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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Lincoln Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Mukta Sambrani
Date of this revision: 4/25/20

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: Mukta Sambrani

Position: Principal

Address: 225 11th Street

Telephone: 510-874-3372

Oakland, CA 94607

Email: mukta.sambrani@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Lincoln Elementary School

Site Number: 133

- | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" 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 | <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"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4.25.23

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 | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|

Signatures:

Mukta Sambrani <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<div style="text-align: center;"><i>M.V. Sambrani</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>4/25/2023</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Jeanine Tu <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<div style="text-align: center;"><i>Jeanine Tu</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>4/25/2023</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<div style="text-align: center;"><i>Leroy Gaines</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>4/26/2023</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<div style="text-align: center;"><i>Lisa Spielman</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>4/26/23</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12.13.22	SSC & SELLS combined	Discuss Title I and Title IV budget priorities and approve Title I and Title IV budget for 23-24.
1.17.23	SSC & SELLS combined	Review of last year's SPSA. Work on 2023-24 Needs Assessment.
1.18.23	All teachers	Budget discussion
1.26.23	ILT	ILT discussed data, ELD Task card and Tab 1
2.9.23	ILT	ILT discussed budget, ELD Task card and Tab 2
2.21.23	SSC & SELLS combined	SSC and SELLS Evaluation of 22-23 SPSA
3.7.23	CCSSP Stakeholder committee	CCSSSP Plan 23- 24 discussion and discussion of school budget and CCSSSP budget
3. 21.23	SSC & SELLS combined	Review, edit proofread tabs 1, 2 and 3
3.23.24	ILT	Review, edit proofread tabs 1, 2 and 3
4.25.23	SSC & SELLS combined	SPSA Final Review and Assurances

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$218,530.00
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	\$952,152.94

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)	\$199,875	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$42,300	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,330	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$456,085	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$235,238	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$13,325	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$218,530	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$733,623	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$952,153
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Lincoln Elementary School	School ID: 133
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School Description

At Lincoln Elementary, located in Oakland's 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

Lincoln Elementary Vision and Mission
Vision- A Lincoln Elementary graduate will be a resilient individual, prepared academically, socially, and emotionally to thrive in middle school, high school, college, community and career.
Mission- Our mission is to inspire and challenge students to excel academically, socially and emotionally through our guidance and positive modeling. We will continue to provide a rigorous academic program within a nurturing environment, with access to home language and respect for home culture.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.9%	48.1%	42.0%	7.7%	0.60%	0.0%	73.5%	12.9%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
10.0%	5.2%	4.6%	71.6%	0.60%	0.0%	6.0%	5.0%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: **College, Career and Community Readiness-** Lincoln teachers and staff will ensure that students meeting standard will increase 10 percentage points and students below standard will decrease 10 percentage points between fall and spring assessments as measured by I- Ready, Eureka Squared module assessments and benchmark assessment, IAB and SBAC data. Lincoln leadership and teachers will implement data driven instruction during three cycles in inquiry, one for each trimester focused on 1. Complex text- reading to make inferences, 2. Complex task- claim evidence reasoning in math and science and 3. Writing with evidence.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	74.0%	49.0%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	70.1%	64.1%	<i>not available until Fall 2023</i>	75.0%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	48.4%	46.1%	not available until Fall 2023	75.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	16.4	n/a	27.1	not available until Fall 2023	15.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	32.8%	39.9%	not available until Fall 2023	35.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	33.6	n/a	35.6	not available until Fall 2023	35.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	48.7%	not available until Fall 2023	50.0%
CAST (Science) at or above Standard	All Students	53.3%	n/a	37.5%	not available until Fall 2023	55.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-38.6	n/a	-30.9	not available until Fall 2023	-30.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-70.3	n/a	-29.7	not available until Fall 2023	-60.0

i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	17.8%	17.0%	not available until Fall 2023	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	0.7	n/a	-7.5	not available until Fall 2023	6.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-25.3	n/a	-9.2	not available until Fall 2023	-20.0
Reclassification Measures & Annual Targets		<i>*Complete</i>	Part 1 of ELD Reflection			
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	19.2%	13.5%	30.5%	not available until Fall 2023	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	not available until Fall 2023	0.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: **Student and Family Engagement-** Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	65.7%	77.0%	77.0%	not available until Fall 2023	80.0%
Out-of-School Suspensions	All Students	0.0%	n/a	0.0%	not available until Fall 2023	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	not available until Fall 2023	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	not available until Fall 2023	0.0%
Chronic Absenteeism	All Students	2.3%	1.0%	23.6%	not available until Fall 2023	10.0%
Chronic Absenteeism	African American Students	7.3%	1.8%	26.8%	not available until Fall 2023	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for High-Quality Staff: **School Goal for High- Quality Staff-** Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100%, improve staff satisfaction with Professional Development by 5 percentage points and increase the one- year school teacher retention rate by 5 percentage points. Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	93.9%	89.0%	87.4%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Between the fall and mid- year administration, students in the mid-above category on I- Ready in the 1st grade increased from 13.3% to 40.4%, in the 2nd grade increased from 26.2% to 38.7%, in the 3rd grade increased from 21.9% to 35.5%, in the 4th grade increased from 22.1% to 34.5%. In the 5th grade, there was relatively lower growth from 15.6% to 17.3%. Lincoln teachers engage students in standards-aligned tasks e.g. collaborative work, discussion protocols, sharing investigations and solutions for articulating reasoning in written responses with an emphasis on literacy across content areas.	Three cycles in inquiry inform the year's professional development plan and the work of grade level PLCs . The three cycles of inquiry promote college and career readiness with a focus on 1. Reading to make inferences- complex text, 2. Claim evidence reasoning- complex task and 3. Writing with evidence. Each Lincoln teacher maintains comprehensive data on a class data wall, which is reviewed and updated during PD and PLC meetings, reviewed through data conferences with leadership every trimester and shared with parents through parent teacher conferences.

