide to provide intervention	3010-Title I		IABIL0085	0.8	\$39,589.87
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B1575	Hire Bilingual Instructional Aide to provide intervention	3010-Title I		IABIL0039	0.4	\$23,063.70
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	CELDT	English Learners	Weekly	Principal	3/15/2013	133SQ1B1576	Hire Bilingual Instructional Aide to provide intervention	7091-EIA - LEP		IABIL0039	0.4	\$23,063.70
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B1577	Hire Bilingual Instructional Aide to provide intervention	3010-Title I		IABIL0074	0.4	\$23,544.02
Students at risk struggling to reach grade level proficiency	CELDT	English	Weekly	Principal	3/15/2013	133SQ1B5028	Hire Bilingual Instructional Aide to	7091-EIA -		IABIL0074	0.4	\$23,544.02

will receive targeted intervention.		Learners					provide intervention	LEP				
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B5029	Hire Bilingual Instructional Aide to provide intervention	3010-Title I		IABIL0088	0.8	\$22,274.51
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B5030	Hire Intervention Specialist to provide intervention	7090-EIA - SCE		INTSPC0250	0.4	\$16,922.71
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B5031	Hire Intervention Specialist to provide intervention	3010-Title I		INTSPC0253	0.4	\$11,983.08
Students at risk struggling to reach grade level proficiency will receive targeted intervention.	CELDT	All Students	Weekly	Principal	3/15/2013	133SQ1B5032	Hire Intervention Specialist to provide intervention	7091-EIA - LEP		INTSPC0253	0.4	\$11,983.08
School will provide high quality instruction	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B1591	Purchase supplemental supplies to enhance curriculum.	3010-Title I	4310-SUPPLIES		0	\$112.00
School will increase student achievement through technology.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B1602	Hire consultant (Techbridge) to provide enhanced science and technology training to female students	3010-Title I	5825-CONSULTANTS		0	\$3,000.00
Teachers will deliver high quality instruction.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/15/2013	133SQ1B1601	school will fund admission for field trips that enhance curriculum.	7090-EIA - SCE	5826-NON-CONTRACT SERVICES		0	\$5,027.00
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLC's and/or an electronic collaboration website.	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQ1B1709	Provide opportunities for teachers to further their science understanding.	N/A			0	\$0.00



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Lincoln Elementary

Principal: JOHN MELVIN

**From OUSD Strategic Plan:**

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

**Theory of Action**

- If students experience healthy and safe transitions into elementary school and middle school, they will thrive.
- When families experience healthy transitions, they will support students and the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents and community in transition activities for pre-Kindergarten students.	Survey data (CHKS, etc.)	Pre-Kindergarten	End of Year	Principal	3/15/2013	133SQ1C1710	Principal and teachers will plan an orientation for pre-K families to welcome them to the school and to describe policies and expectations.	N/A			0	\$0.00
Students will consider college and career pathways.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQ1C1711	Teachers will integrate college and career readiness into curriculum (in the classroom and through fieldtrips)	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority D. College, Career & Workforce

School: Lincoln Elementary

Principal: JOHN MELVIN

### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

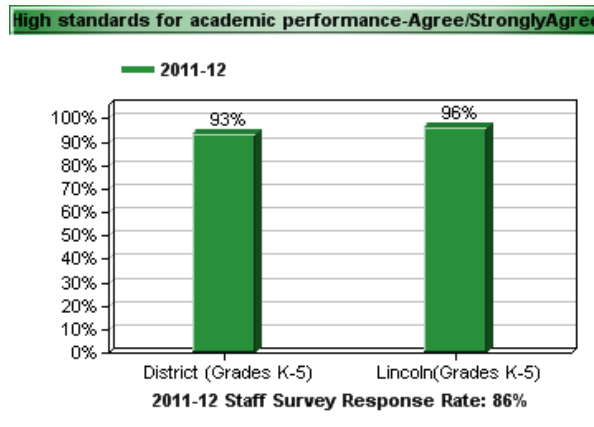
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

### School Quality Standards relevant to this Strategic Priority

A quality school...

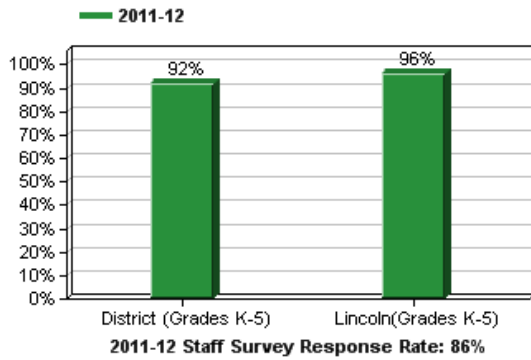
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Survey - High Standards

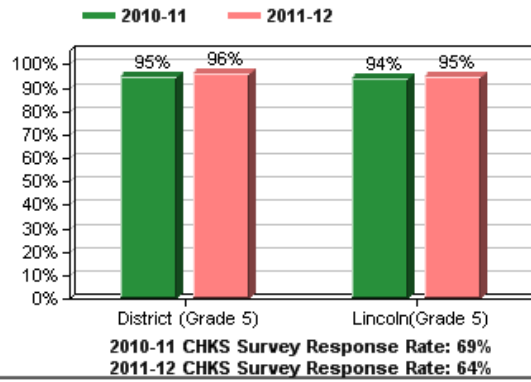


### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Do you plan to go to college after high school? \_\_\_% Yes**



**Theory of Action**

- If students see classroom learning as relevant to their future lives, they will succeed.
- If elementary students learn about future college or career opportunities, they will be motivated when they

