

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Lincoln Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Lincoln Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Lincoln Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Lincoln Elementary

6002018

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

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

VISION

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

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

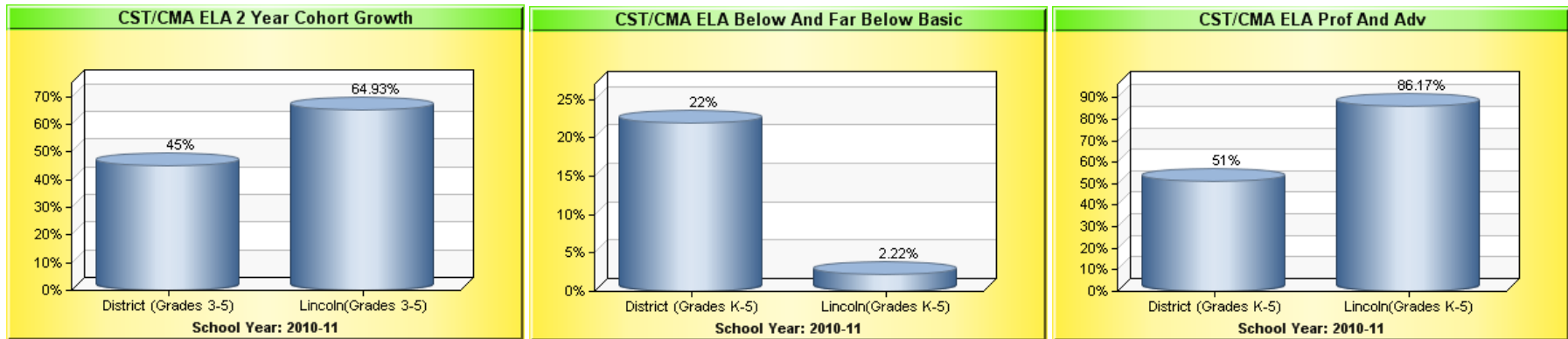
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



School Data

- School achieved 961 API in for 2010-11 School Year.
- 86% of students scored Proficient or Advanced on the 2010-11 CST.

Data Analysis

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

Theory Action

- If effective teaching is coupled with a challenging curriculum, then students will thrive.
- If we implement a balanced approach to literacy, our students will thrive.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|----------------|-----------------|-------------|-----------|-----------|--------------|---|--------------|-----------|-----------|-----|---------------|
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | ELA Benchmarks | FBB, BB and BAS | school year | Principal | 3/29/2012 | 133SQI1A1574 | Hire Bilingual Instructional Aide to provide intervention | 3010-Title I | | IABIL0039 | 0.4 | \$14,998.16 |
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | ELA Benchmarks | FBB, BB and BAS | school year | Principal | 3/29/2012 | 133SQI1A1575 | Hire Bilingual Instructional Aide to provide intervention | 3010-Title I | | IABIL0085 | 0.8 | \$37,585.98 |
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | ELA Benchmarks | FBB, BB and BAS | school year | Principal | 3/29/2012 | 133SQI1A1576 | Hire Bilingual Instructional Aide to provide intervention | 3010-Title I | | IABIL0074 | 0.4 | \$22,095.82 |
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | ELA Benchmarks | FBB, BB and BAS | school year | Principal | 3/29/2012 | 133SQI1A1577 | Hire Bilingual Instructional Aide to provide intervention | 3010-Title I | | IABIL9999 | 0.8 | \$40,791.58 |

| | | | | | | | | | | | | |
|--|--------------------------|------------------|-------------|----------------------|-----------|-------------|--|----------------|--|------------|-----|-------------|
| Students will thrive based on high quality instruction | District Benchmarks, CST | All Students | school year | Principal | 3/29/2012 | 133SQ1A1582 | Hire classroom teacher to reduce class size from class maximum | 3010-Title I | | K12TCH2021 | 1 | \$54,137.69 |
| Articulate a professional development plan to move towards a Balanced Approach to Literacy. | CST | All Students | school year | Principal | 3/29/2012 | 133SQ1A1708 | Apply to join OUSD Balanced Literacy Cohort | N/A | | | 0 | \$0.00 |
| Articulate a professional development plan to move towards a Balanced Approach to Literacy. | CST | All Students | school year | Principal | 3/29/2012 | 133SQ1A2318 | Organize Professional Development to support: small group differentiated instruction, reading assessment tools and literacy foci (guided reading, writers workshop, and word work) | N/A | | | 0 | \$0.00 |
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | CEDLT | English Learners | school year | Principals, teachers | 3/29/2012 | 133SQ1A1725 | Hire Bilingual Instructional Aide to provide intervention | 7091-EIA - LEP | | IABIL0039 | 0.4 | \$14,998.16 |
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | CEDLT | English Learners | school year | Principals, teachers | 3/29/2012 | 133SQ1A1726 | Hire Bilingual Instructional Aide to provide intervention | 7091-EIA - LEP | | IABIL9999 | 0.4 | \$20,395.79 |
| Students at risk struggling to reach grade level proficiency will receive targeted intervention. | CEDLT | English Learners | school year | Principals, teachers | 3/29/2012 | 133SQ1A1727 | Hire Bilingual Instructional Aide to provide intervention | 7091-EIA - LEP | | IABIL0074 | 0.4 | \$22,095.82 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

