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Enactment Number	19-1158
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Lincoln Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Legislative File Id. No. 19-1311
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Sharon Travers
Date of this revision: 5/8/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Sharon Travers
Address: 225 11th Street
Oakland, CA 94607

Position: Interim Principal
Telephone: 510-874-3372
Email: sharon.travers@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/8/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Lincoln Elementary School

Site Number: 133

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. 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 requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 8, 2019

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting
<i>Posted in building</i> | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
<i>Website</i> |
|--|--|--|

Signatures:

<u>Sharon Travers</u> Principal	<u>Sharon Travers</u> Signature	<u>14 May 2019</u> Date
<u>Irene M. Hughes</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5-14-19</u> Date
<u>LaResha Martin</u> Network Superintendent	<u>LaResha Martin</u> Signature	<u>5/20/19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>MURPHY OTIS</u> Signature	<u>5/21/19</u> Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Lincoln Elementary School**Site Number:** 133

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/18/2019	SSC & SELLS combined	Overview of the SPSA Planning process
1/30/2019	SSC & SELLS combined	Annual Updates, Four Priorities: review
2/5/2019	Instructional Leadership Team	Updated goals, root cause analysis
3/11/2019	Faculty	Teacher input for four priorities, action steps for Site Plan
3/13/2019	SSC & SELLS combined	SPSA Priorities and action steps
4/15/2019	Faculty	Reveiw of Strategies and Practices in revised document
4/24/2019	SSC & SELLS combined	Examine Revised Site Plan for approval

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$164,955.99
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$983,697.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$161,845.67	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$85,410.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,110.32	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$488,499.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$189,177.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$164,955.99	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$818,459.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$983,414.99
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Lincoln Elementary School

School ID: 133

School Description

At Lincoln Elementary, located in the Chinatown neighborhood, our mission is to inspire and challenge students to excel academically and socially through our guidance and positive modeling. While the majority of our families are from Cantonese speaking homes, twenty-six other home languages are represented. We are also supporting an increasing number of students from around the world who are starting new lives in Oakland. Our vision, created in partnership with parents and the community, is that Lincoln Elementary will be a model school where students, teachers, staff, parents and community members collaborate to promote student mastery of a challenging curriculum with a focus on balanced literacy and social emotional learning. Lincoln students will become creative, critical thinkers and blossom into caring citizens of a global community. 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.

School Mission and Vision

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 vision, created in partnership with parents and the community, is that Lincoln Elementary will be a model school where students, teachers, staff, parents and community members collaborate to promote student mastery of a challenging curriculum with a focus on Balanced Literacy and Social Emotional Learning.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Math
Overall SBAC data shows 68.6% of students perform at or above grade level. Math performance rates are consistent over a 3-year period, 2015-2018.

Parents help with math at home. Online Math websites have provided supplemental support for core content (e.g. Khan Academy, Splash Math). Math instruction capitalizes on the universal language of mathematics. There is strong home support for math among our families.

ELA: Overall, 53.6% of students achieved at or above standard level performance on SBAC ELA 2017-18. Disaggregated SBAC data shows 50% or better of Asian, Filipino, Latino, Multiple Ethnicity, Not Reported, and White students performed at or above grade level. Half-Year Growth (Fall to MidYear) shows overall increasing reading proficiency, with 23% in 2016-17, 24% in 2017-18, and 36% in 2018-19 demonstrating 1.5 years growth or better on SRI tests.

K-1 Teachers benefitted from continuous coaching support in Balanced Literacy. Balanced literacy is consistently employed in K-2. Our site has experienced and dedicated teachers. Leveled classroom libraries support literacy instruction. Classroom management and SEL strategies promote optimal supports for learning.

<p>ELL Reclassification . Reclassification rates for English learners is 33% at our site. -</p>	<p>We feature newcomer support classes for 3rd, 4th, and 5th grades. Some newcomers receive push-in support in classrooms to support access to core curriculum. Many Lincoln students attend our school for their entire elementary school career (K-5)</p>
<p>Conditions for student Learning . Data shows less than 1% chronic absences at the site. CHKS Survey data shows 72% of fifth grade students feel respected by adults in the school and feel a part of the school.</p>	<p>All classrooms have a SEL focus and an intentional learning community. Our school-wide focus for SEL - Caring Schools Community - supports optimal conditions for all students</p>
<p>Conditions for adult learning Mid Year Mills Teacher Scholars data shows 100% of teachers are engaging in learning conversations to help each other assess and modify teaching practices. 85% of teachers have made one or more documented changes in instruction based on what they have noticed in student data. 89% of teachers report that their focal students have made progress towards their learning goal.</p>	<p>Many teachers at our site exhibit a strong work ethic. PLCs collaborate around grade level topics. Some teachers value looking at data and participating in thought partnership with colleagues. Sharing successes and steps to achieve inquiry work, along with receiving peer feedback, have been valuable experiences. Teachers value time to talk to other teachers about data and noticing similarities in experiences, that they are working toward better learning and teaching.</p>
<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p>Math . While SBAC math scores remain strong on standardized tests, 31.4% of overall student scores fall in the ranges below grade level proficiency.</p>	<p>While parents support math work at home, there is a lack of parent engagement around the nature of the shifts in the CCSS for mathematics. -While math data shows instruction supports grade level and advanced achievement for most students, teachers lack effective professional development and resources to impact outcomes for struggling learners.</p>