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>The percentage of ELLs reclassifying grew from 13.9% in 20-21 to 30.5% in 21-22. By mid year 22-23, 54.2% of Lincoln ELLs are on target to meet their I- Ready stretch goals, growing 1.5 years in 1 year. 54.2% of Lincoln's EO students have the same rate of growth fall to mid- year as ELLs. The performance of students who only speak English at home and students who speak English as a second language is matched. Lincoln teachers, stips and academic mentors provide 1 on 1 and small group instruction in class and through pull outs in the hallway. Lincoln teachers and staff provide integrated and designated English Language Development to meet the needs of English Language Learners. Integrated ELD at this time looks like our teachers using glad strategies and providing differentiated instruction- centers, rotation, workshop, blended learning.</p> <p>Designated ELD at this time looks like small data informed groupings for small group instruction with teachers, academic intervention with stips, academic mentors and support providers. Our Newcomer Teacher Leader also provides Designated ELD but her work is focused on Newcomers.</p>	<p>The Instructional Leadership Team and grade level PLCs reflect on focal student growth every trimester. PLCs work together to form instructional groups, moving students from low to medium and from medium to high groupings through targeted literacy support. Each teacher selects 2 high, 2 medium and 2 low focal students with the goal to differentiate instruction and move the medium students to high and the low students to medium through intentional planning and small group instruction with the teacher and stip. Lincoln teachers tasked with creating differentiated and individualized learning materials work with their PLCs to meet the needs of our diverse student body, over 50% of whom speak another language at home, 12.9% of whom have a disability and 7.7% of whom are newcomers- new to this country, this school system and new to exposure to the English language. Lincoln teachers create supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self assessment and peer assessment trackers.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Student connectedness went up from 65.7% in 2019- 20 to 77.0% in 21-22. In spite of the huge disruption caused by the pandemic, Lincoln teachers, staff and bilingual community schools manager and community relations assistant have maintained strong parent partnership meeting individual families and classrooms and grade levels in large groups via zoom. School leaders and community relations team continue to work closely with parents through parent conferences held two times a year to address the academic and social emotional needs of all students. An additional round of parent conferences targets students who need additional interventions and supports, moving students toward student success team meetings and services through the COST process.</p>	<p>Lincoln's bilingual community schools manager and community relations assistant work closely with principal to plan year- round parent education and parent engagement activities to ensure a strong school and home connection around strong academic outcomes and social emotional development. Lincoln students come from the following ethnic backgrounds- 71.6% of Asian, 10% African American, 4.6% Latino, 6.0% Caucasian, 5.0% Multiple Ethnicities. 49.7% of Lincoln students come from Chinese speaking homes, 27.6% of students come from homes where English is spoken as the primary language. Other languages spoken in the Lincoln community include Arabic, Spanish, Vietnamese, Tigrinya, Filipino, Amharic, French, Pashto, Hindi, Somali, Thai, Turkish, Tamil, Farsi, Burmese, Korean and Japanese. 42% of Lincoln students are English Language Learners. 7.7% Lincoln students are Newcomers. Lincoln staff continually find new ways to meet the school's vision through access to home language and respect for home culture. 20% Lincoln staff speak Cantonese, which is the home language of almost half the school. Teachers and staff use their facility with a variety of languages they speak- ex. Cantonese, Mandarin, Spanish, French, Lao, Hmong, Hindi, Arabic etc. to connect with families.</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Lincoln's average return rate for teachers is 87.4% over 10 years. Professional development survey data shows 10 percentage point increase between August 2022 and January 2023. Lincoln leadership and Instructional Leadership team work together to review professional development feedback survey data to increase collaboration and planning time with structures to support accountability, as teachers meet curriculum implementation expectations in ELA and Math.</p>	<p>Lincoln's average 3 year staff retention rate is 68.8%. Lincoln's majority veteran staff are slowly embracing curriculum changes and changes to assessments. Lincoln teachers have worked for several years on balanced approach to literacy, readers workshop and writing workshop informed by Teacher's College Readers and Writer's Workshop/ Lucy Calkins. Lincoln PLCs have been collaborating to find a crosswalk between new expectations and The Lincoln Way, integrating several years of professional learning with EL education, early literacy implementation with SIPPS and Heggerty new assessments- I- Ready to replace F&P and Reading Inventory.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Lincoln community's linguistic, cultural and socio- economic diversity is mirrored in the diverse academic preparation our students bring to school. This diversity is both a strength and a challenge. 5th grade i- Ready data reveals that 29.3% students are 2 or 3 grade levels below. These students were in third grade during distance learning. The 5th grade team is tasked with preparing students for Middle School next year with academic intervention and support from the 5th grade stip, social skills case manager and academic mentor. Looking ahead to next year, the 5th grade team will review 4th grade end of year data to form academic intervention groups to start the year instead of waiting for the first set of diagnostic assessments. Lincoln teachers are tasked with created differentiated and individualized learning materials to meet the needs of our diverse student body, over 50% of whom speak another language at home, 12.9% of whom have a disability and 7.7% of whom are newcomers- new to this country, this school system and new to exposure to the English language.</p>	<p>Lincoln's diverse student population come with varied levels of language and literacy proficiency and academic and social emotional skills and preparation. Lincoln students come from the following ethnic backgrounds- 71.6% of Asian, 10% African American, 4.6% Latino, 6.0% Caucasian, 5.0% Multiple Ethnicities. 49.7% of Lincoln students come from Chinese speaking homes, 27.6% of students come from homes where English is spoken as the primary language. Other languages spoken in the Lincoln community include Arabic, Spanish, Vietnamese, Tigrinya, Filipino, Amharic, French, Pashto, Hindi, Somali, Thai, Turkish, Tamil, Farsi, Burmese, Korean and Japanese. 42% of Lincoln students are English Language Learners. 7.7% Lincoln students are Newcomers.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>42% of Lincoln students are English Language Learners. 7.7% Lincoln students are Newcomers. While 54.2% of Lincoln ELLs are on target to meet their I- Ready stretch goal in 22-23, the balance- 45.8 will make 1 year or a little less growth. 12.9% of Lincoln students have IEPs. Students with IEPs made 8 percentage point growth in ELA between 2019-20 and 2021-22 however, in Math, students with IEPs regressed by 14 percentage points as measured by SBAC Distance from Standard data.</p>	<p>Lincoln students come from the following ethnic backgrounds- 71.6% of Asian, 10% African American, 4.6% Latino, 6.0% Caucasian, 5.0% Multiple Ethnicities. 49.7% of Lincoln students come from Chinese speaking homes, 27.6% of students come from homes where English is spoken as the primary language. Other languages spoken in the Lincoln community include Arabic, Spanish, Vietnamese, Tigrinya, Filipino, Amharic, French, Pashto, Hindi, Somali, Thai, Turkish, Tamil, Farsi, Burmese, Korean and Japanese. 42% of Lincoln students are English Language Learners. 7.7% Lincoln students are Newcomers.</p>