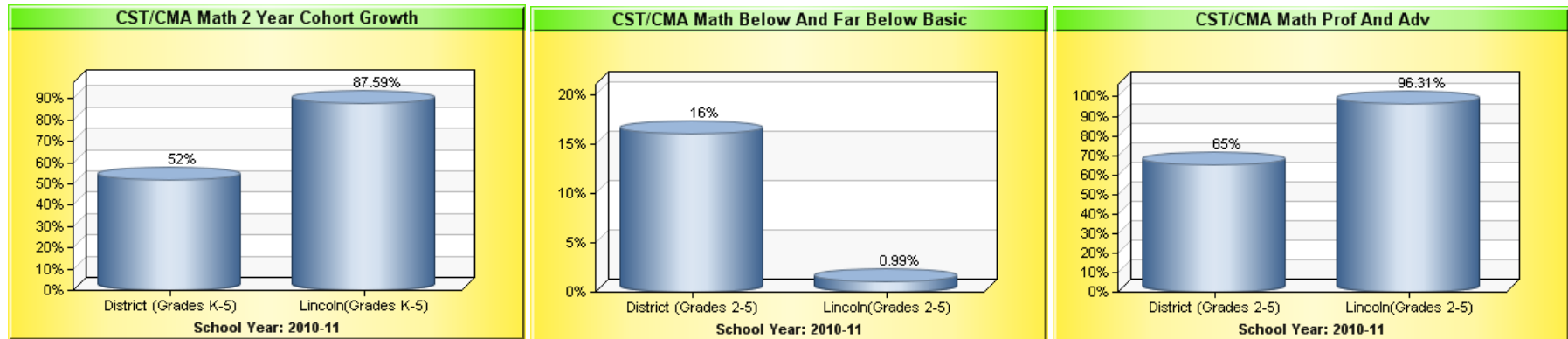
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

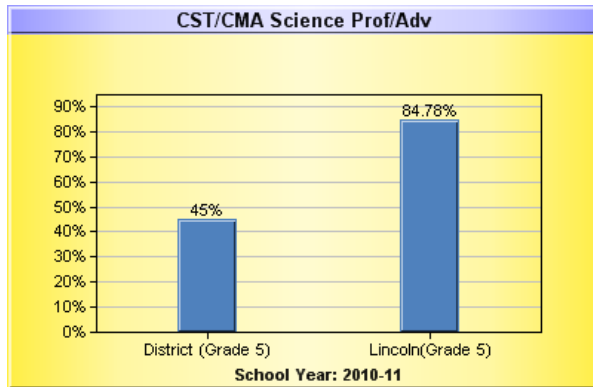
District-level Goals

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

School Federal and State Academic Achievement Goals:

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





School Data

- School achieved a 961 score on state API index, among the highest in the state for similar schools.
- 96% of students scored Proficient or Advanced on CST in Math (highest of all Oakland schools)

Data Analysis

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

Theory Action

- If our students are challenged and engaged in STEM areas, they will reach high levels of achievement.
- If we enhance our science instruction and infuse literacy strategies into science instruction, our students will succeed.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|------------------|-------------|-----------|-----------|--------------|---|----------------|----------------------------|----------|-----|---------------|
| School will provide high quality instruction | CST | All Students | school year | Principal | 4/19/2012 | 133SQ11B1591 | Purchase supplemental supplies to enhance curriculum. | 3010-Title I | 4310-SUPPLIES | | 0 | \$1,124.00 |
| School will increase student achievement through technology. | CST | All Students | school year | Principal | 4/19/2012 | 133SQ11B1602 | Hire consultant (Techbridge) to provide enhanced science and technology training to female students | 3010-Title I | 5825-CONSULTANTS | | 0 | \$3,500.00 |
| School will provide high quality instruction | CELDT | English Learners | school year | Principal | 4/19/2012 | 133SQ11B1598 | school will provide supplementary materials to aid instruction | 7091-EIA - LEP | 4300-MATERIALS & SUPPLIES | | 0 | \$2,828.79 |
| School will provide high quality instruction | CELDT | English Learners | school year | Principal | 4/19/2012 | 133SQ11B1599 | school will provide supplementary supplies to aid instruction | 7091-EIA - LEP | 4310-SUPPLIES | | 0 | \$2,419.00 |
| Teachers will deliver high quality instruction | CST | All Students | school year | Principal | 4/19/2012 | 133SQ11B1600 | school will provide supplementary materials to increase student achievement | 7090-EIA - SCE | 5826-NON-CONTRACT SERVICES | | 0 | \$10,000.00 |
| Teachers will deliver | CST | All | school | Principal | 4/19/2012 | 133SQ11B1601 | school will fund admission for field trips | 7090-EIA - | 5829-ADMISSION | | 0 | \$6,596.00 |

| high quality instruction. | | Students | year | | | | that enhance curriculum. | SCE | FEES | | | |
|--|-----|--------------|-------------|-----------|-----------|-------------|--|-----|------|--|---|--------|
| Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLC's and/or an electronic collaboration website. | CST | All Students | school year | Principal | 4/19/2012 | 133SQ1B1709 | Provide opportunities for teachers to further their science understanding. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Lincoln Elementary

Principal: JOHN MELVIN

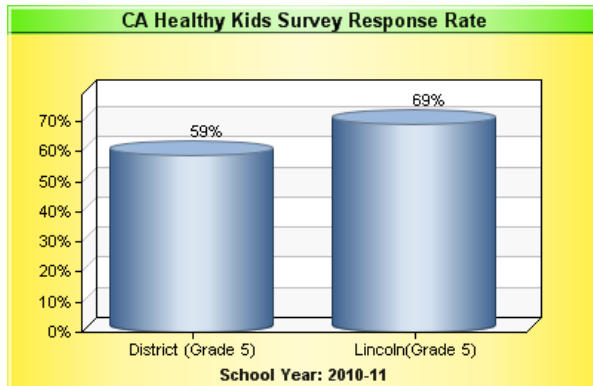
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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