<p>ELA - Disaggregated SBAC data shows just 23% of African American students achieve at or above grade level proficiency. SRI Reading Inventory Half Year Growth shows a pattern of flat growth over three years: 62.3% in 2016-17, 63.7% in 2017-18, and 58.7% in 2018-19 for the Fall to MidYear period. The Oakland Public School Report Card data show a decrease in ELA academic performance for students with disabilities; Orange Level, a step above Low Performing.</p>	<p>-While the Balanced Literacy curriculum supports the development of English proficiency, teachers lack effective professional development and resources to explicitly teach and support English language proficiency. Teachers lack continuous coaching support in Balanced Literacy across grade levels. - -There is a lack of balance between out-of -class and in-class activities for students that impacts core curriculum instruction.</p>
<p>ELL Reclassification: While we maintain high reclassification rates for ELL students, many students struggle to achieve English proficiency. Overall ELPAC data showed 69.9% of ELL students had not yet met criteria for reclassification. Fall to MidYear SRI data shows .5% increase (14.4% to 14.9%) in students meeting grade level proficiency. While instruction supports high reclassification rates, 78% of our ELLs are at risk of Long Term English Learner status.</p>	<p>Teachers lack effective professional development and resources to promote English language proficiency for ELLs. While newcomer supports are available for older students, there is a lack of support for the development of younger newcomer students. -While academic support is available for struggling learners, there is a lack of intervention services for English learners. -While ELD materials support language development, teachers lack effective professional development, resources, and coaching support, to explicitly teach and foster proficiency in English for ELLs. The ELD curriculum does not address grammar, construction, or inflection in the English language.</p>

<p>Conditions for Student learning: Oakland Public School Report Card data show increases in suspension rates for African American and Multiple Ethnicity students. On a scale from High Performing (Blue) to Low Performing (Red), Lincoln rates a step above Low Performing at Orange Level. California Healthy Kids Survey data (5th grade only) show 48.5% of students have concerns about safety and bullying at school.</p>	<p>While SEL supports are featured throughout the day at our site, students lack resources for resolving conflicts. While SEL creates a foundation for the classroom and school culture, there is a lack of needed training around Habits of Mind (wondergrove.net)</p> <p>While there is a strong culture for SEL and self-management, at the site, there is a lack of school wide procedures that address consequences for misbehavior.</p> <p>-While community agreements exist that define the Lincoln way, teachers and students are unclear on what to do/how to report incidences when students misbehave regularly. CSC fosters SEL and increases social and self-awareness, however there is a need to increase assets-based learning and devise methods of recognition or reinforcement for academic and social-emotional growth</p>
<p>Conditions for Adult Learning: 28% of teachers interviewed found the Mills inquiry work difficult to align with classroom and personal needs; that there were distractions and lack of direction in site professional development that detracted from learning. 33% of teachers interviewed noted a need for sharing best practices to support improving student outcomes. Parent engagement: _____</p>	<p>While teacher learning is an essential component of our learning community, teachers lack adequate time and effective professional learning opportunities to support professional growth. Teachers lack non-evaluative coaching support for personal professional goals. PLC collaboration time is limited to Wednesday time slots. In</p> <p>While parent involvement is welcomed and encouraged at our site, there is a lack of opportunities for parents to learn about curriculum and instruction.</p>

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	At least 80% of students feel connected to at least one adult at school.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	68.94%	75.00%	80.00%
Suspensions	African-American Students	-2pp	3.85%	0.00%	0%
Suspensions	Students with Disabilities	-2pp	1.16%	0.00%	0.00%

Chronic Absence	African-American Students	-2pp	n/a	3.80%	1.80%
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District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: On the SBAC ELA, all students will increase their distance from standard score by at least 15 points. Students with disabilities and our English Learners will increase their distance from standard score by at least 20 points.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	3.5	8.5	23.5
ELA SBAC	Students with Disabilities	+20 points DF3	-46.5	-26.5	-6.5
ELA SBAC	English Learners	+20 points DF3	-87.2	-67.2	-7.2

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: On the SBAC Math, all students will increase their distance from standard score by at least 15 points. Students with disabilities and our English Learners will increase their distance from standard score by at least 20 points.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	30.6	36	51
Math SBAC	Students with Disabilities	+20 points DF3	-11.7	8.3	28.3
Math SBAC	English Learners	+20 points DF3	-27.2	-7.2	12.8

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: All students who are designated as English Learners will demonstrate growth toward reaching English fluency by improving their ELPAC and SRI scores.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	33.56%	35.00%	38.00%
LTEL Reclassification	Long-Term English Learners	25%	25.00%	20.00%	18.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	All students will improve their reading growth by at least one grade level each year. Those students who begin the school year below grade level will improve their reading growth by at least 1.5 grade levels each year.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	53.30%	50.00%	55.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	17.58%	25.00%	20.00%
K at or above Benchmark	All Kindergarten Students	+5pp	69.30%	74.30%	80.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	62.02%	67.02%	75.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Lincoln Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		By June 2021, 90% of students in 2nd grade who began their schooling at Lincoln in Kindergarten will demonstrate proficiency in reading complex texts; accountable and rigorous academic discussion between students to expand thinking, expression of reasoning, and use of text to cite evidence.			
Theory of Action for Language & Literacy:		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction through workshop model (for ELLs, African American, Low Income, GATE, newcomers, and students with disabilities) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, On Demand Writing, SBAC, and SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		English Learners		-1	3.5
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
In the interest of fortifying instruction and developing common understandings in Balanced Literacy, Lincoln teachers experienced a series of differentiated professional learning experiences and coaching support for specific grade levels (lead teachers at each grade level) in developing the Writing Units of Study. We focused on calibration, studying student work, and deepening understandings of the development of writing skill for students. Each Kindergarten teacher received specific grade level professional development and personalized coaching support throughout the year to build coherence across the grade level and strengthen the foundation of Balanced Literacy instruction for our site. Mills inquiry work engaged the entire staff in work that increased teacher capacity for reviewing student data and reflecting on the impact of strategies to improve student outcomes. Increasing collaboration and					
What evidence do you see that your practices are effective?					
At the outset we determined that some of our students had significant difficulty with narrative writing. With the feedback and support of our coaches and opportunities to calibrate around the work, we were able to develop more effective strategies for deepening understanding of the genre and providing specific supports to create access to content for ELLs, African Americans, Latinos, Asians, Newcomers, and students with disabilities. The effectiveness of these strategies is seen in the student referencing of tools and supports (e.g., such as anchor charts and rubrics) and in improving outcomes in written pieces (as seen in teacher calibration and collaboration). Building-wide on-demand prompts were utilized to generate dialogue that fueled analysis of and inquiry work around student outcomes and informed next steps for instruction. We are developing a stronger understanding as a staff of what standards-aligned writing performance should look like and how to better address the needs of the diverse learners in our classrooms.					
What are some possible implications for your 2019-20 SPSA?					