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>The Delta and Omicron waves caused Chronic Absenteeism to increase dramatically from 2.3% in 2019-20 and 1.0% in 2020-21 to 23.6% in 21-22. While leadership and the community relations team were able to establish effective and dependable systems for food, technology and academic materials distribution during distance learning, upon return to in person learning, many families opted to keep their students home upon receipt of positive case notifications, even after at home or full quarantines were replaced by modified quarantine because 75% or more of our students come from highly populated, high poverty inner city neighborhoods and crowded housing situations. The school continues to partner with Alameda county and Asian Health services to host vaccination clinics. The school continues to educate parents about the importance of attendance and intervene with chronically absent students with absence notices, phone calls made twice a day, student success team meetings and the SART and SARB process.</p>	<p>Lincoln Elementary serves the diverse immigrant community of the Chinatown neighborhood. 75% of Lincoln students live in poverty, in over- crowded housing situations. 70% of Lincoln students have extended family in Asia. Over 50% of Lincoln students are of Chinese origin. Over 70% of Lincoln students are of Asian origin. Lincoln is a large school which is always fully impacted in terms of enrollment. Crowded classrooms serving students from overcrowded households during the pandemic led to a high case count at Lincoln. The fear of Covid- 19 spread caused parents to keep students home even after the county recommendation moved from full quarantine to modified quarantine. The extremely traumatic experiences of families in Asia during the Covid- 19 pandemic between 2019 and 2021, before access to vaccination also contributed to the decision many parents made to keep their students home every time a county- mandated positive case notification was sent out.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Lincoln Elementary serves the diverse immigrant community of the Chinatown neighborhood. 75% of Lincoln students live in poverty, in over- crowded housing situations. 70% of Lincoln students have extended family in Asia. Over 50% of Lincoln students are of Chinese origin. Over 70% of Lincoln students are of Asian origin. Lincoln is a large school which is always fully impacted in terms of enrollment. Crowded classrooms serving students from overcrowded households during the pandemic led to a high case count at Lincoln. The fear of Covid- 19 spread caused parents to keep students home even after the county recommendation moved from full quarantine to modified quarantine. The extremely traumatic experiences of families in Asia during the Covid- 19 pandemic between 2019 and 2021, before access to vaccination also contributed to the decision many parents made to keep their students home everytime a county- madated positive case notification was sent out.</p>	<p>Lincoln teachers are embracing new curriculum and new assessment expectations while meeting the academic, social- emotional and behavioral needs of students returning from distance learning. The demand of this year's workload on teachers is at least double if not three times more than an average school year.</p>

1D: IDENTIFIED NEED

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: RESOURCE INEQUITIES

A check in/ check out or mentorship model can be implemented with the help of stip subs to support our African American students who report feeling disengaged. Administration, Culture team and ILT can develop capacity for cultural responsiveness among all teachers and staff by explicitly recognizing and celebrating diverse cultures and by formally teaching respect for all cultures. African American parents can be engaged through listening circles to collect feedback on the school's discipline policy and ways to address disproportionality in discipline.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School:	Lincoln Elementary School	SPSA Year Reviewed: on 1.17.23 by SSC and 1.26.23 by ILT	2022-23
SPSA Link:			2022-23 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Lincoln SPSA describes how Lincoln vision and mission are fulfilled through strategies, actions, positions and contracts which support small group instruction and small group academic intervention to meet the needs of English Language Learners and Newcomers and multi tiered systems of support to meet the social- emotional needs of tier 1, tier 2 and tier 3 students. Staffing or activities remained unchanged except for SSC approved decisions about ways to use our carryover funds.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Integrated ELD at this time looks like our teachers using glad strategies and providing differentiated instruction- centers, rotation, workshop, blended learning.
Designated ELD at this time looks like small data informed groupings for small group instruction with teachers, academic intervention with stips, academic mentors and support providers. Systematic English Language Development, both Integrated and Designated implemented through small group instruction and academic intervention by Lincon teachers and stips improved i-Ready Reading scores. Our Newcomer Teacher Leader also provides Designated ELD but her work is focused on Newcomers. Students at or above standard in grades 3-5 increased from 32.8% in 20-21 to 39.9% in 21-22. ELL Reclassification rate increased from 13.5% in 20-21 to 30.5% in 21-22. Similarly SBAC ELA Distance from Standard met increased from 16.4% in 18-19 to 27.1% in 21-22. Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, though social emotional learning circles and restorative approaches for conflict resolution, student connectedness to school improved from 65.7% in 19-20 to 77.0% in 20-21 and also 77.0% in 21-22. Through parent education about academic standards and ways to support students at home, Lincoln staff were able to ensure student growth in SBAC ELA and Math scores. SBAC Distance from Standard met in ELA increased from 16.4% in 18-19 to 27.1% in 21-22. SBAC Distance from Standard met in Math increased from 33.6% in 18-19 to 35.6% in 21-22.

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

Lincoln School Site Council approved the use of \$5270.16 of carryover funds toward extra compensation for the Transitional Kindergarten tutor to plan lessons for small group rotation in TK class for early literacy development and social skills development. Lincoln School Site Council approved the use of \$8618.59 of carryover funds toward overhead projectors to support language and literacy with graphics, visuals and video for our English Language Learners and Academic Language Learners. These changes are found on the budget modification tab in the 22-23 SPSA.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Contract parent ESL classes	ELL Reclassification	Teach a parent ESL class so parents can help students with homework and academic projects.	The intentional engagement with parents of English Language Learners has improved Lincoln's ELL Reclassification rate from 13.5% in 20-21 to 30.5% in 21-22. Similarly student performance on ELPAC has improved with 58.8% students moving up at least one level 22.5% staying at the same level and 18.8% going down at least one level. In 20-21, 52.8% students moved up one level, 28% remained at the same level and 19.3% went down one level.	No change.

<p>Parent education events</p>	<p>Student Connectedness to School</p>	<p>Bilingual parent engagement events to help parents understand the OUSD Attendance and Discipline policy. Parent education about academics, school values and Social Emotional Learning strategies.</p>	<p>Lincoln Elementary maintains effective parent engagement through a number of schoolwide events planned collaboratively by the Community Schools Manager, Community Relations Assistant, School Site Council and SELLS and Parent Teacher Organization. Through parent education about academic standards and ways to support students at home, Lincoln staff were able to ensure student growth in SBAC ELA and Math scores. SBAC Distance from Standard met in ELA increased from 16.4% in 18-19 to 27.1% in 21-22. SBAC Distance from Standard met in Math increased from 33.6% in 18-19 to 35.6% in 21-22.</p>	<p>No change.</p>
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<p>Reading Program- Accelerated Reader</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Lincoln teachers provide whole group and small group literacy instruction using a rotating learning centers model, to meet the diverse needs of our students who range in English fluency and proficiency from Newcomers who are novice learners to our EO-students who only speak English at home. Using Accelerated Reader, NewsELA and other programs, allows teachers to implement a differentiated approach to meet the needs of our diverse student body.</p>	<p>No change. Small group instruction by Lincoln teachers and small group intervention by stip team and Academic mentors has improved student outcomes in ELA and Math. SBAC Distance from Standard met in ELA increased from 16.4% in 18-19 to 27.1% in 21-22. SBAC Distance from Standard met in Math increased from 33.6% in 18-19 to 35.6% in 21-22. Lincoln's ELL Reclassification rate from 13.5% in 20-21 to 30.5% in 21-22.</p>	<p>No change.</p>
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<p>Substitute Teacher Incentive Plan (STIP) Teacher</p>	<p>ELL Reclassification</p>	<p>Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader, Evaluator/ Coach with the goal of moving focal students from low to medium and from medium to high groupings.</p>	<p>No change. Small group intervention by stip team and Academic mentors has improved student outcomes for English Language Learners. Lincoln's ELL Reclassification rate from 13.5% in 20-21 to 30.5% in 21-22.</p>	<p>No change.</p>
<p>Substitute Teacher Incentive Plan (STIP) Teacher</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader, Evaluator/ Coach with the goal of moving focal students from low to medium and from medium to high groupings.</p>	<p>No change. Systematic English Language Development implemented through small group instruction and academic intervention by Lincoln teachers and stips improved i-Ready Reading scores. Students at or above standard in grades 3-5 increased from 32.8% in 20-21 to 39.9% in 21-22. ELL Reclassification rate increased from 13.5% in 20-21 to 30.5% in 21-22.</p>	<p>No change.</p>