Theory Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|------------------|-------------|-----------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Engage parents and community in transition activities for pre-Kindergarten students. | surveys | Pre-Kindergarten | school year | Principal | 3/20/2012 | 133SQ11C1710 | Principal and teachers will plan an orientation for pre-K families to welcome them to the school and to describe policies and | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | | |
|---|---------|--------------|-------------|---------------------|-----------|--------------|---|-----|--|--|--|---|--------|
| Students will consider college and career pathways. | surveys | All Students | school year | Principal, teachers | 3/20/2012 | 133SQ11C1711 | expectations. Teachers will integrate college and career readiness into curriculum (in the classroom and through fieldtrips) | N/A | | | | 0 | \$0.00 |
|---|---------|--------------|-------------|---------------------|-----------|--------------|---|-----|--|--|--|---|--------|

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

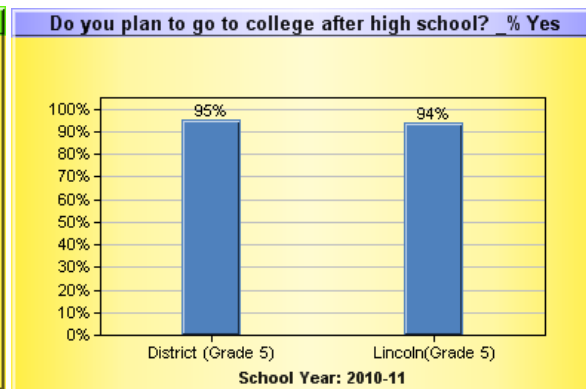
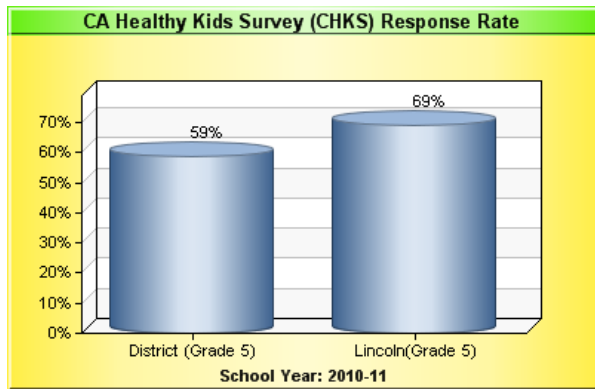
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

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



Theory Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---------------------------|------------|----------|----------|-------|------|-------|----------------------|-------------|-----------|----------|-----|---------------|
| Provide opportunities for | | | | | | | Incorporate "college | | | | | |

| | | | | | | | | | | | | |
|--|---------|--------------|-------------|----------------------|-----------|--------------|--|-----|--|--|---|--------|
| students to build awareness of the variety of careers available and begin identifying areas of interest. | surveys | All Students | school year | Principals, teachers | 3/20/2012 | 133SQI1D1712 | knowledge vocabulary" into all aspects of school curriculum- ex- personal statement in ELA, financial literacy for math | N/A | | | 0 | \$0.00 |
| Provide opportunities for students to build awareness of the variety of careers available and begin identifying areas of interest. | surveys | All Students | school year | Principals, teachers | 3/20/2012 | 133SQI1D1713 | Imbed within content curriculum "ways that (subject area) touches my life" so that students can see that there are ways science, math, 21st century skills, etc. interacts with their lives each day, and that there are many jobs where these intersections happen. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|--------------|-------------------|-------------|----------------------|----------|-------------|--|-------------|-----------|----------|-----|---------------|
| Support English Learners to gain English fluency. | CEDLT | English Learners | school year | Principals, Teachers | 5/2/2012 | 133SQ1E1714 | teachers will continue to collaborate to provide thoughtful, engaging, challenging curriculum to students. | N/A | | | 0 | \$0.00 |
| Provide GATE students with engaging and differentiated instruction. | CST | GATE | school year | Principal | 5/2/2012 | 133SQ1E3809 | Provide students with engaging and differentiated instruction | N/A | | | 0 | \$0.00 |
| Provide African-American males with high-quality instruction and ensure they adjust appropriately to school environment. | CST, Surveys | Ethnicity | school year | Principals, teachers | 5/2/2012 | 133SQ1E4088 | Present staff with training on culturally competent pedagogy | N/A | | | 0 | \$0.00 |
| Provide Special Education students will high quality instruction and ensure they feel included into school community. | surveys, CST | Special Education | school year | Principals, teachers | 5/2/2012 | 133SQ1E4089 | Have School Psychologist lead staff training on successful strategies working with resource students. | N/A | | | 0 | \$0.00 |
| Provide Special Education students will high quality instruction and ensure they feel included into school community. | surveys, CST | Special Education | school year | Principals, teachers | 5/2/2012 | 133SQ1E4090 | Promote positive school climate events (ie-Mix-it-Up Day) that encourage inclusion. | N/A | | | 0 | \$0.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Lincoln Elementary