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for students to build awareness of the variety of careers available and begin identifying areas of interest.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/15/2013	133SQI1D1712	Incorporate "college knowledge vocabulary" into all aspects of school curriculum- experiential statement in ELA, financial literacy for math	N/A			0	\$0.00
Provide opportunities for students to build awareness of the variety of careers available and begin identifying areas of interest.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQI1D1713	Imbed within content curriculum "ways that (subject area) touches my life" so that students can see that there are ways science, math, 21st century skills, etc. interacts with their lives each day, and that there are many jobs where these intersections happen.	N/A			0	\$0.00
School will promote and develop students social-emotional learning	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQI1D5034	School will hire a School Psychologist to provide social-emotional education to students.	3010-Title I		PSYCHL0016	0.19	\$16,406.91



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Lincoln Elementary

Principal: JOHN MELVIN

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support English Learners to gain English fluency.	CELDT	English Learners	Weekly	Principal	3/15/2013	133SQ1E1714	teachers will continue to collaborate to provide thoughtful, engaging, challenging curriculum to students.	N/A			0	\$0.00
Provide GATE students with engaging and differentiated instruction.	Local assessments (benchmarks, PWA)	GATE	Weekly	Principal	3/15/2013	133SQ1E3809	Provide students with engaging and differentiated instruction	N/A			0	\$0.00
Provide African-American males with high-quality instruction and ensure they adjust appropriately to school environment.	Survey data (CHKS, etc.)	Ethnicity	Every Marking Period	Principal	3/15/2013	133SQ1E4088	Present staff with training on culturally competent pedagogy	N/A			0	\$0.00
Provide Special Education students will high quality instruction and ensure they feel included into school community.	State tests (CST/STAR, PFT)	Special Education	Weekly	Principal	3/15/2013	133SQ1E4089	Have School Psychologist lead staff training on successful strategies working with resource students.	N/A			0	\$0.00
Provide Special Education students will high quality instruction and ensure they feel	Survey data (CHKS, etc.)	All Students	Every Marking	Principal	3/15/2013	133SQ1E4090	Promote positive school climate events (ie-Mix-it-Up Day) that encourage	N/A			0	\$0.00

included into school  
community.

Period

inclusion.

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority F. Extending Learning Time

School: Lincoln Elementary

Principal: JOHN MELVIN

### From OUSD Strategic Plan:

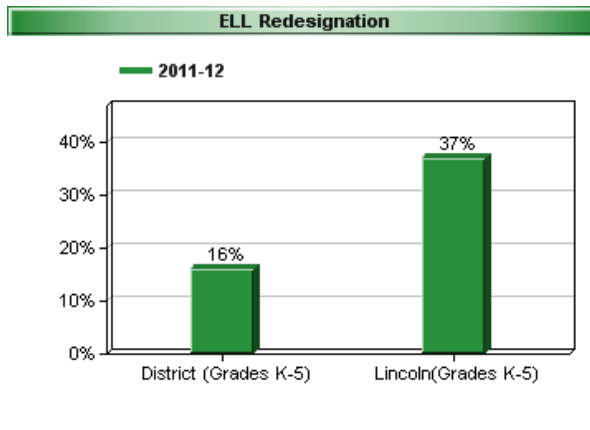
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

### School Quality Standards relevant to this Strategic Priority

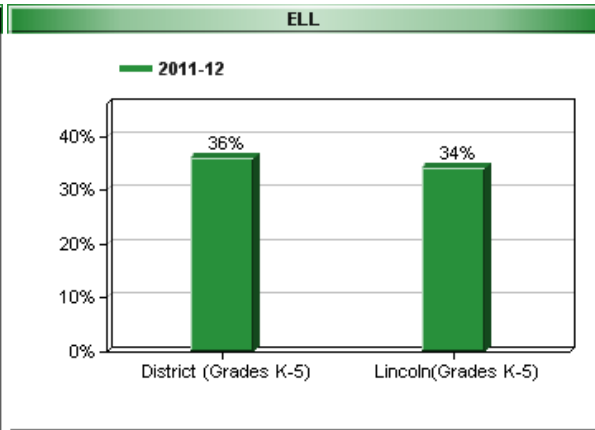
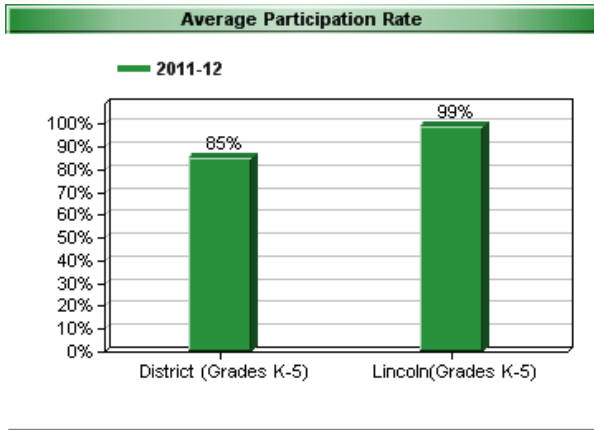
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