<p>Substitute Teacher Incentive Plan (STIP) Teacher</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader, Evaluator/ Coach with the goal of moving focal students from low to medium and from medium to high groupings.</p>	<p>Change to funding source. The cost of two of our stips is 1.5 times our average stip salary and benefits.</p>	<p>No longer funded through Title 1. This stip position is now one of the stips on our 1 pager listed under ESSER</p>
<p>Teacher extended contracts</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Teachers analyze student data to set goals and form intervention groups. Teachers work in partnership with parents and support providers to improve outcomes for focal students.</p>	<p>We supported extended contracts for teachers for data analysis in support of parent conferences. These extended contracts can be supported through the Educator Effectiveness grant moving forward.</p>	<p>No longer funded through Title 1. Teacher extended contracts are now supported through the The Educator Effectiveness grant.</p>

Unallocated	ELL Reclassification	Any balances after salaries go toward supplemental materials for English Language Development- Supplies and Licenses.	Any balances after salaries go toward supplemental materials for English Language Development- Supplies and Licenses. Lincoln teachers tasked with creating differentiated and individualized learning materials work with their PLCs to meet the needs of our diverse student body, over 50% of whom speak another language at home, 12.9% of whom have a disability and 7.7% of whom are newcomers- new to this country, this school system and new to exposure to the English language. Lincoln teachers create supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self assessment and peer assessment trackers.	No change.
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Lincoln Elementary School	School ID:	133
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	Math
School Theory of Change:	If Lincoln teachers and staff develop a deep understanding of the mathematical and science practices, CCMS and NGSS, differentiated instruction for ELLs, Newcomers, African American, Hispanic, GATE, low income and PEC students , implement math talks, academic discussions, hands-on math and science activities and lessons with academic discussion and reasoning imbedded, and participate in continuous professional learning, then students will develop the prerequisite skills that will lead to conceptual understanding of CCMS and NGSS, and meet or exceed standards in math and science, as measured by I Ready, Interim Assessment Block, FOSSMap, SBAC and CAST data.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement the Eureka Squared curriculum the Lincoln Way, creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for ELL, Newcomer, African American, Hispanic, low income and PEC students.	Principal and Leadership Team observe and provide timely feedback on standards-aligned tasks. Principal and Leadership Team track and analyze data on a regular basis, and hold data conferences with PLCs.	SBAC Math data, I-Ready data and focal student data monitored through data conferences.		Tier 1
1-2	Lincoln teachers create differentiated and individualized learning materials in their work with their PLCs to meet the needs of a diverse student body, over 50% of whom speak another language at home, 12.9% of whom have a disability and 7.7% of whom are newcomers- new to this country, this school system and new to exposure to the English language. Teachers create supplementary materials, translated materials, color coded materials, visuals and graphics, anchor charts, sentence stems, learning tools and self-assessment and peer assessment trackers to meet the needs of Newcomers, English Language Learners and students with disabilities.	Principal and Leadership team create a list of instructional supplies to meet student needs for supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self- assessment and peer assessment trackers that meet the needs of Newcomers, English Language Learners and students with disabilities.	The use of supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self- assessment and peer assessment trackers observed during learning walks and captured through classroom observations.	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2

1-3	Teachers engage in a variety of evidence-based , collaborative professional learning opportunities in math and science to sharpen their knowledge of standards-aligned content (e.g., word problems) and pedagogy.	Principal and Leadership Team develop, monitor, and adjust ongoing standards-aligned professional learning based upon teacher observations, feedback, and student data, ensuring regular PLC collaboration time for sharing and practicing new strategies.	PD and PLC agendas		Tier 1
1-4	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team develop, monitor, and adjust professional learning opportunities featuring online platforms and best practices in rigorous, standards-aligned computer-based programs for students. Principal and Leadership Team will track and analyze data on a regular basis.	SBAC Math data, I-Ready data , focal student data monitored through data conferences, observation data and learning walk data.	College, Career and Community Readiness- Lincoln teachers and staff will ensure that students meeting standard will increase 10 percentage points and students below standard will decrease 10 percentage points between fall and spring assessments as measured by I- Ready, Eureka Squared module assessments and benchmark assessment, IAB and SBAC data. Lincoln leadership and teachers will implement data driven instruction during three cycles in inquiry, one for each trimester focused on 1. Complex text- reading to make inferences, 2. Complex task- claim evidence reasoning in math and science and 3. Writing with evidence.	Tier 2
1-5	Teachers engage students and families in complex tasks and rigorous standards-aligned activities and games to deepen understanding of math and science content.	Principal and Leadership Team provide planning and support for family engagement opportunities (e.g., Family Math Night; Family Science Night; Science Fair) to ensure optimal participation. Develop parent surveys or exit tickets to collect data to inform site planning.	Parent engagement plan and event agenda, CHKS student and parent survey data and student and parent testimonials.	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1