We will continue to use the data collected from our post-unit on-demand writing assessments to inform and inspire our work with diverse learners. Investing in time for teachers to work together around student data has proven to be beneficial for students and staff. We hope to increase the amount of teacher calibration and collaboration time and to foster additional opportunities for sequential, student-centered, ongoing professional learning to build teacher efficacy with Balanced Literacy. As we continue our progression to coherence in instruction across grade levels, it will be important to incorporate ways to monitor and share data to ensure optimal learning for our students.

18-19 Standards-Based Instruction Priority:		Mathematics	
June 2021 Standards-Based Instruction Goal:		By June 2021, 75% of students in 3rd - 5th grades will meet or exceed standards as measured by the SBAC Math assessment.	
Theory of Action for Standards-Based Instruction:		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, Low Income, newcomers, and students with disabilities), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	35.8	30.6

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During 2018-19 we were able to utilize STIPs to release teachers for peer observation and coaching for math lessons. Our district focus on Interim Assessment Blocks provided new data points for monitoring student progress in math and additional resources for using the data to inform instruction. We have not yet established school day PLC release time but anticipate implementation in the fall when we are fully staffed with STIP substitutes. Also in 2018-19 we were able to implement the ST Math program, giving all students in grades K-5 access to rigorous, conceptualized, and differentiated learning that supports access for targeted student groups such as ELLs, newcomers, African Americans, Latinos, Asians, low income, and students with disabilities.

What evidence do you see that your practices are effective?

Lincoln continues to see increasing student outcomes for the majority of our students on IAB measures and formative assessments. Teachers work to promote understanding of mathematical practices, content vocabulary, and to provide opportunities for explaining reasoning and productive struggle, to deepen math understandings for all students. Anchor charts, participation protocols in group work, and real-life application of content skills are evidence of effective math practices.

What are some possible implications for your 2019-20 SPSA?

We had limited success with our professional learning cycle in Math this year, although there was great interest in learning more and in learning from each other. It has become increasingly clear that having inadequate opportunities for PLC collaboration does not support the outcomes we hope to generate for our students. We hope to extend the inquiry work generated from student data to include opportunities to determine best practices for enhancing outcomes for those whose performance has not yet met standard, and especially for our targeted populations.

18-19 Conditions for Student & Adult Learning Priority: Social-Emotional Learning

June 2021 Conditions for Student & Adult Learning Goal: By June 2021 90% of students will demonstrate increased social- and self-awareness and problem solving skill for developing effective relationships with others from diverse backgrounds and experiences as measured by CSC curriculum components, classroom and grade level data, and school wide SEL focus. As indicated in the CHKS survey, students will demonstrate a 10% increase in positive responses to self-management, social awareness, self-efficacy, and growth mindset by May 2019.

Theory of Action for Conditions for Student & Adult Learning: If we continue to use our 4 core values (collaboration, acceptance, respect, and empathy) as our guidepost; implement the Lincoln Way with students and adults alike; employ a playground coach to provide structured recess activities, and Jr. Coaches to model leadership and conflict resolution; implement Caring School Community curriculum with fidelity on a daily basis in all classrooms; and utilize daily mindfulness as provided by innerexplorer.com, then students will experience improvement in SEL competencies and the ability to solve conflicts peacefully with their peers.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey	All Students	70.0%	72.50%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Student: The Caring School Community curriculum is at the heart of our work. We were able to implement daily morning meetings and closing circles in the majority of classrooms this year, with several also featuring mindfulness activities and affirmations to strategically support social self-awareness, self management, and student success. When our recess coach relocated and left the site, this helped us determine a need for continuing the SEL supports and to work toward broad-based fidelity in implementation of the CSC curriculum across grade levels. Adult: This year, the staff engaged in inquiry work to explore strategies for enhancing student outcomes. The resulting collaboration helped strengthen teacher efficacy in content areas and revealed a growing need for additional time to engage in the analysis of student work and to obtain peer feedback in designing interventions to support student growth.

What evidence do you see that your practices are effective?

Student: Lincoln students demonstrate care for each other and for the community at large. Classroom spaces and community agreements support, nurture, and strengthen relationships between students from diverse backgrounds. Teachers promote caring through developing effective learning environments that support student interaction and foster deepening understanding of diverse backgrounds and experiences. Adult: School-wide events (e.g., Science Fair, WalkaThon) often draw members of our community from diverse backgrounds and experiences.

What are some possible implications for your 2019-20 SPSA?

We continue to work toward fidelity in implementation of the CSC curriculum. Part of our planning for 2019-20 will be the development of a school-wide behavior matrix and designing ways to strengthen the impact of CSC on the playgrounds and other areas of the program. To support the SEL work, we hope to provide Playworks facilitation/coaching to train site staff on reinstating our Jr. Coaches program and also looking at ways to foster student leadership (e.g., Lincoln Ambassadors, student jobs). We will also explore ways to engage parents in support of deepening understandings and fostering relationships between families with diverse backgrounds within our community.

18-19 Conditions for English Language Learners Priority:	English Learner Reclassification		
June 2021 Conditions for English Language Learners Goal:	By June 2021, 90% of ELL students will demonstrate increasing oral English language fluency and proficiency with grade level academic language through access to rigorous content and multiple strategic opportunities to practice the language in meaningful, authentic dialogue with peers. Reclassification candidates and RFEP students will be carefully monitored and supported for continuous grade level English proficiency.		
Theory of Action for Conditions for English Language Learners:	By explicitly building student academic vocabulary across content areas; supporting language learning objectives through designated ELD on a daily basis; and by employing strategic questioning and accountable academic talk throughout the day in all content areas, student English language acquisition at a higher academic level will result in improved levels of proficiency on the ELPAC, SRI, and therefore, result in a more students progressing in academic English and achieving reclassification.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	34.0%	33.60%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Lincoln teachers participated in workshops to develop understanding of the English Language Development Standards and their correlation to the Common Core State Standards for English Language Arts, examining best practices for designing ELD instruction. We launched a school-wide focus for building English Language proficiency through the lens of unpacking sentences to deepen ELL student understanding of how English works. Teachers explored ways to enhance vocabulary work to create opportunities for meaningful interactions around content, and to increase access to core content for ELL students.