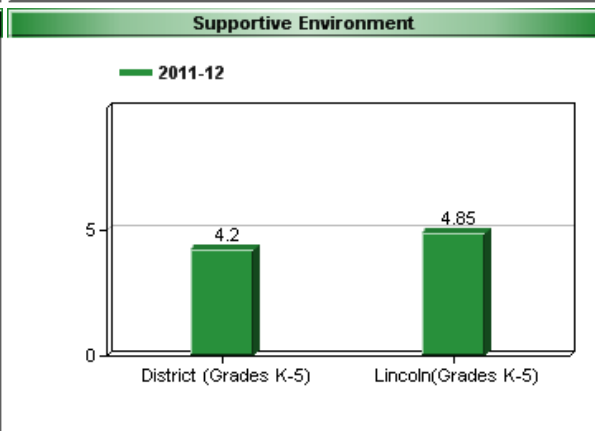
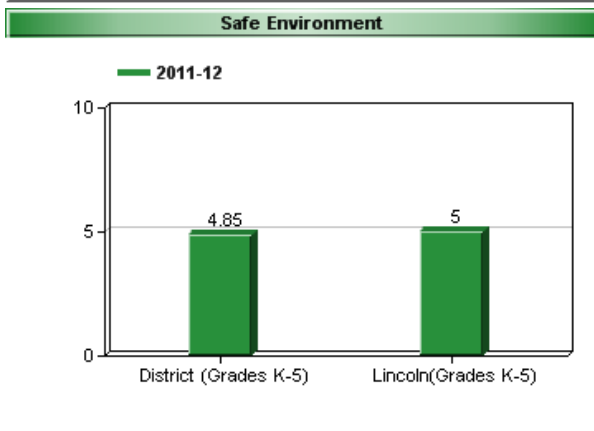
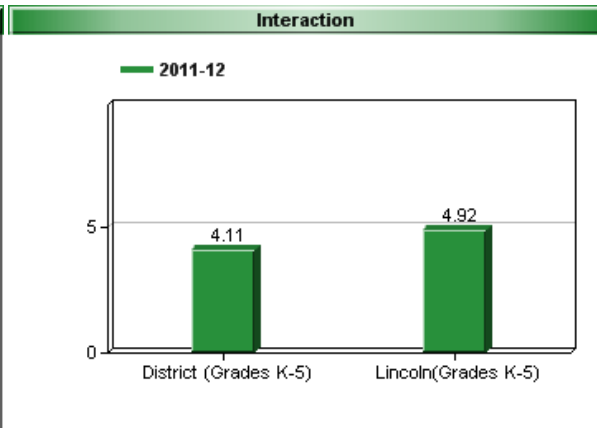
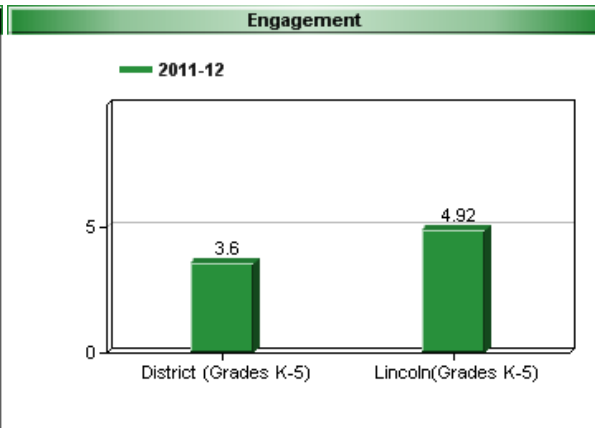
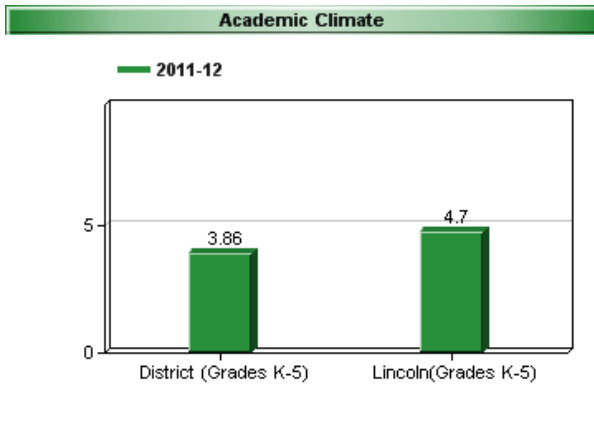
### After School Program- Student Impact



### After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After-school programs provide opportunities for students to learn career-related skills and to develop 21st century work habits (e.g.-through career mentors)	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	3/15/2013	133SQ11F1715	survey students regarding career interests	N/A			0	\$0.00
After-school programs provide opportunities for students to learn career-related skills and to develop 21st century work habits (e.g.-through career mentors)	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	3/15/2013	133SQ11F1716	Partner with career mentors and career-related enrichment providers to develop career related programming.	N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: Promote pro-social attitudes and behavior amongst students in order to reduce physical, emotional, and social conflicts.

- Strategy 1.1: Implement Second Step program to educate students about the causes and effects of bullying. Form School Climate Leadership Team to monitor school climate for students and adults and promote activities for a positive school climate.
- Strategy 1.2: Implement Conflict Manager program in order to train students to become leaders and proficient in solving their own conflicts. Organize school wide events and classroom experiences to celebrate pro-social behavior and positive bonds between students (Mix-it-Up Day, Outdoor Education Experiences, etc.)

Goal 2: Improve overall awareness of school safety and discipline policies and procedures amongst students, staff and community.