1-6	Six stip subs, one for each grade level work with students in small groups to provide literacy and math instruction. These small groups are formed around each teacher's focal students- 2 high, 2 medium, 2 low.	Principal and PLC leaders analyze student data to help create instructional groups for stips to support.	SBAC Math data, I-Ready data and focal student data monitored through data conferences.	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2
1-7	One Cycle of Inquiry each year will be dedicated to improving math outcomes for students through aligned practices and assessment in grade level PLCs	Principal and PLC leaders analyze student data write a schoolwide math goal. PLC leaders and principal facilitate PD, PLC and data analysis to measure student growth in response to aligned practices and assessment.	Cycle plan, PD/PLC Agendas and SBAC Math data, I- Ready data and focal student data		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Literacy across the content areas
School Theory of Change:	If Lincoln teachers and staff implement a crosswalk between EL Education and components of Balanced Approach to Literacy- Reading Workshop, Writing Workshop, word study, language development and implement systematic differentiated instruction with an emphasis on support for ELLs, Newcomers, African American, low income and PEC students, then Lincoln students will make a year's growth in reading levels and writing development as measured by formative and summative assessments I- Ready, IAB, SBAC and On Demand Writing.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Teachers implement EL Education curriculum and a crosswalk between EL with Reading and Writing Workshop. One cycle of inquiry each year will be dedicated to Reading workshop and Reading intervention and one cycle will be dedicated to writing.	Leadership will engage in and implement professional development based on rigorous study of academic research, common core standards, and literacy development. Leadership team will engage the stip team of 6 grade level stip subs to facilitate peer observation and feedback to improve alignment on Reading and Writing instruction.	SBAC ELA data, I- Ready data and focal student data monitored through PLC meetings and data conferences.	School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100%, improve staff satisfaction with Professional Development by 5 percentage points and increase the one- year school teacher retention rate by 5 percentage points. Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.	Tier 1
2-2	Teachers will engage in peer observations and best practices for integrated and designated ELD.	Leadership coordinates stip coverage to support peer observations during the instructional day	SBAC ELA data, I- Ready data and focal student data monitored through PLC meetings and data conferences.	College, Career and Community Readiness- Lincoln teachers and staff will ensure that students meeting standard will increase 10 percentage points and students below standard will decrease 10 percentage points between fall and spring assessments as measure by I- Ready, Eureka Squared module assessments and benchmark assessment, IAB and SBAC data. Lincoln leadership and teachers will implement data driven instruction during three cycles in inquiry, one for each trimester focused on 1. Complex text- reading to make inferences, 2. Complex task- claim evidence reasoning in math and science and 3. Writing with evidence.	Tier 2
2-3	Teachers will utilize required and standards-based assessments- SIPPS, I- Ready, F&P, SRI, SBAC, on-demand writing assessments, to inform data-driven cycles of inquiry.	Principal and Leadership Team will provide support to circuits in training and aligning the scoring of standards-based assessments. Sufficient time will be allotted for assessment scoring and data analysis within grade levels. A minimum of 1 full day per trimester (3 total). Alternating PD and PLC time on Wednesdays will make 2 seventy-five minute slots of data analysis time available to all PLCs two times per month.	Cycle plan, PD/PLC Agendas and SBAC ELA data, I- Ready data and focal student data	School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100%, improve staff satisfaction with Professional Development by 5 percentage points and increase the one- year school teacher retention rate by 5 percentage points. Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.	Tier 1

2-4	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	Principal and Leadership Team will observe and provide timely feedback on differentiated instruction and prioritize professional development as needed.	Stip and academic mentor schedules and small group data monitored through PLC meetings and data conferences	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2
2-5	PLC leaders review data, facilitate the creation on small groups for reading, writing and math instruction and intervention and norm instruction with grade level teams in 75 minute PLC planning meetings scheduled every other Wednesday.	Principal and Leadership Team creates an annual PD calendar which offers 18 seventy five minute PD and 18 seventy five minute PLC meetings in the 2020-21 school year. ILT meeting time is utilized to plan PLC work by Principal and Leadership team.	PD/ PLC Agendas, PLC and data conference notes	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2
2-6	Teachers, stip team and academic mentors will implement small group instruction to meet the needs of diverse students	Principal and leadership team will support the creation of schedules, data trackers and a 4 quadrants graphic organizer to create small groups	Stip and academic mentor schedules and small group data monitored through PLC meetings and data conferences	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		Social Emotional Learning and Culture of Inclusiveness			
School Theory of Change:		If school staff and administration implement the Lincoln Way and C.A.R.E.- Collaboration, Acceptance, Respect, Empathy values in all social interactions, then teachers, staff, and administration will create inclusive and just conditions for all students by 1) training teachers in implementing the Caring School Communities curriculum and other community-building instruction through professional development; 2) promoting culturally-relevant dialogue within the school community; 3) continually developing targets and goals to address students' social and emotional learning needs; and 4) providing a safe and supportive environment for students to thrive both academically and socially.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Morning and Afternoon circles- Teachers build classroom community through daily implementation of Caring School Communities, including but not limited to morning and closing circles. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	Coaching and PD for Social Emotional Learning practices- Teachers engage in buddy class planning, social and emotional learning-based professional development opportunities and other types of training provided by the district.	PLC notes, CHKS student survey data	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1
3-2	Teachers provide instruction and support to students in following the Lincoln Way. They invite parents to support the school by practicing similar behaviors at home.	Administration will organize assemblies and classroom visits at the beginning of the school year to reinforce the Lincoln Way. Morning announcements and posters placed in high traffic areas serve as daily reminders.	Student behavior data and CHKS student survey data	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, though social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1

3-3	Teachers implement culturally responsive practices and teach lessons which explicitly teach respect for all cultures and the value of cultural diversity respect for all cultures, implement culturally responsive practices	Administration will work to develop culturally responsive practices and lessons to explicitly teach respect for all cultures and the value of cultural diversity with Culture Committee	Student behavior data and CHKS student and parent survey data	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, though social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1
3-4	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy. The C.A.R.E. principles guide all enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors.	Teachers, staff and administration create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	Photos, artifacts and documents capturing of student award events, student behavior data and CHKS student and parent survey data	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, though social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1
3-5	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	School leadership affirms students' cultures and engages voices of diverse students and families in continuous school improvement through the SELLS, SSC, and family engagement events. Leadership allocates time for strategic teacher-parent engagement and ensures a minimum of three family engagement workshops. Principal works with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance and maintain communication with parents regarding attendance.	Focal student academic and social development monitored through teacher data trackers reviewed frequently in PLC meetings and through data conferences., and summative assessments- SBAC, IAB, I Ready and CHKS parent and student survey data	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2

3-6	Teachers work with administration and parent center coordinator to connect students and families with community resources including food bank, physical and mental health services, access to ESL and citizenship classes	Administration and parent center coordinator publish bilingual announcements and weekly updates and connect families to community resources. Parent center coordinator and principal host bilingual parent engagement events and monthly parent education and affinity group events and gatherings.	ELL data monitored through teacher data trackers and summative assessments- SBAC, IAB, I Ready and CHKS parent and student survey data	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 2
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Building an Inclusive Community: Teaching Culture through Social Emotional Learning and Culturally Responsive Practices
School Theory of Change:	If Lincoln teachers and staff are provided Professional Development and dedicated PLC time for planning Caring School Communities lessons, Lincoln Way lessons and Culturally Responsive practices and if staff engage Lincoln families in school activities that support equity and inclusion, then Lincoln teachers and staff will succeed in embracing and expressing Oakland's rich diversity and enhance outcomes for ELLs, newcomers, African American, Hispanic, low income and PEC students as measured by CSC survey data (student, parent, teacher), CRT rubrics, CHKS data, and site-based SEL data.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers engage in Professional Development to increase facility with the Caring School Community curriculum, specifically as it relates to building effective relationships and social- and self-awareness skills for all students.	Principal and Leadership Team develop, monitor, and adjust teacher-led discussions and professional learning opportunities, examining strategies and practices to align instruction. Designated PLC time is provided for planning implementation, peer observation, peer coaching, and debriefing.	PD and PLC agendas, walk through notes and observation data	School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100%, improve staff satisfaction with Professional Development by 5 percentage points and increase the one- year school teacher retention rate by 5 percentage points. Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.	Tier 1