Principal: JOHN MELVIN

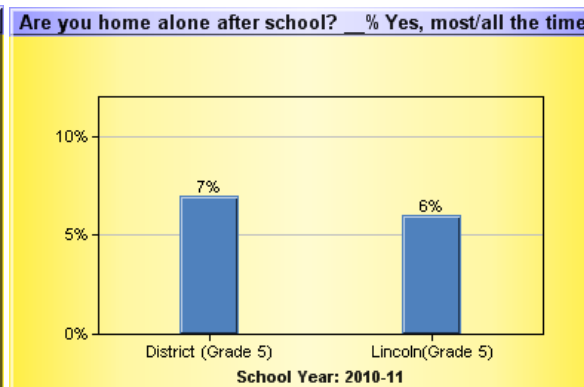
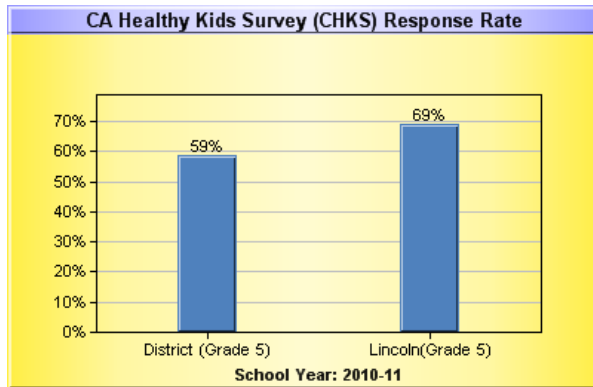
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------|--------------|-------------|--------------------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| After-school programs provide opportunities for students to learn career-related skills and to develop 21st century work habits (e.g.-through career mentors) | surveys, CST | All Students | school year | Principals, After-School | 3/20/2012 | 133SQ11F1715 | survey students regarding career interests | N/A | | | 0 | \$0.00 |
| After-school programs provide opportunities for students to learn career-related skills and to develop 21st century work habits (e.g.-through career mentors) | surveys, CST | All Students | school year | Principals, After-School | 3/20/2012 | 133SQ11F1716 | Partner with career mentors and career-related enrichment providers to develop career related programming. | N/A | | | 0 | \$0.00 |

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

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

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

A quality school...

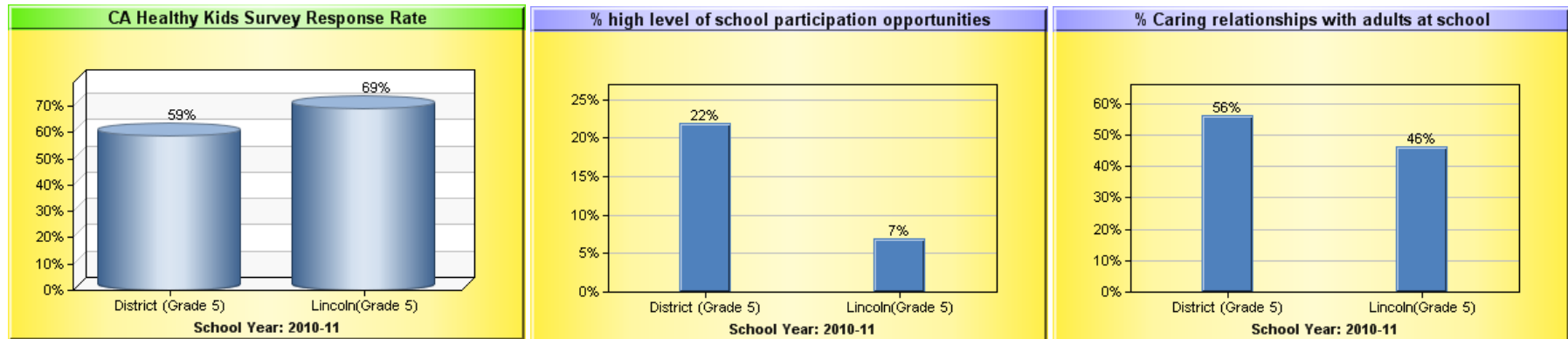
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

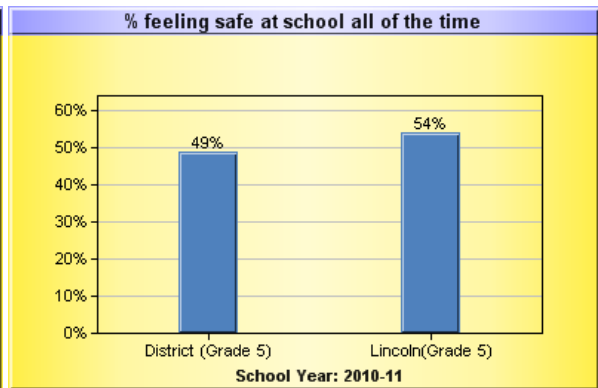
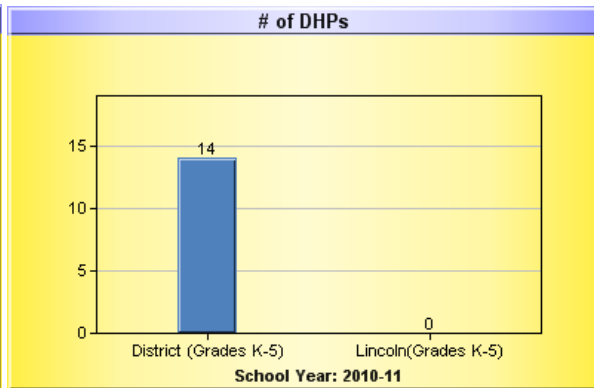
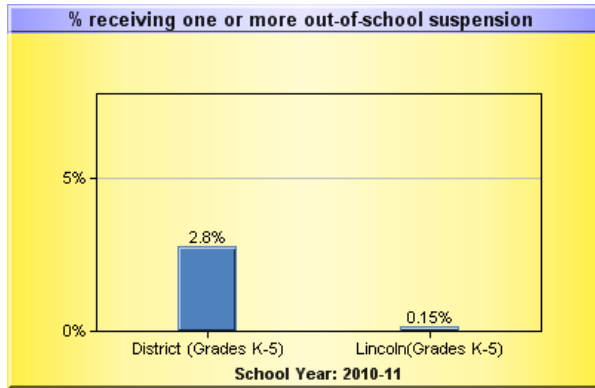
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|-----------------|--------------|-------------|---------------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Students will be actively engaged in school leadership. | student surveys | All Students | school year | Assistant Principal | 3/20/2012 | 133SQI2A1717 | School will promote Promote student leadership through formation of student council and traffic safety patrol. | N/A | | | 0 | \$0.00 |
| Implement positive behavioral interventions and supports which define school rules, values and norms and standardize them across grades, locations and teachers. | surveys | All Students | school year | Principals, Staff | 3/20/2012 | 133SQI2A1718 | Continue operation of school safety and climate team to facilitate positive school climate initiatives. | N/A | | | 0 | \$0.00 |
| Implement positive behavioral interventions and supports which define school rules, values and norms and standardize them across grades, locations and teachers. | surveys | All Students | school year | Principals, Staff | 3/20/2012 | 133SQI2A1719 | Implement Second Step social emotional curriculum | N/A | | | 0 | \$0.00 |