- Strategy 2.1: Create monthly newsletter for students that will have section about school safety and rules. School safety and school safety plan will be an agenda item at each SSC meeting. Principal will report to SSC at the end of each marking period: number of office referrals and suspensions. School will hold parent meeting to go over the Emergency Student Release Procedures. School will appoint designated staff persons for Kindergarten and 1st grade each to oversee high-needs students during emergencies.
- Strategy 2.2: Create school wide discipline policy to be distributed to all students, staff and parents. Create a "Word of the Month" tradition that will highlight an element of safety and of the school safety policy. School will review emergency roles and responsibilities with school staff (both certificated (teaching) and classified staff). School will establish a suggestion box for all school matters, including safety issues in the Parent Center. Suggestions will be read by Parent Liaison and may be anonymous or signed (note- signed suggestions allow the

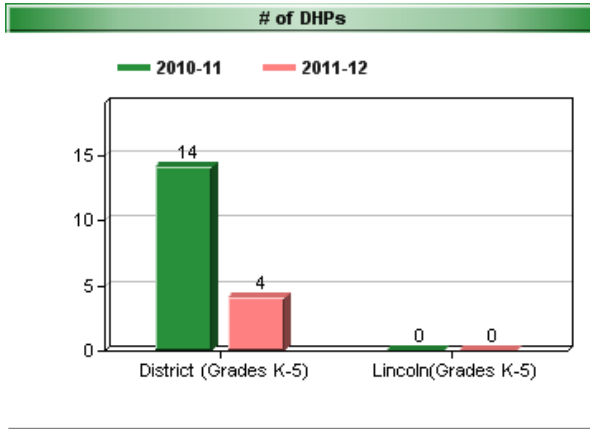
possibility of more follow up).

**School Quality Standards relevant to this Strategic Priority**

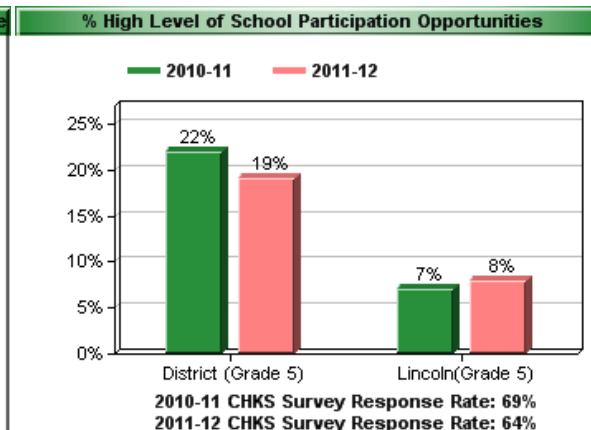
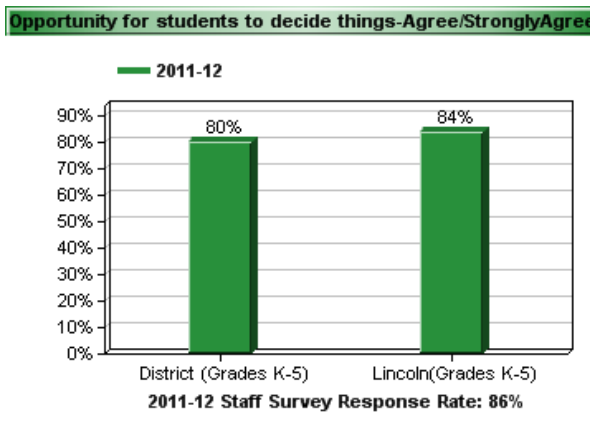
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