4-2	Teachers participate in Professional Development to deepen understanding of the role of culture and language and CRT pedagogy in educating diverse learners e.g., ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	Principal and Leadership Team develop, monitor, and adjust professional learning opportunities, exploring and practicing strategies to align instruction. Designated PLC time is provided for planning, implementation of new practices, peer observation, peer coaching, and debriefing.	PD and PLC agendas, walk through notes and observation data, review of focal student data during data conferences	School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100%, improve staff satisfaction with Professional Development by 5 percentage points and increase the one- year school teacher retention rate by 5 percentage points. Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.	Tier 2
4-3	Teachers collaborate to plan and implement the incorporation of Culturally Responsive Teaching practices in the classroom environment and curriculum. Teachers take their students on field trips to enhance their experience of cultural and scientific phenomena.	Principal and Leadership Team provide dedicated PLC planning time for CSC and CRT, encourage peer observations and debrief, and adjust professional learning as needed .	PD and PLC agendas, walk through notes and observation data, review of focal student data during data conferences	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1
4-4	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers plan and implement the explicit teaching of SEL strategies with Culturally Responsive Teaching practices infused in the lesson. Music enrichment offered by Cantare Con Vivo fosters capacity for Cultural Responsiveness through respect for all cultures and traditions and Social Emotional Learning.	Principal and Leadership Team develop a standards-aligned rubric or monitoring tool for non-evaluative feedback; observe and provide timely feedback, and track and analyze data on a regular basis.	Peer observation and feedback. Non evaluative observation and feedback. Common practices- morning meeting and afternoon circles observed during learning walks and walk throughs and CHKS student and parent data indicates improved sense of belonging.	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Cultural Responsiveness and Culture of Respect with a focus on African American students and families
School Theory of Change:	If Lincoln staff implement a check in/ check out or mentorship model to support our African American students, they will report feeling more included and supported. If Administration, Culture team and ILT can develop capacity for cultural responsiveness among all teachers and staff by explicitly recognizing and celebrating diverse cultures and by formally teaching respect for all cultures, African American students and parents will begin to feel more included and supported.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers are intentional about cultural representation for African American students through texts, artifacts and lessons throughout the year. Teachers teach lessons to acknowledge and celebrate African American heritage during Black History Month, throughout the school.	Curricular materials and texts, which promote representation for African American students throughout the year. Administrators and Culture and Events committee create lessons and plan activities to celebrate African American heritage during Black History Month.	African American Heritage Month reading and curricular materials, classroom observations and documentation and artifacts of events and celebrations	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1
5-2	Teachers, stip team and mental health providers implement a check in/ check out or mentorship model to support African American students. Sown to grow will continue to be used to provide baseline data for student check ins as well as deeper mental health support.	Administrators and COST frequently share check in data and supports for individual students	COST notes and tracker, focal student data on teacher data trackers and CHKS student data with attention to African American students	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 2
5-3	Teachers address cultural bias in the classroom and explicitly teach inclusivity and respect for African American students and community	Administrators and Culture and Events committee create lessons and find books and resources to support teachers. Administrators address bias when it arises in student to student conflicts	Student behavior data with attention to mediations and circles addressing incidents of cultural bias toward African American students and community	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 2

5-4	Teachers promote sense of belonging for African American students by supporting affinity group events and school- wide celebrations will highlight African American students, parents and community members	Plan and implement affinity group events and school- wide celebrations such as Ruby Bridges Day and African American Heritage Month art and poetry awards and unity circle.	Documentation and artifacts of African American affinity group events and celebrations and African American student and parent data on the CHKS survey	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 22-23 and 23-24 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Integrated and Designated ELD Practices
School Theory of Change:	If all school staff implement designated and integrated ELD lessons based on ELPAC data and other assessments as well as participate in professional learning, then we will see an increase in the number of EL students reclassified.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader and Evaluator/ Coach with the view to existing focal students for having grown in language fluency and proficiency.	Administrators, ENTL, Coaches and PLC leaders review focal student data with teachers and help teachers plan instruction with the needs of focal students in mind.	Teacher data trackers, PLC notes, data conference notes and CHKS data.	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 1

6-2	Teachers will differentiate instruction for ELLs based on ELPAC data and other assessments and implement complex tasks aligned with the EL standards. Teachers will implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of students' home language and culture.	Principal and Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans, especially for newcomers. Monthly leadership team meeting- literacy coach, ENTL, lead teachers, intervention teachers to review progress and implement common curriculum.	COST and Culture Committee notes, data conference notes, observation scripts and walkthrough notes	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2
6-3	Designated ELD lessons taught by teachers and stip team, working collaboratively to ensure that every English Language Learner receives 120 minutes of Designated ELD.	Administrators, ENTL and PLC leaders support teachers to analyze student data and form groups for small group pull out by stips and academic mentors and large group designated ELD lessons taught collaboratively by teachers and stips.	Instructional schedule for every PLC, observation data, ELPAC data and reclassification data	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 1
6-4	STIP support/intervention of ELD students and EBAYC- After School Program will support Reading Intervention and Small Group instruction to promote academic growth.	Common curriculum and training- Admin and Leadership team monitors and supports STIP training. Stip team attend professional development along with teachers.	Focal student data reviewed in PLC and through data conferences, PD/ PLC agendas, ELPAC and reclassification data	Targeted support for focal student groups- 65% English Language Learners supported through small group pull out with stips, academic mentors and support providers and Designated ELD instruction by teachers and stips, will meet their I- Ready stretch goal by making 1.5 years progress by May 2024 as measured by I- Ready, IAB and SBAC data. Lincoln leadership, teachers, stips, academic mentors and support providers will implement data driven academic intervention. Through improved collaboration between special education team and classroom teachers, by May 2024, 20% of Special Education students in grades 3-5 will place at or above on the I- Ready and will show 5 percentage point growth on SBAC ELA and Math assessments.	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
LCFF Discretionary	\$42,300	\$0	\$42,300	\$0
LCFF Supplemental	\$456,085	\$0	\$456,085	\$0
Title I, Part A Schoolwide Program	\$199,875	\$0	\$199,875	\$0
Title I, Part A Parent & Family Engagement	\$5,330	\$0	\$5,330	\$0
Title IV, Part A Student Support & Academic Enrichment	\$13,325	\$0	\$13,325	\$0
Comprehensive Support & Improvement (CSI) Grant	\$0	\$0	\$0	\$0
Early Literacy Support Block (ELSB) Grant	\$0	\$0	\$0	\$0
21st Century Community Learning Centers (Title IV, Part B)	\$0	\$0	\$0	\$0
After School Education & Safety (ASES)				
Preschool Support Budget	\$0	\$0	\$0	\$0