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

Strategic Priority B. Health & Wellness

School: Lincoln Elementary

Principal: JOHN MELVIN

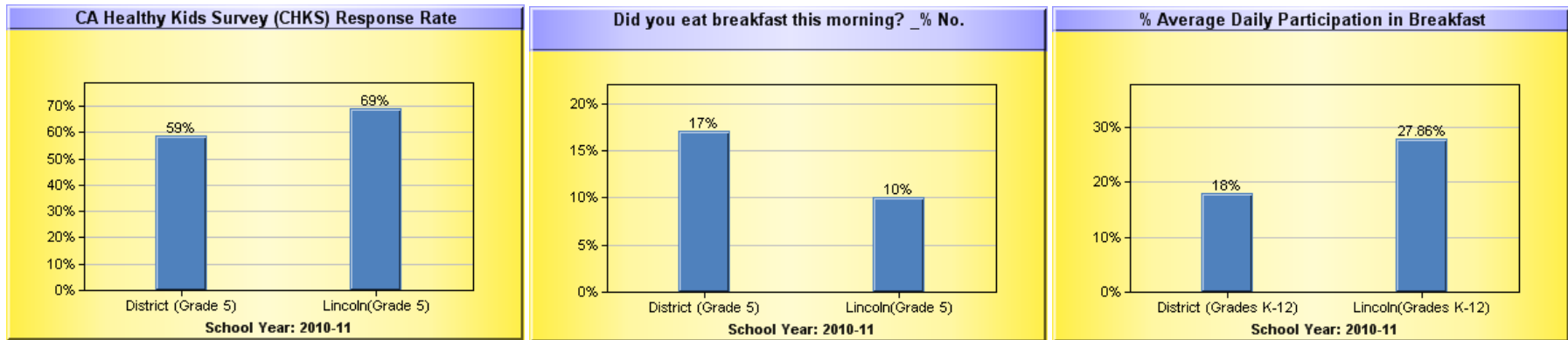
School Quality Standards relevant to this Strategic Priority

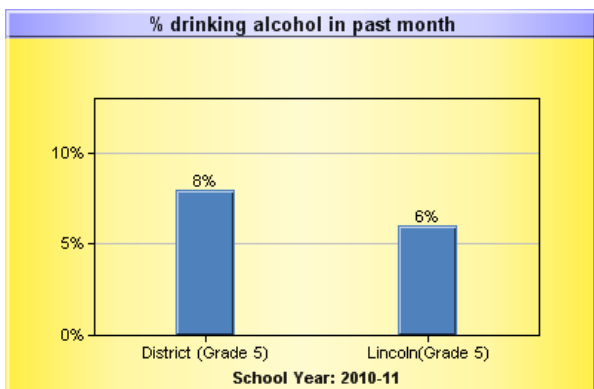
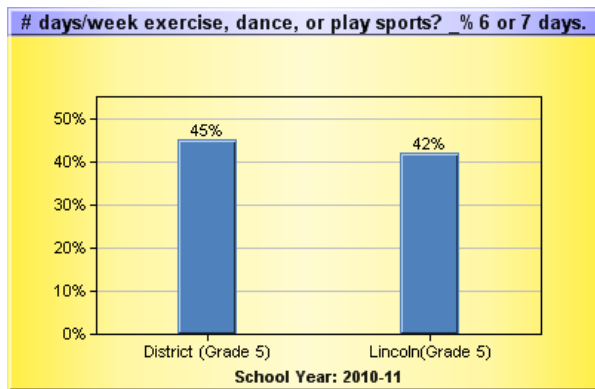
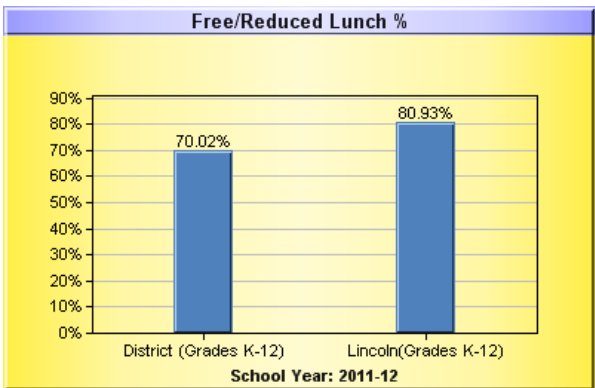
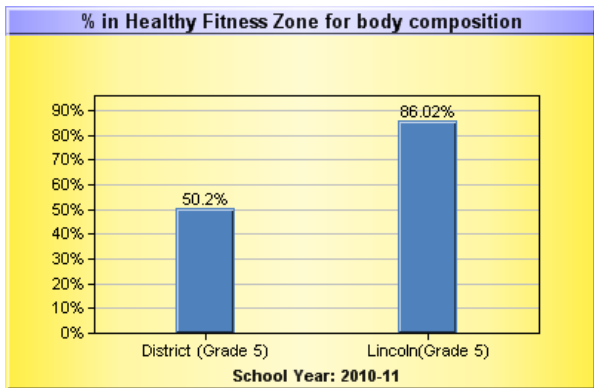
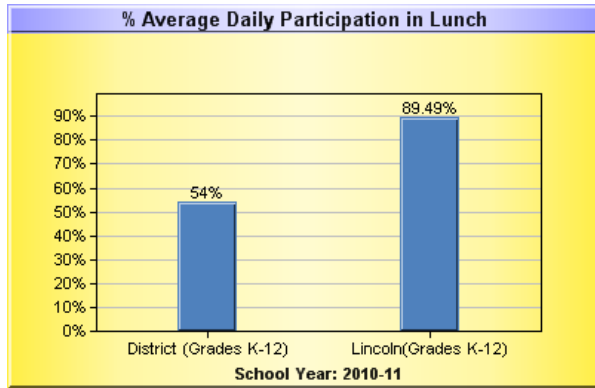
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