What evidence do you see that your practices are effective?

Observations noted students engaged in authentic dialogue using content specific vocabulary. Others were engaged in shared reading and writing experiences that gave multiple opportunities to practice English with peers. Questioning strategies were used to prompt students to think more deeply and to express ideas more fully.

What are some possible implications for your 2019-20 SPSA?

While we made progress in our work with developing English proficiency, we determined a need for further professional development to build teacher efficacy for fostering and supporting language proficiency. We will need continuous, effective professional learning opportunities around specific student-centered topics (e.g., content language objectives) to ensure creation of equitable access to core instruction. Additional collaboration time will be utilized to support PLC work and to devote time to the study of student work to inform practice.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

There were no significant changes to the 18-19 SPSA proposed budget other than the licensure purchase of ST Math to supplement core math instruction for all students K-5. This program builds problem solving skills in a conceptualized framework and puzzle format that is accessible, due to the absence of language, to diverse communities.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Lincoln Elementary School

School ID: 133

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building CONDITIONS FOR STUDENT AND ADULT LEARNING

School Priority ("Big Rock"):	Social-Emotional Learning . By June 2021 90% of students will demonstrate increased social- and self-awareness and problem solving skill for developing effective relationships with others from diverse backgrounds and experiences as measured by CSC curriculum components, classroom and grade level data, and school wide SEL focus. As indicated in the CHKS survey, students will demonstrate a 10% increase in positive responses to self-management, social awareness, self-efficacy, and growth mindset by May 2019
School Theory of Action:	If we utilize our four core values (Collaboration, Acceptance, Respect, and Empathy) as our guidepost, implementing the Lincoln Way with students and adults alike; providing training for site employees and recess coaches to promote structured recess activities, and to cultivate Jr. Coaches who model leadership and conflict resolution; and implement Caring School Community curriculum with fidelity on a daily basis in all classrooms; and utilize daily mindfulness as provided by InnerExplorer.com, then students will experience improvement in SEL competencies and the ability to solve conflicts peacefully with their peers.
Related School Goal(s):	At least 80% of students feel connected to at least one adult at school.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	<p>All teachers implement research-based SEL curriculum (Caring School Community) on a daily basis through morning circles, check-in meetings, and closing circles.</p> <p>All teachers implement research-based mindfulness curriculum (InnerExplorer.com) on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students in each classroom community. All teachers will implement a 6-week culture plan that is revisited throughout the year to develop an inclusive classroom community that embraces all learners, and especially those from diverse backgrounds and experiences (e.g., Foster and Homeless Youth). Tier 1 Restorative Practices will be utilized to foster opportunities for the development of social- and self-awareness skills and to identify those students who may require additional support.</p>	<p>Principal, ILT, and Culture/Climate Team (CCT) observe and provide specific, timely feedback on the implementation of SEL standards aligned tasks and assessment of students.</p> <p>Principal, ILT, CCT, and COST teams work to strengthen staff knowledge of SEL standards, instructional best practices, and strategies in order to meet the social-emotional needs of all students and to foster positive classroom communities. COST referrals will be used to develop MTSS necessary to support the needs of identified students (e.g., Foster and Homeless Youth). Plans will be developed and implemented to improve student access to instruction and to provide resources and supports necessary for student success.</p>	<p>Assets-based SEL strategies used to facilitate student engagement; curricular content that is inclusive of student resources (e.g., background and experiences, linguistic and cultural heritage), with a goal of targeting the needs of all students and specifically our focal groups: African American, Latino, low income, homeless, foster youth, and disabled students).</p>

<p>1-2</p>	<p>All teachers implement explicit instruction (e.g. culturally/linguistically responsive strategies; culturally relevant pedagogy) that promotes the social emotional competencies that connect across students' identities, experiences and is inclusive of student voice.</p> <p>Students will be engaged in activities designed to address racial bias and foster understanding of difference as an asset. Teachers will use an assets-based approach to create opportunities for students to strengthen and develop personal and interpersonal skills. Students will be engaged in cross-cultural experiences, as determined by grade level and based upon site needs, to enhance abilities to build effective relationships with those different from oneself.</p> <p>Teachers will address the transition from early childhood programs to the elementary program through activities that will allow students to become accustomed to the classroom environment (e.g., school tours for prospective families, informational meetings). Families will be encouraged to send photos, or other familiar artifacts to school to assist children in feeling "at home" in the new setting. Kindergarten and Transitional Kindergarten will have minimum days for the first two weeks of school. Routines and structures will be developed to ensure the classroom culture and learning environment supports the emotional needs of young learners and is inclusive of their cultural and linguistic backgrounds. Teachers will cultivate partnerships with parents to understand and address the needs of the children.</p>	<p>Principal, ILT, CCT, and COST teams will develop and facilitate the implementation of schoolwide SEL practices and individualized plans for student support (Tier 2 and Tier 3).</p> <p>Principal, ILT, along with the CCT, will facilitate a minimum of three school-wide cross-cultural engagement activities during the year in support of addressing racial bias and building personal and interpersonal skills to facilitate social-emotional learning for students, staff, and families. Community Relations Assistant will conduct tours for prospective families. Principal and teachers will co-develop and facilitate the Kindergarten Orientation event for new parents.</p>	<p>Use of student resources (background, experiences, linguistic and cultural diversity) as levers to foster engagement and build SEL competencies for effective and responsible problem solving and decision making. Create intentional platforms for student voice and student leadership, building social- and self-awareness. Explicit teaching and differentiated supports, tapping into the resources of focal groups (e.g., Newcomers, African American, Latino, homeless, students with disabilities and foster youth students) to foster academic growth and social-emotional well-being. Kindergarten orientation activities to promote SEL and well-being in transition from preschool and TK programs.</p>
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1-3	All teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning	Principal, Leadership Team, and Culture/Climate Team develop effective teacher-parent engagement opportunities and ensure a minimum of three family engagement workshops focused on understanding curricular focus, ways to support student achievement, and the SEL competencies that affect student academic success.	Feature content-based parent engagement opportunities to develop understanding of core curriculum and create avenues for cross-cultural sharing of our diverse community. Foster parent involvement that utilizes cultural and linguistic resources and promotes the development of SEL competencies (e.g., social- and self-awareness, relationship building) for children and families.
1-4	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity experience and is inclusive of student voice.	Principal, ILT, CCT, and COST teams to support and develop the implementation of schoolwide SEL practices and individualized student plans.	Development of a school-wide behavior matrix to identify systems of support for student success. School-wide system of recognition/positive reinforcement to foster CSC core values.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics By June 2021, 85% of students in 3rd - 5th grades will meet or exceed standards as measured by the SBAC Math, ST Math performance, and formative assessments.		
School Theory of Action:	If teachers develop a deep understanding of the mathematical practices, CCMS, conceptualized problem solving, differentiated instruction and academic discussion (for ELLs, Low Income, newcomers, and students with disabilities, and GATE students), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient students on formative and summative assessments (CEOU/Embedded Assessments, ST Math performance, SMI, SBAC).		
Related School Goal(s):	On the SBAC Math, all students will increase their distance from standard score by at least 15 points. Students with disabilities and our English Learners will increase their distance from standard score by at least 20 points.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