Resource	Award	Expected Carryover	Total Allocated	Total Remaining
Measure G1	\$0	\$0	\$0	\$0
Measure N	\$0	\$0	\$0	\$0
Salesforce Principal Innovation Fund	\$0	\$0	\$0	\$0
PTA/PTO Donations	\$0	\$0	\$0	\$0
Other Donations	\$0	\$0	\$0	\$0
Literacy Coaches & Reading Specialists Grant	\$0	\$0	\$0	\$0
Expanded Learning Opportunities (ELO) Grant (COVID Relief Funding)	\$0	\$0	\$0	\$0
California Community Schools Partnership Program	\$270,000	\$30,000	\$353,053	-\$53,053
California Partnership Academies (CPA)				
Oakland Public Education Fund	\$0	\$0	\$0	\$0

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$210,238	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-1

Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	133-2
12-Month Community School Manager	\$81,044	California Community Schools Partnership Program	2305	Classified Supervisor s' and Administrators' Salaries	9325	12-Month Community School Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers work with administration and parent center coordinator to connect students and families with community resources including food bank, physical and mental health services, access to ESL and citizenship classes	133-3
Case Manager	\$50,053	California Community Schools Partnership Program	2405	Clerical Salaries	9453	Case Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers, staff and administration create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-4
Noon Supervisor	\$23,744	California Community Schools Partnership Program	2905	Other Classified Salaries	9005	Noon Supervisor	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy. The C.A.R.E. principles guide all enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors.	133-5

Noon Supervisor	\$28,603	California Community Schools Partnership Program	2905	Other Classified Salaries	9006	Noon Supervisor	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy. The C.A.R.E. principles guide all enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors.	133-6
Books for Social Developments	\$20,000	California Community Schools Partnership Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Morning and Afternoon circles- Teachers build classroom community through daily implementation of Caring School Communities, including but not limited to morning and closing circles. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	133-7
Student Awards and Incentives	\$8,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers, staff and administration create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-8
Supplies	\$14,610	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers implement the Eureka Squared curriculum the Lincoln Way, creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for ELL, Newcomer, African American, Hispanic, low income and PEC students.	133-9

Student Awards and Incentives	\$7,000	California Community Schools Partnership Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers promote sense of belonging for African American students by supporting affinity group events and school- wide celebrations will highlight African American students, parents and community members	133-10
Play Equipment and Enrichment Materials for SOcial Skills	\$20,000	California Community Schools Partnership Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Morning and Afternoon circles- Teachers build classroom community through daily implementation of Caring School Communities, including but not limited to morning and closing circles. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	133-11
Contract for RJ training for teachers and Unity Circles for Parents	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Teachers address cultural bias in the classroom and explicitly teach inclusivity and respect for African American students and community	133-12
Mental Health Contract, Wellness Together	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers, stip team and mental health providers implement a check in/ check out or mentorship model to support African American students. Sown to grow will continue to be used to provide baseline data for student check ins as well as deeper mental health support.	133-13
Contracts for Art classes and game facilitation	\$60,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-14

Teacher Extra Hours	\$15,000	Educator Effectiveness Grant	1122	Certificate d Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers engage in a variety of evidence-based , collaborative professional learning opportunities in math and science to sharpen their knowledge of standards-aligned content (e.g., word problems) and pedagogy.	133-15
STIP Teacher	\$102,380	ESSER III (One-Time COVID Relief Support)	1105	Certificate d Teachers' Salaries	6263	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Six stip subs, one for each grade level work with students in small groups to provide literacy and math instruction. These small groups are formed around each teacher's focal students- 2 high, 2 medium, 2 low.	133-16
STIP Teacher	\$102,523	ESSER III (One-Time COVID Relief Support)	1105	Certificate d Teachers' Salaries	6265	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Six stip subs, one for each grade level work with students in small groups to provide literacy and math instruction. These small groups are formed around each teacher's focal students- 2 high, 2 medium, 2 low.	133-17
Class. Extra Time	\$5,000	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers work with administration and parent center coordinator to connect students and families with community resources including food bank, physical and mental health services, access to ESL and citizenship classes	133-18
Supplies	\$26,300	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers implement EL Education curriculum and a crosswalk between EL with Reading and Writing Workshop. One cycle of inquiry each year will be dedicated to Reading workshop and Reading intervention and one cycle will be dedicated to writing.	133-19

Copier Maintanace	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers implement the Eureka Squared curriculum the Lincoln Way, creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for ELL, Newcomer, African American, Hispanic, low income and PEC students.	133-20
Postage	\$1,000	LCFF Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers work with administration and parent center coordinator to connect students and families with community resources including food bank, physical and mental health services, access to ESL and citizenship classes	133-21
STIP Teacher	\$76,319	LCFF Supplemental	1105	Certificate Teachers' Salaries	8686	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	133-22

STIP Teacher	\$83,421	LCFF Supplemental	1105	Certificate d Teachers' Salaries	8358	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-23
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$84,932	LCFF Supplemental	1105	Certificate d Teachers' Salaries	2046	Elementary Educational Enhancement /Intervention Program (EEIP) Teacher	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers will engage in peer observations and best practices for integrated and designated ELD.	133-24
Subs for Academic Release	\$30,000	LCFF Supplemental	1150	Certificate d Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will utilize required and standards-based assessments-SIPPS, I- Ready, F&P, SRI, SBAC, on-demand writing assessments, to inform data-driven cycles of inquiry.	133-25
12-Month Community School Manager	\$81,044	LCFF Supplemental	2305	Classified Supervisor s' and Administrators' Salaries	9325	12-Month Community School Manager	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-26

Noon Supervisor	\$26,397	LCFF Supplemental	2905	Other Classified Salaries	9004	Noon Supervisor	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy. The C.A.R.E. principles guide all enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors.	133-27
Supplies	\$8,973	LCFF Supplemental	4300	Materials & Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-28
Cantare Music Contract	\$35,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy. The C.A.R.E. principles guide all enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors.	133-29
Fieldtrips	\$20,000	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-30

Tech. Licenses	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	133-31
Library Technician	\$86,228	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	133-32
Early Literacy Tutor	\$19,148	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3704	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader and Evaluator/ Coach with the view to existing focal students for having grown in language fluency and proficiency.	133-33