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





| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------|--------------|-------------|-----------|-----------|--------------|---|-------------|-----------|----------|-----|---------------|
| Provide health education in priority areas (gardening and social-emotional learning) | surveys | All Students | school year | principal | 3/21/2012 | 133SQI2B1720 | School will create a garden to promote science and health understanding | N/A | | | 0 | \$0.00 |

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

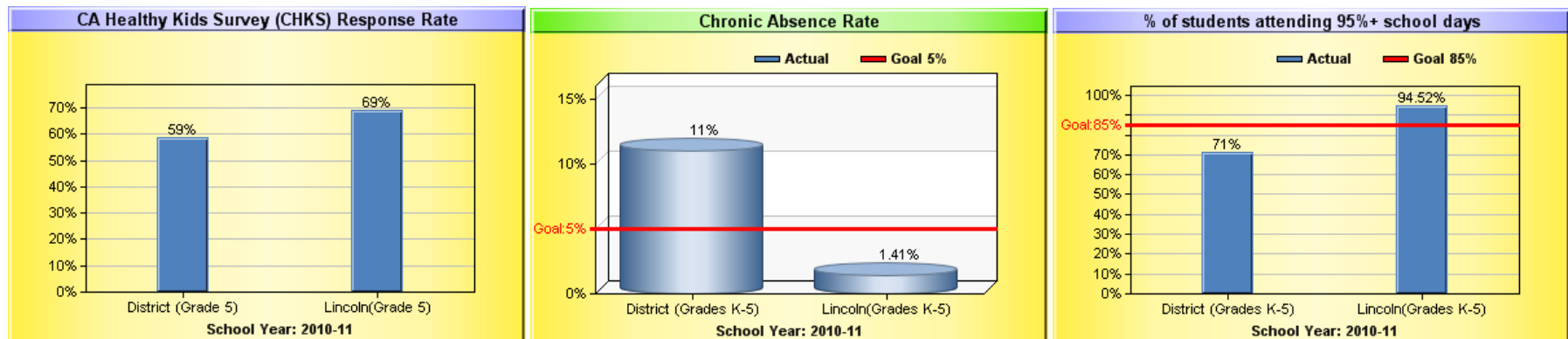
A quality school...

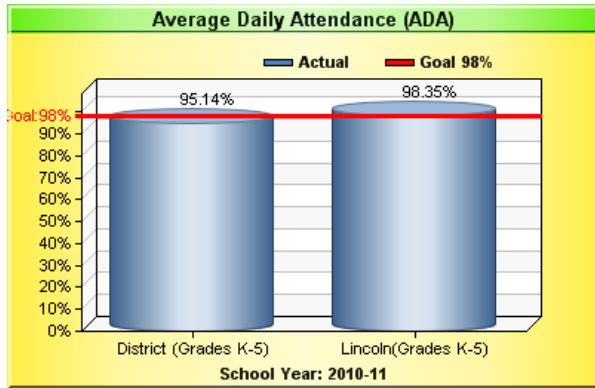
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





Theory Action

- Regular attendance is crucial for student academic success.

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

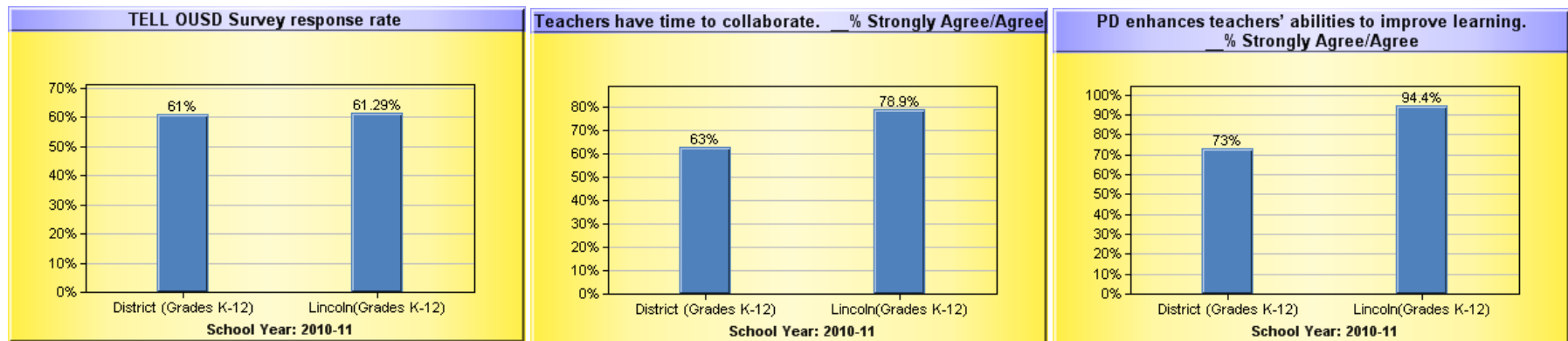
A quality school...