<p>2-1</p>	<p>All teachers implement complex tasks (e.g., high DOK, mathematical practices; problem solving) aligned to common rigorous academic standards; differentiate instruction for all students with focus on targeted groups, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. ST Math will be utilized as a standards-aligned, computer adaptive conceptualized math program to supplement Tier 1 instruction and to foster grade level proficiency and beyond in mathematical skills.</p> <p>English language learners will be provided access to complex core content with research-based strategies that provide high supports (e.g., 3-Reads, Number Talks) and conceptualized problem solving (e.g., ST Math) with multiple opportunities for collaboration with peers and articulation of learning. Differentiated instruction (e.g., small group instruction with frontloading of vocabulary or chunking concepts) and the use of multiple ways to communicate and amplify the concept (e.g., the use of models, diagrams, anchor charts, real-life math), will be used to engage students in meaningful opportunities to strengthen skills. Students from economically disadvantaged backgrounds will be supported to access complex core content through pedagogy that is reflective of and inclusive of the assets and experiences of the students (e.g., problem solving that makes real-life connections or creates a familiar context). An assets-based approach with goal setting and attention to the SEL needs of the students will be used to strengthen skills. Through the established classroom culture that builds on student resources and embraces diversity, Students with disabilities are supported to access complex core content through whole group, and differentiated (small group and individualized) instruction that facilitates learning (e.g., modifying assignment structure (amplify) to support mastery of grade level and advance skill; computer adaptive programs). Teachers will use multiple ways of communicating content, peer collaboration, and articulation of learning to foster mastery of concepts, with multiple assessments (e.g., exit tickets, group problem solving, checks for understanding, performance tasks) to inform instruction. Homeless Students will also be supported to access complex core content through pedagogy that is reflective of student resources and is nested in SEL strategies (e.g., partner work,</p>	<p>Principal, ILT, and CCT will monitor and observe to provide specific and timely feedback on the implementation of standards aligned tasks and assessments of student learning. Principal, ILT, CCT, and COST teams will ensure that teachers have the supports to implement strategies in classrooms for all students. Principal, ILT, and Tech Lead will ensure the adequate provision of computers and scheduling in the lab to support access to ST Math online platform.</p>	<p>Anchor charts, opportunities for productive struggle (e.g., problem solving; performance tasks, students collaboratively engaged in real-world explorations of math concepts). Teacher-led explorations of strategies to improve student outcomes for all students, with focus on targeted student populations (e.g., standards-aligned inquiry work that supports increased performance and closes achievement gaps for ELLs, African American, Asian, Latino, students with disabilities, and low income students). Student work exemplifying the range of performance and rigorous content provided to all students. Students engaged in productive struggle with peers to solve math problems.</p>
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2-2	All teachers engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of mathematical practices, content, and pedagogy (e.g. learning walks, gallery walks, videos, book study, and inquiry)	Principal and ILT develop, monitor, and adjust a differentiated professional development plan based on teacher input, classroom observations, feedback, and student data. Principal and ILT build teacher capacity to develop effective professional learning plans through peer collaboration and inquiry that are aligned to student data and effective teacher practices (collective efficacy).	Six STIPs will support classes and facilitate teacher engagement in learning walks, collaboration, peer observation, and lesson study.
2-3	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will be given PLC release time during the instructional day with a data-driven focus on improving the progress of all students. Disaggregated student data will highlight the needs of underserved populations (e.g., targeted focal groups) and support the study of grade level/school-wide trends. Teacher collaboration will be promoted and supported through the regularly scheduled release.

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Literacy: By June 2021, 90% of students in 5th grade who began their schooling at Lincoln in Kindergarten will demonstrate proficiency in reading complex texts; accountable and rigorous academic discussion between students to expand thinking, expression of reasoning, and use of text to cite evidence.
School Theory of Action:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction through workshop model (for ELLs, African American, low income, GATE, newcomers, and students with disabilities) and receive consistent coaching support and feedback, then there will be an increase in the proficiency of all students, and especially identified focal groups, on ELA formative and summative assessments (F&P, On Demand Writing, SBAC, and SRI).