Parent Education Events	\$1,760	Title I, Part A Parent & Family Engagement	4312	Parent Engage Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers provide instruction and support to students in following the Lincoln Way. They invite parents to support the school by practicing similar behaviors at home.	133-34
To be allocated in Fall 2023.	\$370	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	One Cycle of Inquiry each year will be dedicated to improving math outcomes for students through aligned practices and assessment in grade level PLCs	133-35
ESL Classes	\$3,200	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Teachers work with administration and parent center coordinator to connect students and families with community resources including food bank, physical and mental health services, access to ESL and citizenship classes	133-36
STIP Teacher	\$76,243	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3159	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Six stip subs, one for each grade level work with students in small groups to provide literacy and math instruction. These small groups are formed around each teacher's focal students- 2 high, 2 medium, 2 low.	133-37
STIP Teacher	\$87,681	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6264	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Six stip subs, one for each grade level work with students in small groups to provide literacy and math instruction. These small groups are formed around each teacher's focal students- 2 high, 2 medium, 2 low.	133-38
Supplemental materials for ELD	\$10,000	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-39

To be allocated in Fall 2023.	\$6,950	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	133-40
Supplemental materials for ELD	\$3,000	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-41
Tech. Licenses	\$16,000	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers, stip team and academic mentors will implement small group instruction to meet the needs of diverse students	133-42
Academic Mentors	\$12,400	Title IV, Part A Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers, stip team and academic mentors will implement small group instruction to meet the needs of diverse students	133-43

To be allocated in Fall 2023.	\$925	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-44
Early Literacy Tutor	\$19,148	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	3704	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-45



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Lincoln Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing materials and training to help Title I Program parents work with their children to improve their children's academic achievement.
- Offering parent workshops on literacy and numeracy to help parents support students.
- Working with an active parent center which plans parent engagement events, back to school night, open house and learning fairs.
- Sending home report cards in all languages 3 times a year, hold parent teacher conferences and student success team meetings.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Working with an active parent center which plans parent engagement events, back to school night, open house and learning fairs.
- Sending home report cards in all languages 3 times a year.
- Holding parent teacher conferences.
- Holding student success team meetings.
- Communicating with families through weekly updates on the school website and facebook page, through a monthly community newsletter and through frequent emails and texts through talking points

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Discussing of Title I data and funding in SSC meetings.

The school communicates to families about the school's Title I, Part A programs by:

- Providing information to parents through school bulletin board and through meeting information flyers sent home. We will make announcements at Parent/Community Engagement meetings. Parents will be encouraged 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.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Informing parents about curriculum, assessments, proficiency levels and expectations during Back to School Night and through parent-teacher conferences. Further explanation of proficiency levels is offered through English Learner Parent Engagement Meetings, SSC meetings, and parent education workshops coordinated by the Community Relations Assistant.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing translation at meetings and in correspondence.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Inviting parents 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.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials, technology, community resources, and training to help them work with their children to improve their children's achievement by:

- Organizing workshops through the Parent Center led by the Community Relations Assistant on methods of assisting their children to succeed academically.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Offering professional development training sessions that will highlight the value and importance of parent involvement and contributions Professional development will cater to better engaging out Title I students.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Recording activities requested by Title I Program parents and integrating those into regular Parent/ Community Engagement Meeting.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ensuring that Lincoln Elementary School maintains a school-wide Title I program. All parents are invited to participate in Title I conversations. The forum for this is through SSC meetings and other parent engagement events like student award nights and parent workshops. Throughout the year we will review student data at SSC meetings, reflect on the impact of the Title I funded programs on our school data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2023-2024.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Ensuring that the school site meets ADA requirements. The school is fully accessible to persons with disabilities. Meetings are scheduled at times when the community will be able to attend.

The school provides support for parent and family engagement activities requested by parents by:

- Maintaining records of activities requested by Title I Program parents and integrating those requests into regular Parent/ Community Engagement Meeting.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Organizing parent involvement activities that support the goals of the Title I Program including literacy and numeracy workshops for parents. The Principal and Community Relations Assistant will work closely to plan these workshops and other community engagement events based on needs and data trends as they emerge throughout the year.

Adoption

This policy was adopted by the Lincoln Elementary School on August 30, 2022 and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, 2022.

Mukta Sambrani

Name of Principal

MV Sambrani

Signature of Principal

Date *August 26, 2022*

Please attach the School-Parent Compact to this document.



School-Parent Compact

Lincoln Elementary School

2022-23

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards. We are a caring schools community focused on social emotional learning competencies that nurture resilient learners who are ready for middle school, high school, college and career.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent teacher conferences are scheduled for the month of October 2022.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

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 communicate with parents on a consistent basis in person, by phone by email and via talking points. Administrators and staff will be available before and after school to meet parents and answer their questions.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with 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, art and science fairs and other celebrations to which parents will be invited to participate. All events will involve translation to provide access to parents with limited English.

- 6) Provide parents with materials, technology, community resources, and training to help them improve the academic achievement of their children.**

The Community Relations Assistant will organize workshops to help parents learn ways to assist their children to succeed academically.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Professional development training sessions will highlight the value and importance of parent involvement and contribution.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and in a language that family members can understand.**

Parents will be informed of all school events and activities through school bulletin board and meeting information will be sent home with students. There will be announcements about Parent/Community Engagement meetings. Parents will be encouraged 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 to meet the needs of our diverse population.

Teacher Responsibilities

As a teacher, I will support my students academically and socially and emotionally to be their best selves. I will maintain frequent communication with families through talking points, parent teacher conferences, back to school night and open house. I will ensure high quality student learning through rigorous classroom practice, learning fairs and field trips. I will collaborate with school psychologist on student success team meetings where needed, and take on training and professional development to support English Language Learners.

Examples:

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom when possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time by limiting screen-time.
- Monitor attendance and make sure homework is completed.

Student Responsibilities

As a student, I will work hard everyday and take on our school's CARE values- Collaboration, Acceptance, Respect and Empathy to engage the common core aligned academically rigorous lessons my teachers prepare for me. I will share my learning and growth with my peers in the safe learning environment my teachers create. I will respect all school rules.

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect school rules including wearing the red school shirt everyday
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Lincoln Elementary School on August 30, 2022, and will be in effect for the period of one year- Until August 30, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Signature of Principal *M.V. Sambrani*

Date *August 26, 2022*



Strategic Resource Planning (SRP)

LicoIn ELEMENTARY SCHOOL
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Jeanine Tu
Vice Chairperson:	Katherine Thomas
Secretary:	Mukta Sambrani

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Jaline King	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jennifer Le	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Stacy Fat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Katherine (Kasia) Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Xiu Ting Gong (Michelle)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Yan Qin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jeanine Tu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Ruijin Liu (Melinda)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Xiaomei Zheng	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Mukta Sambrani	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	3rd Tuesday of thr month
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