**DHP**

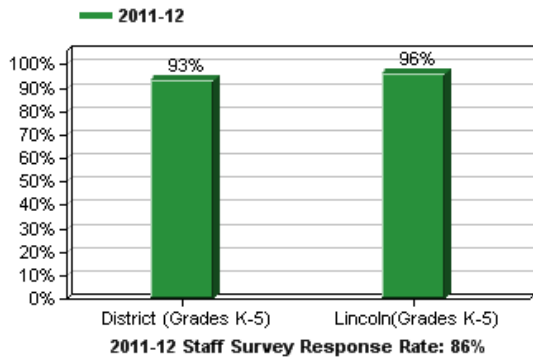


**Survey - Engagement**

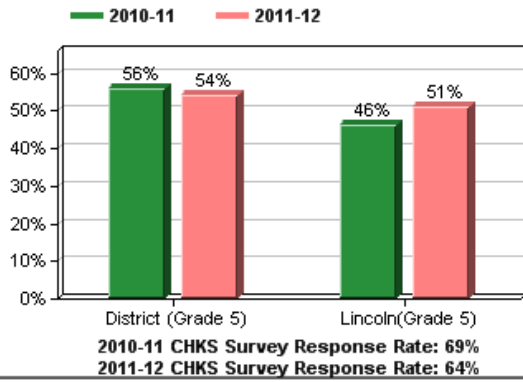


**Survey - Relationships**

**Nearly All/Most Adults at this school pay attention to students.**

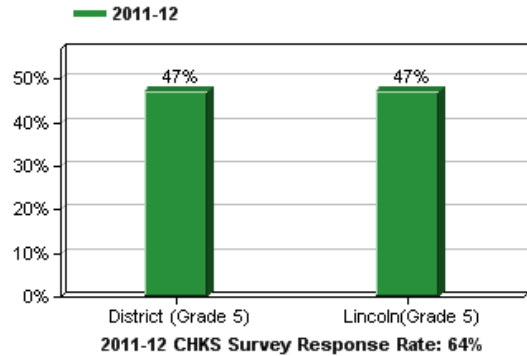


**% High Level of Caring Relationships with Adults at School**

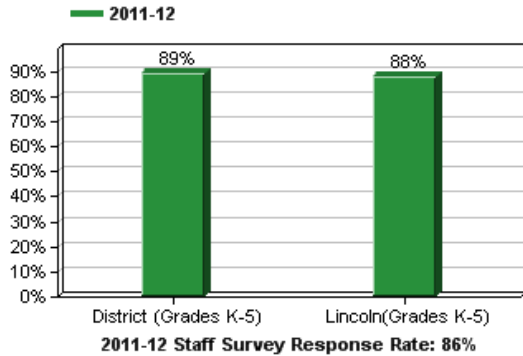


**Survey - Safety**

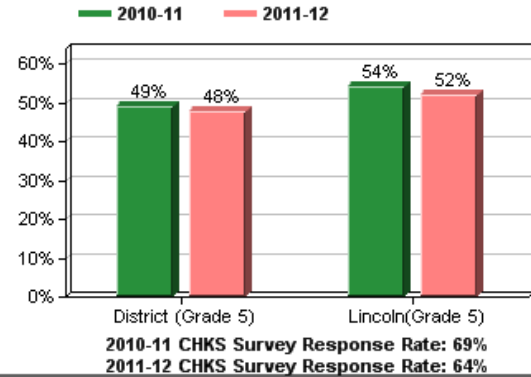
**% Hit or pushed by other kids at school**



**This school is a safe place for students. % Agree/Strongly Agree**

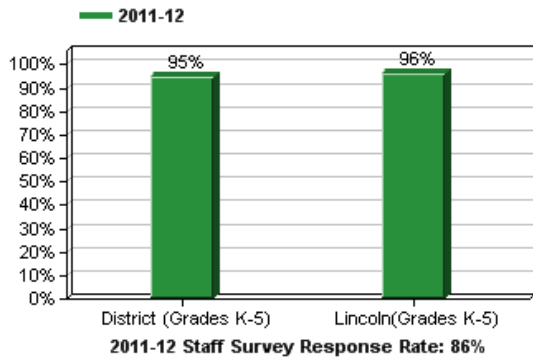


**% feeling safe at school all of the time**



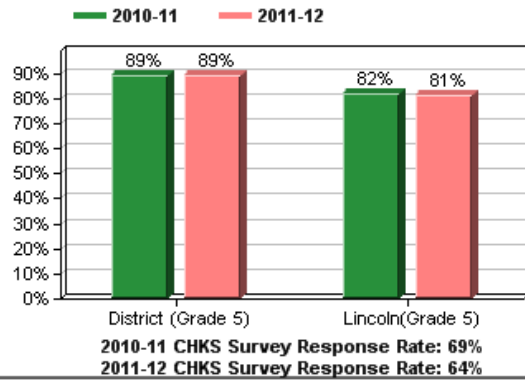
**Survey - Welcoming**

**School is a supportive and inviting place. Agree/Strongly Agree**



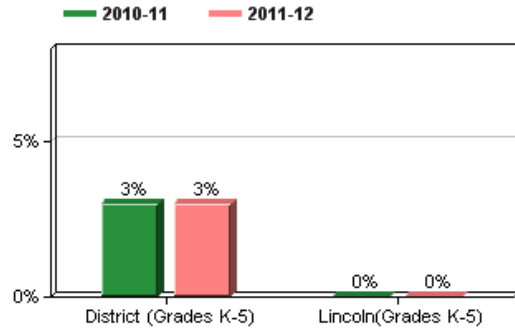
**Survey- Beliefs**

**Most/All the time teachers believe you can do a good job.**



**Suspensions**

**% receiving one or more out-of-school suspension**



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students will be actively engaged in school leadership.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQI2A1717	School will promote Promote student leadership through formation of student council and traffic safety patrol.	N/A			0	\$0.00
Implement positive behavioral interventions and supports which							Continue operation of school safety and					

define school rules, values and norms and standardize them across grades, locations and teachers.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQI2A1718	climate team to facilitate positive school climate initiatives.	N/A			0	\$0.00
Implement positive behavioral interventions and supports which define school rules, values and norms and standardize them across grades, locations and teachers.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQI2A1719	Implement Second Step social emotional curriculum	N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

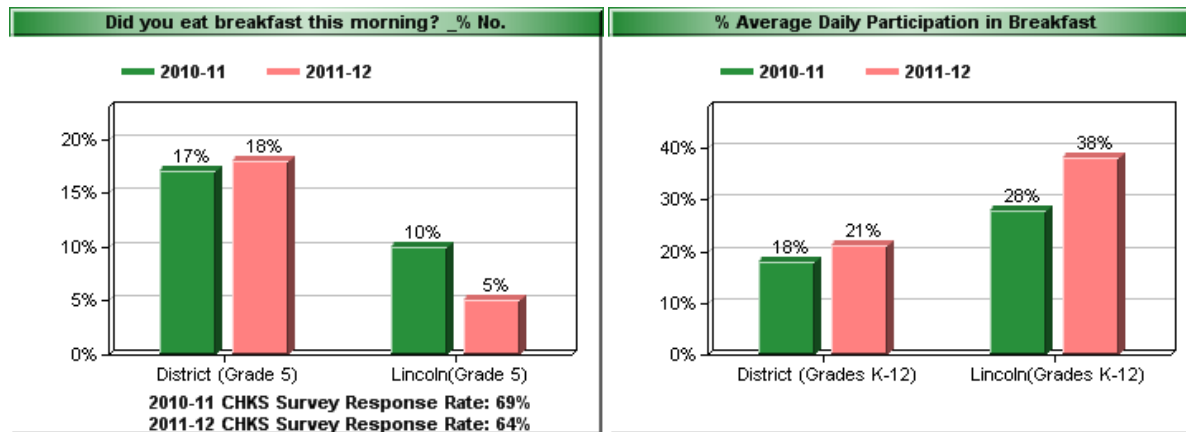
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