Related School Goal(s):		On the SBAC ELA, all students will increase their distance from standard score by at least 15 points. Students with disabilities and our English Learners will increase their distance from standard score by at least 20 points. All students will improve their reading growth by at least one grade level each year. Those students who begin the school year below grade level will improve their reading growth by at least 1.5 grade levels each year.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	<p>All teachers will implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Students (especially ELLs, African American, Latino, Asian, and Students with Disabilities) will be engaged in rigorous content with high level structured supports (e.g., graphic organizers, sentence unpacking, text reconstruction) to ensure access to complex texts. We will use academic discussion with meaningful, authentic dialogue around content to deepen understanding of concepts, with questioning strategies to foster and push student thinking. Leveled Literacy Intervention (LLI) will be utilized to supplement Tier 1 instruction and to accelerate reading development of students performing below benchmark. Teachers will provide timely feedback to students, supporting their efforts in goal setting and providing challenge opportunities to encourage attaining grade level and above proficiency. GATE Students will be additionally challenged, individually or collaboratively, to explore and expand upon ideas through content, creating inquiry questions to research and developing written pieces that support and cite evidence to justify reasoning. Low-performing students will receive supplemental instruction in small group work, intervention with LLI, and one-on-one reading support to strengthen skills and accelerate progress. Wednesday small group work for English learners will be conducted by STIP subs to provide extended learning time for students.</p>	<p>Principal and ILT shall monitor, observe, and provide specific and timely feedback on the implementation of standards aligned tasks; assessments of student learning and progress monitoring; and of differentiation through reader's and writer's workshop.</p> <p>Principal, ILT, CCT, and COST Teams will ensure supports are available to teachers for implementation of strategies to foster and accelerate learning. STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.</p>	<p>PLC collaboration time during the instructional day will focus on disaggregated student data to highlight underserved populations (e.g., ELLs, African American, Asian, Latino, students with disabilities), examining grade level trends, and exploring best practices to increase achievement for all students. Six STIPs will provide classroom support, individual and small group LLI intervention to supplement Tier 1 instruction and improve student outcomes. Student work samples, artifacts of the chunking of information to support access to complex text (e.g., graphic organizers, reconstructed paragraphs, collaborative projects or performance tasks). Posted student goals, affirmations, progress charts, stamina charts.</p>

3-2	All teachers engage in ongoing, effective, evidence-based collaborative professional development opportunities to deepen their knowledge of both content and pedagogy (e.g. data-driven inquiry, lesson study, coaching, learning walks). Teachers will engage in protected PLC time, meeting weekly or bi-weekly for a minimum of 50 minutes to review student work and plan strategies to differentiate instruction for underserved groups (e.g., African American, Latino, Asian students).	Principal and ILT develop, monitor, and adjust a differentiated professional learning plan to build teacher efficacy and based on professional growth (observation and feedback and self-assessment), site needs, and student outcomes. Faculty will be engaged (e.g., PLC discussions, staff surveys) to determine professional learning needs with regard to effective practices in literacy instruction to close achievement gaps. Professional learning opportunities will be differentiated accordingly with cycles of coaching and feedback to ensure continuous exploration and learning. Principal and ILT will ensure that teachers have the supports to implement strategies in classrooms for all students.	We will contract with Tom Prince, et.al., Literacy Coach, to differentiate professional learning based on student data and priorities for underserved groups such as African American and Latino students. Literacy learning walk data will show evidence of increased implementation along the continuum of effective practices.
3-3	All teachers use data-informed cycles of inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	PLCs, with the support of the Leadership Team, develop data-driven Cycles of Inquiry to strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. academic and SEL data conferences; coaching) and adjust instruction.	We will contract with our Literacy Coach and Mills College to differentiate professional learning based on disaggregated student data. Literacy learning walk data will show evidence of increased implementation along the continuum of effective practices with attention to improving outcomes of diverse populations (e.g., ELLs, African American, Latino, and students with disabilities) to narrow achievement gaps.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learner Reclassification . By June 2021, 90% of ELL students will demonstrate increasing English proficiency with grade level content-specific language through scaffolded access to complex text and multiple opportunities to practice the language in meaningful, authentic dialogue with peers. ELLs, reclassification candidates, and RFEP student progress will be carefully monitored and supported for continuous growth in English proficiency.
School Theory of Action:	If we develop content-language objectives and explicitly teach how English works, using High Impact strategies for supporting English language proficiency with multiple opportunities to practice the language with peers, then the English proficiency of ELL students will increase, as measured by the ELPAC, SRI, and an increase in students achieving reclassification.
Related School Goal(s):	All students who are designated as English Learners will demonstrate growth toward reaching English fluency by improving their ELPAC and SRI scores.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	<p>Teachers implement complex tasks (e.g. content-language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Teachers will ensure at least 30 minutes of daily English language instruction is implemented for all ELL students, using supplemental curriculum (e.g. Discussions 4 Learning, Systematic ELD), and use High Impact strategies derived from content (e.g. sentence unpacking, graphic organizers) to provide integrated ELD lessons that align with the ELD Framework across content areas. Partner work and multiple opportunities to hear the language and engage in authentic dialogue with peers will be an important feature of supporting ELL students. Newcomer students will gain access to core content in the classroom through the use of Tier 1 instructional supports (e.g., use of visuals, academic vocabulary, anchor charts, word walls, structured academic talk) that are designed to amplify content and facilitate comprehension. Newcomer students will also receive small group instruction in foundational skills to develop understanding of how the English language works and to accelerate their acquisition of the language.</p>	<p>Principal and ILT will develop, monitor, and adjust differentiated professional development plans based on teacher observation, feedback, and student data. Faculty will be engaged (e.g., PLC discussions, staff surveys) to determine professional learning needs with regard to effective practices in literacy instruction to support English language development and close achievement gaps. Professional learning opportunities will be differentiated accordingly with cycles of coaching and feedback to ensure continuous exploration and learning. Principal and ILT will ensure that teachers have the supports to implement strategies in classrooms for all students.</p>	<p>Use of best practices (e.g., scaffolds in instruction, assets-based learning) to ensure access to rigorous core content; strategic partnerships and the use of meaningful opportunities to engage in structured talk protocols (e.g., accountable talk); use of complex text to build academic English fluency; incorporation of Integrated ELD across content areas and Designated ELD strategies that are aligned with the California ELD Standards in daily instruction; explicit teaching and differentiating supports for Newcomers, marginalized groups, disabled, homeless, and or foster youth students to accelerate English language, academic, and social-emotional learning. ELLMA Team supporting Professional Learning as determined by site need.</p>
4-2	<p>Teachers differentiate instruction during designated ELD for all students, based on evidence in order to meet student language development needs. Teachers will engage in protected PLC time, meeting weekly or bi-weekly for a minimum of 50 minutes to review student work and plan strategies to differentiate instruction for ELL and Newcomer students.</p>	<p>Principal and Leadership Team strengthen teacher capacity and allocate time for PLCs to analyze student data, collaborate, and adjust instruction.</p>	<p>Fluid groupings for Designated ELD that are informed by formative data; assets-based approach that leverages student resources to fuel instruction. Teacher collaboration and exploring strategies to utilize complex text with ELLs.</p>