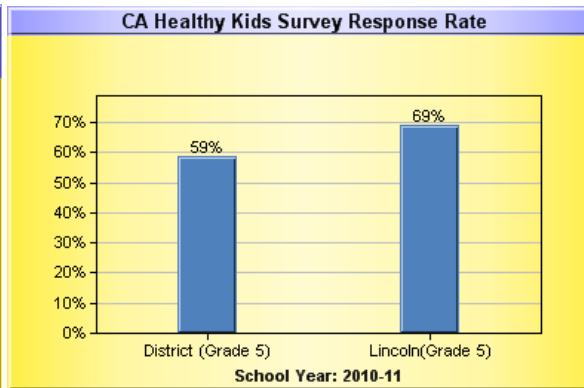
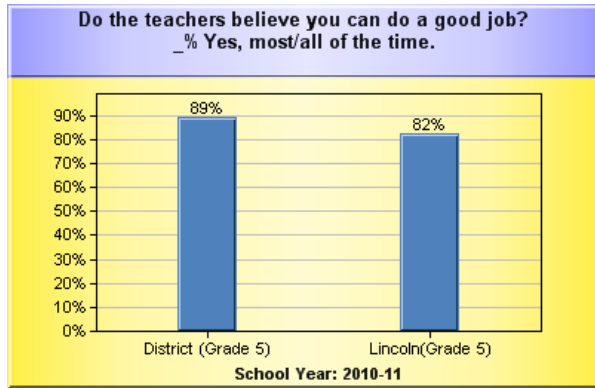
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





Theory Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|-----------------|--------------|-------------|-----------|-----------|--------------|--|--------------|-----------------------------------|----------|-----|---------------|
| Teachers will collaborate and deliver high quality instruction. | CST, benchmarks | All Students | school year | Principal | 3/16/2012 | 133SQI3A1585 | Teachers will meet in professional learning communities (PLC's) to plan lessons and assess student learning. | 3010-Title I | 1122-TEACHERS SALARIES EXTRA COMP | | 0 | \$8,000.00 |
| Teachers will collaborate and deliver high quality instruction. | CST, benchmarks | All Students | school year | Principal | 3/16/2012 | 133SQI3A1586 | Teachers will meet in professional learning communities (PLC's) to plan lessons and assess student learning. | 3010-Title I | 1150-TEACHERS SUBSTITUTES | | 0 | \$5,000.00 |

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

Strategic Priority A. Family & Community Engagement

School: Lincoln Elementary

Principal: JOHN MELVIN

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

Theory Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|----------------|------------------|-------------|-----------|-----------|--------------|--|-------------------------------------|-----------------------------------|------------|-----|---------------|
| School will engage all families | school surveys | All Students | school year | Principal | 3/16/2012 | 133SQI4A1583 | Hire Technical Skills Assistant to provide outreach to parents encouraging their participation in school governance. | 7090-EIA - SCE | | TCHSKA0003 | 1 | \$73,027.79 |
| School will engage all families. | Parent Survey | English Learners | school year | Principal | 3/16/2012 | 133SQI4A1584 | Hire Cantonese Bilingual Clerk to facilitate communication between parents/families and school. | 7091-EIA - LEP | | CLKTIB0007 | 0.5 | \$14,622.49 |
| School will engage all families. | parent surveys | English Learners | school year | Principal | 3/16/2012 | 133SQI4A1589 | Hire translators to provide information to parents about school events and activities. | 3010-Title I | 2422-CLERICAL SALARIES EXTRA COMP | | 0 | \$4,000.00 |
| School will engage all families. | parent surveys | English Learners | school year | Principal | 3/16/2012 | 133SQI4A1590 | Hire translators to provide information to parents about school events and activities. | 9901-Title I - Parent Participation | 2422-CLERICAL SALARIES EXTRA COMP | | 0 | \$1,400.00 |
| School will engage all English Learner | Parent Surveys | English Learners | school year | Principal | 3/16/2012 | 133SQI4A1596 | School will hire Family Liaison to provide parental access to school resources and | 7091-EIA - LEP | 5825-CONSULTANTS | | 0 | \$36,360.40 |

| | | | | | | | | | | | | |
|--|----------------|------------------|-------------|-----------|-----------|--------------|--|-------------------------------------|---------------------------|--|---|------------|
| families. | | | | | | | promote parent involvement in education | | | | | |
| School will engage all English Learner families. | Parent Surveys | English Learners | school year | Principal | 3/16/2012 | 133SQI4A1597 | school will provide refreshments for parent meetings | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$2,735.36 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Lincoln Elementary