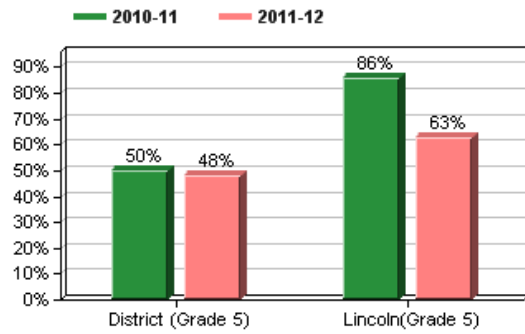
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

#### Breakfast



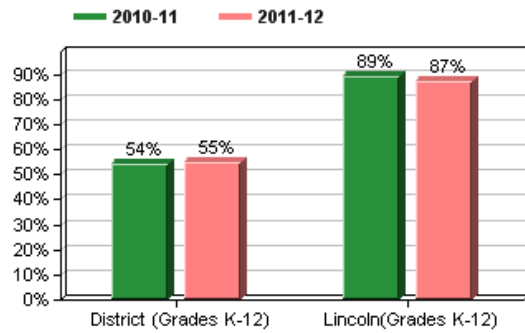
#### Fitness

### % in Healthy Fitness Zone for Body Composition



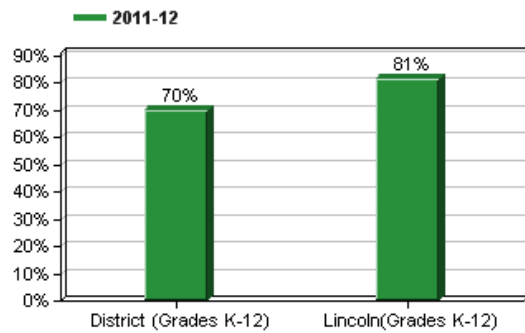
### Lunch

#### % Average Daily Participation in Lunch



### Socio Economics

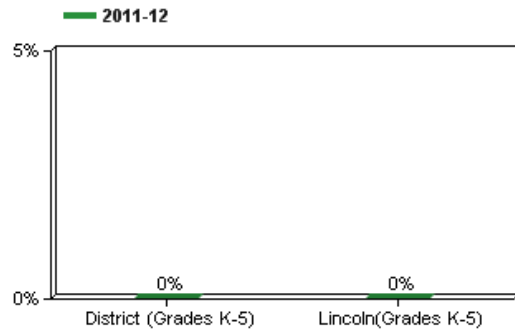
#### Free/Reduced Lunch %



### Survey - Drugs / Alcohol

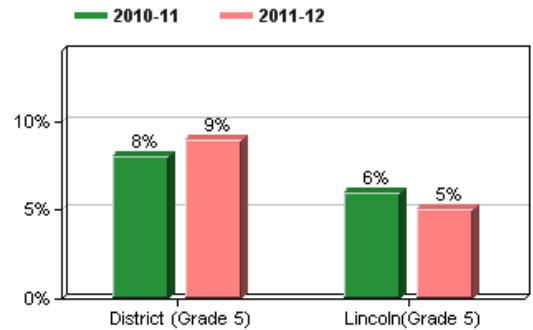


**Student alcohol&drug use is a severe problem at this school.**



**2011-12 Staff Survey Response Rate: 86%**

**% drinking alcohol in past month**



**2010-11 CHKS Survey Response Rate: 69%**  
**2011-12 CHKS Survey Response Rate: 64%**

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide health education in priority areas (gardening and social-emotional learning)	Health data	All Students	Monthly	Principal	3/15/2013	133SQI2B1720	School will create a garden to promote science and health understanding	N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

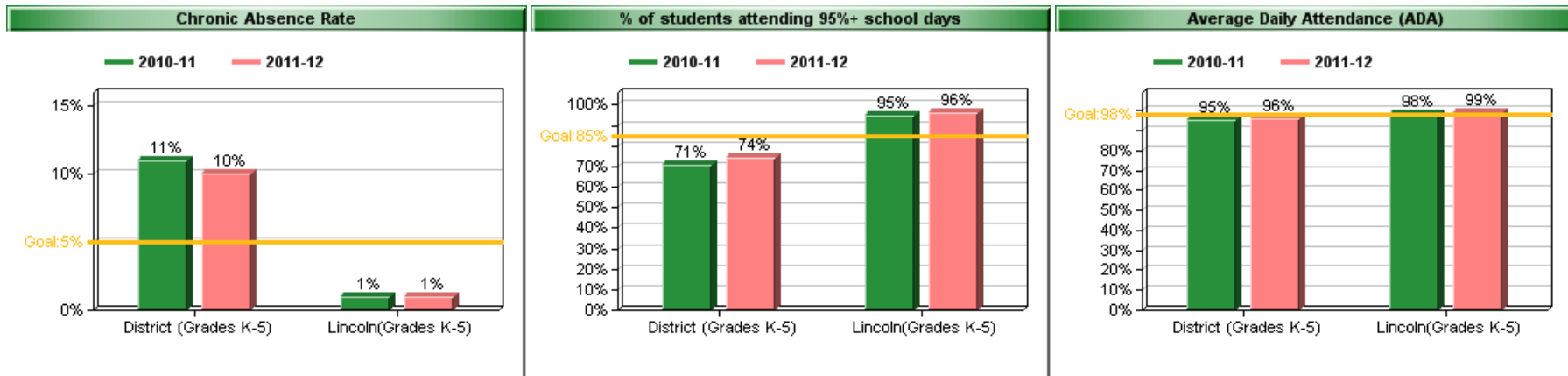
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



### Theory of Action

- Regular attendance is crucial for student academic success.