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 133

School: Lincoln Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$189,177.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Wednesday after school small group work will be conducted by STIP subs to provide extended learning time for ELLs.	133-1
\$18,348.50	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	2168	Noon Supervisor	0.53	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity experience and is inclusive of student voice.	133-2
\$18,348.50	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	2596	Noon Supervisor	0.53	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity experience and is inclusive of student voice.	133-3
\$4,000.00	General Purpose Discretionary	Classified Extra Time	Goal 2: Students are proficient in state academic standards.	2922	Other Classified Salaries: Extra Compensation		n/a		Overall support for academic and social-emotional practices	133-4
\$16,500.00	General Purpose Discretionary	Surplus, possibly for supplies	n/a	4399	Surplus		n/a		n/a	133-5
\$10,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	133-6

		<p>Recess Coaches from Contract with After School</p>								<p>All teachers implement complex tasks (e.g., high DOK, mathematical practices; problem solving) aligned to common rigorous academic standards; differentiate instruction for all students with focus on targeted groups, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. ST Math will be utilized as a standards-aligned, computer adaptive conceptualized math program to supplement Tier 1 instruction and to foster grade level proficiency and beyond in mathematical skills. English language learners will be provided access to complex core content with research-based strategies that provide high supports (e.g., 3-Reads, Number Talks) and conceptualized problem solving (e.g., ST Math) with multiple opportunities for collaboration with peers and articulation of learning. Differentiated instruction (e.g., small group instruction with frontloading of vocabulary or chunking concepts) and the use of multiple ways to communicate and amplify the concept (e.g., the use of models, diagrams, anchor charts, real-life math), will be used to engage students in meaningful opportunities to strengthen skills. Students from economically disadvantaged backgrounds will be supported to access complex core content through pedagogy that is reflective of and inclusive of the assets and experiences of the students (e.g., problem solving that makes real-life connections or creates a familiar context). An assets-based approach with goal setting and attention to the SEL</p>
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\$800.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a			133-8
\$24,756.00	LCFF Concentration	Sub release - academic acceleration	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a			133-9
\$244.00	LCFF Concentration	Books other than textbooks for academic acceleration	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a			133-10
\$17,224.00	LCFF Supplemental	STIP: Academic acceleration	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6265	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-11
\$17,224.00	LCFF Supplemental	STIP: Academic acceleration	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-12
\$21,171.00	LCFF Supplemental	STIP: Academic acceleration	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6264	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-13
\$22,321.00	LCFF Supplemental	STIP: Academic acceleration	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6267	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-14

\$22,500.00	LCFF Supplemental	STIP: Academic acceleration	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3159	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-15
\$22,698.00	LCFF Supplemental	STIP: Academic acceleration	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6266	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-16
\$50,859.00	LCFF Supplemental	Teacher - support Intervention	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6199	Teacher, Structured English Immersion	0.50	Leveled Literacy Intervention (LLI) will be utilized to supplement Tier 1 instruction and to accelerate reading development of students performing below benchmark.	133-17
\$56,168.00	LCFF Supplemental	EEIP (Computers) - support release time for collaboration and professional development	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2046	Teacher Education Enhancement	0.55	Online programs (e.g., computer adaptive math) will be used to foster opportunities for accelerated learning.	133-18
\$24,187.00	LCFF Supplemental	Extended Contracts & Stipends	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		All teachers engage in ongoing, effective, evidence-based collaborative professional development opportunities to deepen their knowledge of both content and pedagogy (e.g. data-driven inquiry, lesson study, coaching, learning walks). Teachers will engage in protected PLC time, meeting weekly or bi-weekly for a minimum of 50 minutes to review student work and plan strategies to differentiate instruction for underserved groups (e.g., African American, Latino, Asian students).	133-19

\$5,000.00	LCFF Supplemental	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a			133-20
\$15,000.00	LCFF Supplemental	Supplies - academic acceleration	Goal 2: Students are proficient in state academic standards.	4300	Materials & Supplies		n/a			133-21
\$5,000.00	LCFF Supplemental	Site Licensing - Literacy (Scholastic News, @\$5.75 per student)	Goal 3: Students are reading at or above grade level.	4310	School Office Supplies		n/a		Online programs (e.g., computer adaptive math) will be used to foster opportunities for accelerated learning.	133-22
\$60,754.00	LCFF Supplemental	Psychologist (2)	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity experience and is inclusive of student voice.	133-23
\$32,000.00	LCFF Supplemental	Enrichment/Music Education	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teachers will engage in protected PLC time, meeting weekly or bi-weekly for a minimum of 50 minutes to review student work and plan strategies to differentiate instruction for underserved groups (e.g., African American, Latino, Asian students).	133-24
\$35,000.00	LCFF Supplemental	Contracts to supplement instructional program - SEL (Playworks)	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity experience and is inclusive of student voice.	133-25
\$61,700.00	LCFF Supplemental	Contracts - support academic acceleration	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Low-performing students will receive supplemental instruction in small group work, intervention with LLI, and one-on-one reading support to strengthen skills and accelerate progress.	133-26
\$20,000.00	LCFF Supplemental	Enrichment/Field Trips - support academic acceleration	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity experience and is inclusive of student voice.	133-27

\$30,373.00	Measure G	Measure G Library	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		n/a	133-28
\$17,223.00	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6264	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-29
\$17,223.00	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-30
\$21,170.00	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3159	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-31
\$22,670.00	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6267	STIP Teacher	0.50	Literacy intervention and support	133-32
\$22,697.00	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6265	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-33