Principal: JOHN MELVIN

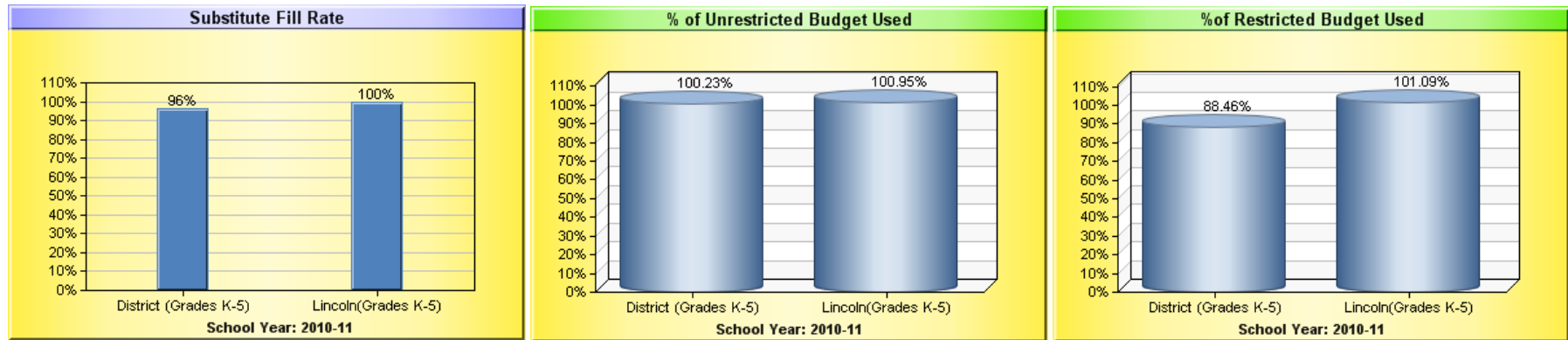
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Theory Action

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

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------------|--------------|-------------|------------|-----------|--------------|--|-------------|-----------|----------|-----|---------------|
| Use instructional time, collaboration time, and other professional development time to guide and support quality instructional practices. | CST, benchmarks, surveys | All Students | school year | Principals | 3/21/2012 | 133SQI5A1721 | Hold regular staff meetings with teachers, other staff, parents, students and community members to review data | N/A | | | 0 | \$0.00 |

| | | | | | | | | | | | | |
|---|--------------------------|--------------|-------------|------------|-----------|--------------|---|-----|--|--|---|--------|
| Use instructional time, collaboration time, and other professional development time to guide and support quality instructional practices. | CST, benchmarks, surveys | All Students | school year | Principals | 3/21/2012 | 133SQI5A1722 | Use consensus building strategies to build understanding and get agreement on key decisions | N/A | | | 0 | \$0.00 |
|---|--------------------------|--------------|-------------|------------|-----------|--------------|---|-----|--|--|---|--------|

Type into the gray boxes, then print and sign.

ASSURANCES 2012-2013

School Site: Lincoln

Site Number: 133

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 02/22/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 03/21/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



 SSC Chairperson's Signature

Charles Pearson
 SSC Chairperson's Name (printed)


Date 3/23/12

X 

 ELAC Chairperson's Signature

Lien Jegers
 ELAC Chairperson's Name (printed)

X Date 3/28/12



 Principal Signature

John Melvin
 Principal's Name (printed)

Date 3/28/12



 Executive Officer's Signature

Mia Settles-Tidwell
 Executive Officer's Name (printed)

Date 4/29/12



 Director, State & Federal Compliance Signature

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

Date 6/7/12

School Site Council Membership Roster – Elementary School

School Name: Lincoln School

School Year 2011-2012

| | |
|-------------------------------------|--|
| Chairperson: Charles Pearson | Vice Chairperson: Dan Jegers |
| Secretary: Derek MacLeod | <u>DAC Representative:</u> Dan Jegers |

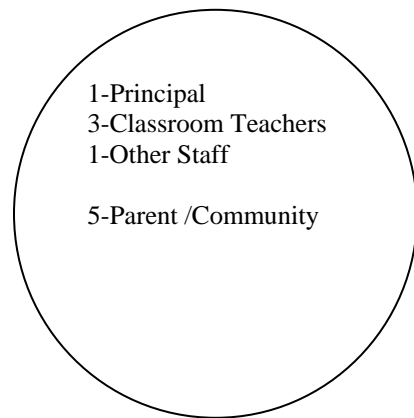
Check Appropriate Representation

| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/Comm |
|-----------------------------|---|-----------|-------------------|-------------|-------------|
| Dan Jegers | 3936 Agua Vista Street 94601 | | | | x |
| Stephanie Lim | 4285 Terrabella Way 94619 | | | | x |
| Elaine Chung | 3827 Bayo Street 94619 | | | | x |
| Jenny Xu | 335 Center Street 94607 | | | | x |
| George Zheng | 2526 Hearst Ave 94602 | | | | x |
| Charles Pearson (Alternate) | 1629 11 th Street 94607 | | | | x |
| Liang Zhang(Alternate) | 160 14 th Street 94601 | | | | x |
| John Melvin | 225 11 th Street Oakland, CA 94607 | x | | | |
| Derek MacLeod | 225 11 th Street Oakland, CA 94607 | | x | | |
| Allison McGuirk | 225 11 th Street Oakland, CA 94607 | | x | | |
| Jim Brown | 225 11 th Street Oakland, CA 94607 | | x | | |
| Connie Smith | 225 11 th Street Oakland, CA 94607 | | | x | |
| DAC Representative | | | | | |
| Dan Jegers | 3936 Agua Vista Street Oakland 94601 | | | | |
| Home Ph. 925-297-9470 | Email: | | | | |

| | |
|-------------------------|---|
| Meeting Schedule | 9/28/11, 10/12/11, 11/2/11, 12/7/11, 1/4/12, 2/1/12, 3/7/12, 4/4/12, 5/2/12, 6/6/12 |
|-------------------------|---|

SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

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

Involvement of Parents in the Title I Program

Lincoln Elementary School agrees to implement the following statutory requirements:

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

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

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

- Offer a flexible number of meetings for parents.

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

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

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

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

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

Accessibility

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

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

Adoption

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

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

(Principal's Signature)

(Date)

Lincoln Elementary School Compact

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

Staff Pledge:

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

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

Student Pledge:

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

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

Family/Parent Pledge:

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

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

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

Student

Teacher

Parent/Guardian