;

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

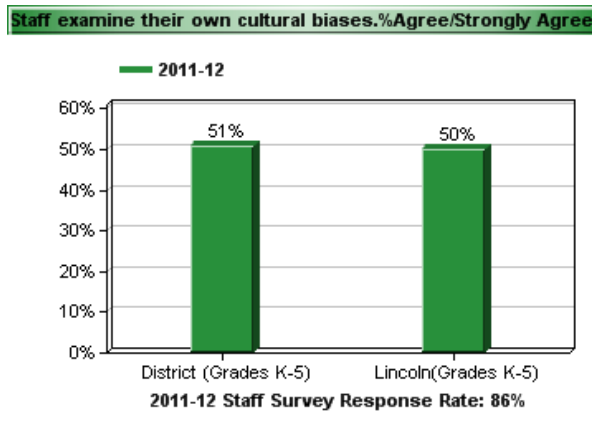
1. Improve the conditions in schools to retain 80% of effective teachers

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### Survey - Professional Learning



**Theory of Action**

- If adults work in collaboration, then they will better serve children.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will collaborate and deliver high quality instruction.	State tests (CST/STAR, PFT)	All Students	Every Other Week	Principal	3/15/2013	133SQI3A1585	Teachers will meet in professional learning communities (PLC's) to plan lessons and assess student learning.	N/A			0	\$0.00

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

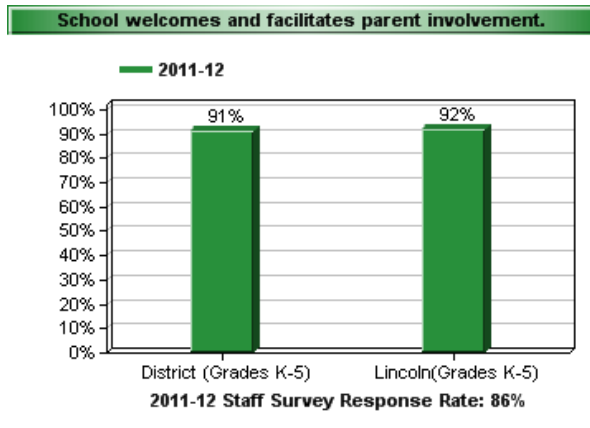
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

#### Survey - Welcoming



**Theory of Action**

- If parents and community are engaged in the school, a school will be successful.
- If parents and families are involved in the school, students will be more successful.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School will engage all families	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	3/15/2013	133SQI4A1583	Hire Technical Skills Assistant to provide outreach to parents encouraging their participation in school governance.	7090-EIA - SCE		TCHSKA0003	1	\$75,931.48
School will engage all families.	CELDT	English Learners	Weekly	Principal	3/15/2013	133SQI4A1584	Hire Cantonese Bilingual Clerk to facilitate communication between parents/families and school.	7091-EIA - LEP		CLKTIB0007	0.5	\$25,275.30
School will engage all families.					3/15/2013	133SQI4A1589	Hire translators to provide information to parents about school events and activities.	N/A			0	\$0.00
School will engage all English Learner families.	CELDT	English Learners	Weekly	Principal	3/15/2013	133SQI4A1596	School will hire Family Liaison to provide parental access to school resources and promote parent involvement in education	7091-EIA - LEP	5825-CONSULTANTS		0	\$38,260.00
School will engage all English Learner families.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/15/2013	133SQI4A1597	school will provide refreshments for parent meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,000.00
School will engage all English Learner families.	State tests (CST/STAR, PFT)	All Students	Monthly	Principal	3/15/2013	133SQI4A5033	School will purchase supplies to promote parent engagement.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$1,324.40

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Lincoln Elementary

Principal: JOHN MELVIN

#### From OUSD Strategic Plan:

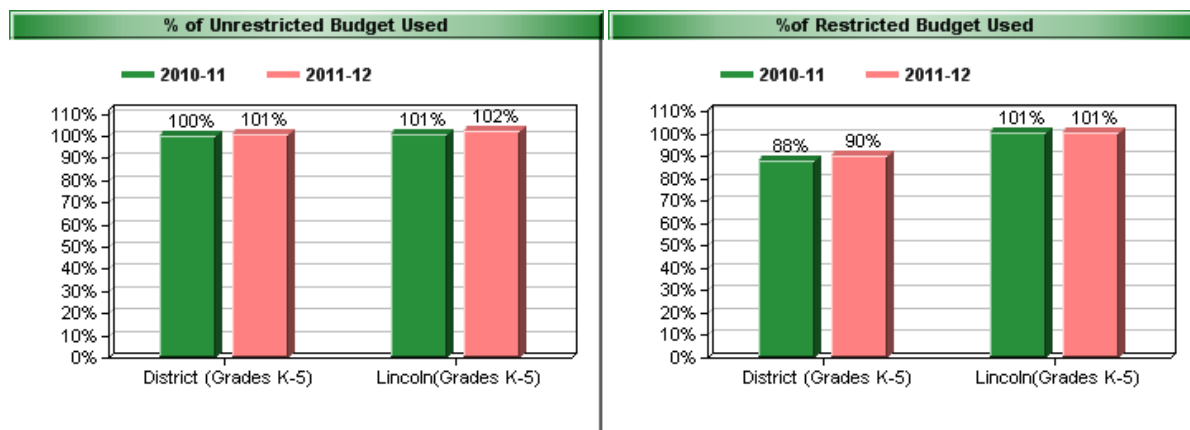
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