\$22,697.00	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6266	STIP Teacher	0.50	STIPs will receive training in LLI intervention work to support Tier 1 instruction. School-wide or grade level systems for recognition of achievement or attainment of goals will be developed to support student progress toward mastery and beyond.	133-34
\$13,045.00	Title I: Basic	Academic Mentor	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a		Teachers differentiate instruction during designated ELD for all students, based on evidence in order to meet student language development needs. Teachers will engage in protected PLC time, meeting weekly or bi-weekly for a minimum of 50 minutes to review student work and plan strategies to differentiate instruction for ELL and Newcomer students.	133-35
\$415.45	Title I: Basic	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Principal and ILT shall monitor, observe, and provide specific and timely feedback on the implementation of standards aligned tasks; assessments of student learning and progress monitoring; and of differentiation through reader's and writer's workshop.	133-36
\$16,280.00	Title I: Basic	Technology (Chromebooks)	Goal 2: Students are proficient in state academic standards.	4410	Equipment < \$5,000		n/a		Teachers differentiate instruction during designated ELD for all students, based on evidence in order to meet student language development needs. Teachers will engage in protected PLC time, meeting weekly or bi-weekly for a minimum of 50 minutes to review student work and plan strategies to differentiate instruction for ELL and Newcomer students.	133-37
\$8,398.55	Title I: Basic	Technology Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Online programs (e.g., computer adaptive math) will be used to foster opportunities for accelerated learning.	133-38

\$3,110.00	Title I: Parent Participation	Contract for Parent Education Classes	Goal 6: Parents and families are engaged in school activities.	5825	Consultants	n/a	Principal, Leadership Team, and Culture/Climate Team develop effective teacher-parent engagement opportunities and ensure a minimum of three family engagement workshops focused on understanding curricular focus, ways to support student achievement, and the SEL competencies that affect student academic success.	133-39
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Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

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 _____ agrees to implement the following statutory requirements:
(Name of school)

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

The Title I meeting will be held before October 31, 2017. Meetings announcement will be posted on bulletin board and meeting information will be sent home. At each of the three Back to School Night events, the principal explains the connection between Title I and serving on School Site Council (SSC). Parents are invited to attend SSC meetings even if not an elected member. Agendas for SSC meetings are translated and posted so parents can be informed of the topics of each meeting.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

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 Golden Dragon Project, participate in School Site Council, English Learner Parent Engagement meetings (SELLS), and volunteer on school wide projects. Parents will also be given the Parents' Guide at registration/enrollment explaining district policies and procedures to follow should a complaint be necessary to file.

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Lincoln School is a school-wide Title I program, so all parents are invited to participate. The forum for this is through SSC and attending such meetings. Throughout the year at SSC meetings, we will review student data, reflect on the effect of the Title I funded programs on that data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2018-19 school year.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are/will be informed through school bulletin board and meeting information will be sent home, announcements made at Parent/Community Engagement meetings, and through encouragement from teachers of parents to participate in school activities. The Community Relations Assistant makes great efforts to encourage parent participation. The school will translate all materials in appropriate languages for statistically large populations.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are informed of the curriculum, assessments, and proficiency levels and expectations during Back to School Night and parent-teacher conferences. Further explanation of proficiency levels are discussed at English Learner Parent Engagement Meetings, SSC meetings, and parent education workshops coordinated by the Community Relations Assistant.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

The school will record activities requested by Title I Program parents and integrate those into regular Parent/Community Engagement Meeting.

School-Parent Compact

(Name of school) Lincoln Elementary:

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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Lincoln Elementary:

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
(In the box below, briefly describe or bullet how this happens at your school.)

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

The Community Relations Assistant 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.
(In the box below, briefly describe or bullet how this happens at your school.)

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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Principal and the Community Relations Assistant 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.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are/will be informed through school bulletin board and meeting information will be sent home, announcements made at Parent/Community Engagement meetings, and through engagement from teachers of parents to participate in school activities. The Community Relations Assistant makes 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.

(In the box below, briefly describe or bullet how this happens at your school.)

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.

(In the box below, briefly describe or bullet how this happens at your school.)

The physical setting of the school meets ADA requirements and is fully accessible to persons with disabilities. Meetings are scheduled at times when the community will be available to attend. The school will provide translation at meetings and in correspondence for statistically large populations



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) Lincoln Elementary School Site Council on (Date) February 20, 2018 and will be in effect for the 2017-18 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 (Name of school) Lincoln Elementary'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.


(Principal's Signature)

2/20/18
(Date)

School-Parent Compact

Lincoln Elementary School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2018-2019 school year.

School Responsibilities-Lincoln Elementary School will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards.

- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

September

- 3) Provide parents with frequent reports on their children's progress.

We will provide parents with frequent reports of their child's progress three times annually through report cards. We will also inform parents about student benchmark assessment results each trimester.

- 4) Provide parents reasonable access to staff.

We will be able to talk to parents on a consistent basis. Administrators and staff will be available before and after school to meet and talk with parents.

- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents will be invited to serve as classroom volunteers to assist in the coordination of classroom activities. In addition, the school will hold many school wide activities such as book and art fairs and other celebrations to which parents will be invited to participate.

Parent Responsibilities-

We, as parents will support our children's learning in the following ways:

Parent will support their children's learning in such ways as: monitoring attendance, making sure homework is completed, monitoring and limiting amount of television viewing time, and promoting positive use of child's out of school time.

Students Responsibilities-

We, as students, will share the responsibility to improve our academic achievement and achieve the California Common Core Standards. We will:

- *Do our homework every day*
- *Ask for help when needed*
- *Read for at least 30 minutes every day outside of school*



School Site Council Membership Roster – Elementary

School Name: Lincoln Elementary

School Year: 2018-2019

Chairperson : Irene Hughes	Vice Chairperson: Lacey Sher
Secretary: Josef Moreno	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Stella Kwong		X		
Josef Moreno		X		
Sharon Travers (Acting principal)	X			
Ivanna Huthman	X			
Irene Hughes				X
Claudia Hung-Haas		X		
Wendall Chin				X
Penpa Negi				X
Lacey Sher				X
Marty Griffith				X
Pikshan Lui			X	

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

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

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15