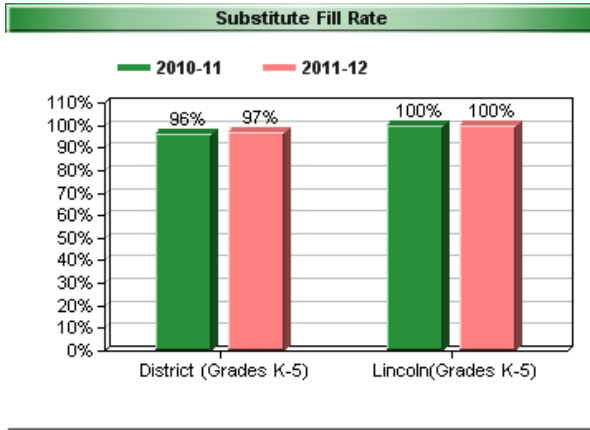
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

#### Budget



#### Sub Fill Rate





**Theory of Action**



- If multiple parties (administration, staff, students, parents and community) are involved in shared decision-making, operation of the school will be successful when

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use instructional time, collaboration time, and other professional development time to guide and support quality instructional practices.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQI5A1721	Hold regular staff meetings with teachers, other staff, parents, students and community members to review data	N/A			0	\$0.00
Use instructional time, collaboration time, and other professional development time to guide and support quality instructional practices.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	3/15/2013	133SQI5A1722	Use consensus building strategies to build understanding and get agreement on key decisions	N/A			0	\$0.00



## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$97,881.88	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$122,126.68	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$220,008.56</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$139,974.65	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$3,324.40	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$143,299.05</b>	

## **Appendices**

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

**School Site:** Lincoln  
**Site Number:** 133

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon 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.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on January 16 + January 25, 2013
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 17, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

[Signature]  
SSC Chairperson's Signature

Dan Jegers  
SSC Chairperson's Name (printed)

5/2/2013  
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date  
5/2/2013

[Signature]  
Principal Signature

John Melvin  
Principal's Name (printed)

Date

[Signature]  
Executive Officer's Signature

Sandra Aguilera  
Executive Officer's Name (printed)

5/16/13  
Date

[Signature]  
Director, State & Federal Compliance Signature

Josua Ramirez  
Director, State & Federal's Name (printed)

4/5/13  
Date

## School Site Council Membership Roster – Elementary School

School Name: Lincoln School

School Year 2012-2013

<b>Chairperson:</b> Dan Jegers	<b>Vice Chairperson:</b> Allison McGuirk
<b>Secretary:</b> Derek MacLeod	<b>DAC Representative:</b> Tim Chan

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
John Melvin		X			
Allison McGuirk			X		
Derek MacLeod			X		
Suzanna Mori			X		
Tim Chan					X
Kristin Jantzen					X
Daniel Jegers					X
Charles Pearson					X
Elaine Chung					X
Susan Tom				X	
<b>DAC Representative</b>					
Tim Chan					
Home Ph. 510-686-3683	Email:				

**Meeting Schedule: 9/26, 10/17, 11/28, 12/19, 1/23, 2/20, 3/20,4/17,5/15**

- 1-Principal
- 3-Classroom Teachers
- 1-Other Staff
  
- 5-Parent /Community

**SSC Legal Requirements:**

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community members;
3. Majority of school staff membership must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

## Title I School Parental Involvement Policy 2012 - 2013

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

### **Involvement of Parents in the Title I Program**

*Lincoln Elementary School* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.

*Lincoln School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. join the Parents Club, participate in School Site Council, and ELAC meetings, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.*

- Offer a flexible number of meetings for parents.

*Lincoln School will host an annual Title I Meeting to discuss the school's Title I programs . Parents Club will meet once a month as well as will the School Site Council, ELAC.*

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

*Lincoln School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. join the Parents Club, participate in School Site Council, and ELAC meetings, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.*

- Provides parents of Title I students with timely information about Title I programs.

*Lincoln School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. join the Parents Club, participate in School Site Council, and ELAC meetings, and volunteer on school wide projects. Parents will also be given the Parents' Guide to Action explaining district policies and the procedures to follow should a complaint be necessary to file.*

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

*School will provide this information at the annual Title I Meeting. In addition, the school will provide this information through parent meetings such as: "Back to School Night" and Parent Teacher Conferences- (held in December). Teachers will also distribute information in monthly newsletters.*

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

*School will provide this information at the annual Title I Meeting. In addition, the school will provide this information through parent meetings such as: “Back to School Night” and Parent Teacher Conferences- (held in December). Teachers will also distribute information in monthly newsletters.*

## **School-Parent Compact**

*Lincoln Elementary School* has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### **Building Parent Capacity for Involvement**

*Lincoln Elementary School* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California’s academic content standards
  - 2) The State of California’s student academic achievement standards
  - 3) The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child’s progress

*Parents are/will be informed through school newsletters, announcements made at Parents’ Club meetings, and through encouragement from teachers of parents to participate in school activities. Family Liaisons make great efforts to encourage parent participation.*

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

*Family Liaison will organize workshops related to methods of assisting their children to succeed academically.*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

*Professional Development training sessions will highlight the value and importance of parent involvement and contributions.*

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

*Principal and Family Liaison will organize parental involvement activities that support the goals of the Title I Program.*

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

*Parents are/will be informed through school newsletters, announcements made at Parents' Club meetings, and through encouragement from teachers of parents to participate in school activities. Family Liaisons make great efforts to encourage parent participation. The school will translate all materials in appropriate languages for statistically large populations.*

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

*The school will record activities requested by Title I Program parents and integrate those into regular meetings.*

### **Accessibility**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

*School will provide translation of material for parents in languages they can understand.*

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Lincoln School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

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(Principal's Signature)

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(Date)



## Lincoln Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian