

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent

Legislative File ID No: 18-1315  
Introduction Date: 6/27/18  
Enactment No.: 18-1119  
Enactment Date: 6/27/18 er

June 27, 2018

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Lincoln Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Lincoln Elementary School.



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

Legislative File ID No: 18-1315  
Introduction Date: 6/27/18  
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## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** Lincoln Elementary School  
**CDS Code:** 1612596002018  
**Principal:** Ivanna Huthman  
**Date of this revision:** 5/16/2018

The Single 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:** Ivanna Huthman  
**Address:** 225 11th Street  
Oakland, CA 94607

**Position:** Principal  
**Telephone:** 510-874-3372  
**Email:** [ivanna.huthman@ousd.org](mailto:ivanna.huthman@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Lincoln Elementary School

Site Number: 133

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 16 May 2018

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

**Signatures:**

Sharon Travers on behalf of Ivanna Huthman      16 May 2018  
 Ivanna Huthman, School Principal      Signature      Date

Irene Hughes      [Signature]      5-16-2018  
 Print name of SSC Chairperson      Signature      Date

[Signature]      [Signature]      5/17/2018  
 LaResha Martin, Network Superintendent      Signature      Date

[Signature]      [Signature]      5/24/18  
 Marla Williams, Officer, State and Federal Programs      Signature      Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/28/2017	SSC	Budget update and begin brainstorming priorities for 2018-2019
12/20/2017	SSC	Brainstorming programs and priorities for 2018-2019
1/29/2018	SSC	Finalizing parent priorities survey, brainstorming programs and priorities for 2018-2019
2/20/2018	SSC	Review SPSA 2018-2019 focus areas; projected enrollment, site budget allocation
2/28/2018	Faculty	Discuss budget 2018-2019, professional learning plans for 2018-2019
3/21/2018	SSC	Review SPSA 2018-2019
3/22/2018	ILT	Brainstorming and planning for professional learning for 2018-2019
3/28/2018	Faculty	Professional learning planning and introductory meeting for 2018-2019
4/20/2018	SSC	Discuss and approve Title 1 Mid Year Adjustment to Tittl 1 Moneys
5/16/2018	SSC	Discuss and approve SPSA for 2018-2019, complete SSC Self-Assessment Tool

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$129,325.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$483,980.39	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$189,125.14	TBD
<b>TOTAL:</b>	<b>\$827,430.53</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$148,413.98	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$4,188.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$152,601.98</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Lincoln Elementary School

**School ID:** 133

#### School Description

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

#### School Mission and Vision

Our mission is to inspire and challenge students to excel academically and socially through our guidance and positive modeling. We will continue to use our bilingual and English immersion programs to provide effective instruction in a nurturing environment where all students receive equal access to a rigorous curriculum. Our vision, created in partnership with parents and the community, is that Lincoln Elementary will be a model school where students, teachers, staff, parents and community members collaborate to promote student mastery of a challenging curriculum with a focus on Balanced Literacy and Social Emotional Learning.

#### Family & Student Engagement

Participation in parent education classes and workshops has increased dramatically. We used to draw five or fewer parents for classes. We now have 40 who consistently participate. Our data indicate that the majority of families have a positive experience within the Lincoln Community. It also indicates that the majority of students are in attendance at school on a regular basis. We have engaged in community building work over the last four years in order to build trusting relationships and rebuild community. Observation data shows that parents socialize in hallways and at school events/gatherings/celebrations primarily along language and ethnic lines. Our data indicate that we need to consciously work toward building bridges between families of different ethnicities so they may come to appreciate their similarities and support their children in embracing the diversity in our community and growing global society. As our school has diversified over several years, we have not engaged families in intentional community building around cultural appreciation and ways to embrace diversity.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	Overall, 46.5% of our students demonstrated meeting or exceeding standards in ELA on the 2017 SBAC; 38.1% of our African American students demonstrated meeting or exceeding standards in ELA on the 2017 SBAC. Our data show that student achievement at a high level is a priority and strength at Lincoln Elementary. It shows that we are successfully working at intentionally closing the racial achievement gap.	Only 3% of our English Learners in 3rd through 5th grades are meeting or exceeding standards as measured by the 2017 ELA SBAC; Only 33.3% of our Students with Disabilities are meeting or exceeding standards as measured by the 2017 ELA SBAC. Our data also shows that we can focus more energy on intentionally closing the gap for our English Learners in ELA as seen across multiple measures.	We reclassify a majority of our English Learners by third grade, therefore, the students who are categorized as English Learners for the SBAC are those learners working to acquire English.

<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>65.5% of our students taking the math SBAC demonstrated proficiency or above in 2017; Our African American students who took the math SBAC in 2016 and 2017 showed a 3.7% growth in their scores on the math SBAC; Our English Learners who took the math SBAC in 2017 and who scored in the "standards exceeded" range has increased to 7%; Our Socio Economically Disadvantaged students maintained 66% meeting or exceeding standards on the 2017 math SBAC; Our data show that student achievement at a high level is a priority and strength at Lincoln Elementary. It shows that we are successfully working at intentionally closing the socio economic achievement gap.</p>	<p>Overall, we still have an achievement gap between African American students designated as proficient or above (33.3%) and our overall percent proficient or above (66%). Our data also shows that we can focus more energy on intentionally closing the gap for our African American students in Mathematics as seen across multiple measures.</p>	<p>We have not done enough systematic professional development around the instructional shifts necessary to meet the challenges of mathematical practice required by the Common Core. We also need to employ practices that consistently engage all students in productive struggle, increase student talk, and employ culturally relevant practices.</p>
<p><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>In 2014-15 (prior to implementing Caring School Community curriculum-CSC) we had 116 URFs; In 2015-16 (our first year of CSC implementation) we had 55 URFs; In 2016-2017, we had 7 URFs; As of March 2018, we have 5 URFs resulting in a 95.5% reduction in URFs since implementing Caring School Community curriculum. Our data show that most of our students, when coached, are able to resolve interpersonal conflicts with words and conflict resolution skills.</p>	<p>CSC implementation with fidelity in all classrooms; Integration of SEL in content area lessons in order to improve 21st century learning and to systematically create the conditions for successful implementation of the instructional shifts necessary to build student success with the common core. Our data also indicates that there is still refinement to be done around our core values and integration of social emotional learning within our content area lessons.</p>	<p>2016-2017 was the first year of implementing the new CSC curriculum. It still needs to be implemented on a daily basis in all settings throughout the day in order to see the SEL competencies internalized in the community. We also need to continue our professional learning around integrating SEL practices in content areas.</p>
<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>In 2016-2017, our reclassification rates were at 29%, far above the district average and above the ELLMA office goal of 24% by 2017-2018. We are on track to be above that goal in this year with 24% of ELLs reclassified mid-year.</p>	<p>Of our current ELL population, 78 students (21% of all ELLs) are at risk of becoming long term English learners, compared to 47 students (13% of ELLs) who are progressing.</p>	<p>Our data indicates that most teachers are not consistently providing a protected block of designated ELD to English learners. We need to develop our capacity to deliver focused designated ELD that emphasizes understanding how English works.</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Lincoln Elementary School

**School ID:** 133

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By June 2021, 90% of students in 2nd grade who began their schooling at Lincoln in Kindergarten will demonstrate proficiency in reading complex texts; accountable and rigorous academic discussion between students to expand thinking, expression of reasoning, and use of text to cite evidence.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	English Learners	-8.5	-1.0	6.5
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments. Qualitative data gathering for reading complex texts; accountable and rigorous academic discussion between students to expand thinking, expression of reasoning, and use of text to cite evidence.				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction through workshop model (for ELLs, African American, Low Income, GATE, newcomers, and students with disabilities) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, On Demand Writing, SBAC, and SRI).				



#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	All teachers will implement complex tasks (e.g. high DOK, language objectives) aligned to common core standards; differentiate (for students performing below grade level and GATE students) through reader's and writer's workshop; and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Site leadership (SL) and Instructional Leadership Team (ILT) observe and provide specific and timely feedback on the implementation of standards aligned tasks; assessments of student learning and progress monitoring; and of differentiation through reader's and writer's workshop. ILT strengthens and monitors staff knowledge around collective efficacy, learning practices, and ensures time is devoted to evidence-based collaborative learning with a focus toward strategies that will positively impact reading growth for all students.	PLT collaboration time during the instructional day will focus on disaggregated student data (with specific attention to underserved populations such as African American and Latino students), grade level trends, lesson study, and will result in increased student achievement. Up to 6 STIPs will be staffed in order to cover classrooms for entire grade levels on a regular basis to support collective efficacy and improved student learning.
1-2	All teachers engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of both content and pedagogy (e.g. learning walks, gallery walks, videos, book study, inquiry, and coaching)	ILT develops, monitors and adjusts a differentiated professional development plan based on classroom observations, feedback, and student data. ILT builds teacher capacity to develop effective professional learning plans through peer collaboration and inquiry that are aligned to student data and effective teacher practices (collective efficacy).	We will contract with Tom Prince, et.al., Literacy Coach, to differentiate professional learning based on classroom data and priorities for underserved groups such as African American and Latino students. Literacy learning walk data will show evidence of increased implementation along the continuum of effective practices.
1-3	All teachers use data-informed cycles of inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	ILT and PLTs develop focused Cycles of Inquiry in intervals based on student need and evidence from data; strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. academic and SEL data conferences; coaching) and adjust instruction.	We will contract with Tom Prince, et.al., Literacy Coach, to differentiate professional learning based on disaggregated classroom data. Literacy learning walk data will show evidence of increased implementation along the continuum of effective practices with attention to learning needs of diverse populations such as African American and Latino students.

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics	By June 2021, 75% of students in 3rd - 5th grades will meet or exceed standards as measured by the SBAC Math assessment.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	All Students	33.5	43.5	53.5
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, Low Income, newcomers, and students with disabilities), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC).				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
2-1	All teachers implement complex tasks (e.g. language objectives and mathematical practices) aligned to common core standards; differentiate instruction (for students performing below grade level and GATE students alike); through small group instruction, mini-lessons, and conferring; and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	<p>ILT observe and provide specific and timely feedback on the implementation of standards aligned tasks; assessments of student learning and progress monitoring; and of the instruction and use of mathematical practices through.</p> <p>ILT strengthens and monitors staff knowledge around collective efficacy, learning practices, and ensures time is devoted to evidence-based collaborative learning with a focus toward strategies that will positively impact reading growth for all students.</p>		<p>PLT (Professional Learning Teams) collaboration time during the instructional day will focus on disaggregated student data with attention to the progress of underserved populations such as African American and Latino students, grade level trends, lesson study, and will result in increased student achievement. Up to 6 STIPs will be staffed in order to support classes so that classroom teachers at each grade levels can be released at the same time on a regular basis to support collective efficacy and improved student learning.</p>	
2-2	All teachers engage in a variety of evidence-based collaborative professional development opportunities to sharpen their knowledge of mathematical practices, content, and pedagogy (e.g. learning walks, gallery walks, videos, book study, and inquiry)	<p>ILT develops, monitors and adjusts a differentiated professional development plan based on classroom observations, feedback, and student data.</p> <p>ILT builds teacher capacity to develop effective professional learning plans through peer collaboration and inquiry that are aligned to student data and effective teacher practices (collective efficacy).</p>		<p>Up to 6 STIPs will also support classes so that classroom teachers are able to engage in learning walks, collaboration, peer observation, and lesson study.</p>	

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Social-Emotional Learning	By June 2021 90% of students will demonstrate increased social- and self-awareness and problem solving skill for developing effective relationships with others from diverse backgrounds and experiences as measured by CSC curriculum components, classroom and grade level data, and school wide SEL focus. As indicated in the CHKS survey, students will demonstrate a 10% increase in postive responses to self-management, social awareness, self-efficacy, and growth mindset by May 2019.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	California Healthy Kids Survey	All Students	65.00%	70.00%	77.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities. We will use data from student engagement activities such as SEL-focused assemblies to inform practices and foster progress toward goals.				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we continue to use our 4 core values (collaboration, acceptance, respect, and empathy) as our guidepost; implement the Lincoln Way with students and adults alike; employ a playground coach to provide structured recess activities, and Jr. Coaches to model leadership and conflict resolution; implement Caring School Community curriculum with fidelity on a daily basis in all classrooms; and utilize daily mindfulness as provided by innerexplorer.com, then students will experience improvement in SEL competencies and the ability to solve conflicts peacefully with their peers.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>All teachers implement research-based SEL curriculum (Caring School Community) on a daily basis through morning circles, check-in meetings, and closing circles.</p> <p>All teachers implement research-based mindfulness curriculum (InnerExplorer.com) on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students and each classroom community.</p>	<p>SL and Culture/Climate Team (CCT) observe and provide specific, timely feedback on the implementation of SEL standards aligned tasks and assessment of students.</p> <p>SL and CCT strengthen staff knowledge of SEL standards, instructional strategies to meet them, and instructional tools to utilize in order to meet the social/emotional needs of all students and to support positive classroom communities.</p>	<p>SEL strategies utilized to support student engagement across content areas; assets-based focus to curricular content that incorporates student resources (background and experiences, prior knowledge, linguistic and cultural heritage of diverse populations, including Newcomers, ethnic, cultural, and linguistic minorities (and specifically African American and Latino students), economically disadvantaged, homeless, foster youth, and disabled students); intentional reinforcement of SEL competencies in promoting student leadership and recognizing student achievement</p>
3-2	<p>All teachers implement explicit instruction (e.g. culturally/linguistically responsive strategies) that promotes the social emotional competencies that connect across students' identities, experiences and is inclusive of student voice.</p> <p>All teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.</p>	<p>SL establish a Culture/Climate and COST teams to support and develop the implementation of schoolwide SEL practices and individualized student plans.</p> <p>SL and Culture/Climate team allocate time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops focused on parenting and SEL competencies particularly as they affect student academic success.</p>	<p>Use of student resources (background, experiences, linguistic and cultural diversity) as levers to foster engagement and build SEL competencies for effective and responsible problem solving and decision making; creating intentional platforms for student voice and active student leadership; explicit teaching and differentiated supports for Newcomers, marginalized groups, disabled, homeless, and or foster youth students to promote academic growth and social-emotional well-being. Kindergarten orientation activities to promote SEL and well-being in transition from pre-school and TK programs. Parent engagement opportunities implemented to create avenues for sharing in the cultural and linguistic wealth of our diverse community; intentional avenues for parent involvement that utilize cultural and linguistic resources and promote the development of SEL competencies (social- and self-awareness, relationship building) for children and families</p>

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	English Learner Reclassification	By June 2021, 90% of ELL students will demonstrate increasing oral English language fluency and proficiency with grade level academic language through access to rigorous content and multiple strategic opportunities to practice the language in meaningful, authentic dialogue with peers. Reclassification candidates and RFEP students will be carefully monitored and supported for continuous grade level English proficiency.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	31.00%	34.00%	37.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
<b>Theory of Action for English Language Learners Priority:</b>	By explicitly building student academic vocabulary across content areas; supporting language learning objectives through designated ELD on a daily basis; and by employing strategic questioning and accountable academic talk throughout the day in all content areas, student English language acquisition at a higher academic level will result in improved levels of proficiency on the ELPAC, SRI, and therefore, result in a more students progressing in academic English and achieving reclassification.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
4-1	Teachers implement complex tasks (e.g. language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Site Leadership teams develop, monitor, and adjust differentiated professional development plans based on teacher observation, feedback, and student data.		Use of best practices (e.g., scaffolds in instruction coupled with an assets-based approach) to ensure access to rigorous core content; strategic partnerships and a variety of meaningful opportunities to interact and practice oral discourse; use of complex text to build academic English fluency; incorporation of Integrated and Designated ELD strategies (e.g. sentence unpacking, GLAD) in daily instruction; explicit teaching and differentiated supports for Newcomers, marginalized groups, disabled, homeless, and or foster youth students to accelerate English language, academic, and social-emotional learning	
4-2	Teachers differentiate instruction during designated ELD for all students, based on evidence in order to meet student language development needs.	Site Leadership teams strengthen teacher capacity and allocate time for grade level teams to analyze student data, collaborate, and adjust instruction.		Fluid groupings for Designated ELD that are informed by formative data; assets-based approach that leverages student resources to fuel instruction	

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 133

**School:** Lincoln Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$189,125.14	After School Education & Safety (ASES)	Contract with afterschool provider	Social-Emotional Learning	A1.6 After School Programs	5825				133-1
\$4,309.53	General Purpose Discretionary	Classified extra time	Literacy	A3.2 Reading Intervention	2422				133-2
\$19,000.00	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				133-3
\$15,000.00	General Purpose Discretionary	Copier	Literacy	A2.3 Standards-Aligned Learning Materials	5610				133-4
\$1,000.00	General Purpose Discretionary	Duplication	Literacy	A2.3 Standards-Aligned Learning Materials	5716				133-5
\$6,243.17	General Purpose Discretionary	Site licensing	Literacy	A2.3 Standards-Aligned Learning Materials	5846				133-6
\$800.00	General Purpose Discretionary	Postage	Social-Emotional Learning	A2.2 Social Emotional Learning	5910				133-7
\$16,831.28	General Purpose Discretionary	Noon supervisor	Social-Emotional Learning	A2.2 Social Emotional Learning	2905	NOON SUPERVISOR	NOONSV0078	0.53	133-8
\$17,234.25	General Purpose Discretionary	Noon supervisor	Social-Emotional Learning	A2.2 Social Emotional Learning	2905	NOON SUPERVISOR	NOONSV0031	0.53	133-9
\$48,906.77	General Purpose Discretionary	Bilingual Clerk	English Learner Reclassification	A4.1 English Learner Reclassification	2405	CLERK TYP INTERM BILINGUAL	CLKTIB0007	0.80	133-10
\$24,767.40	LCFF Concentration	Subs for release to support academic acceleration	Mathematics	A2.1 Implementation of the CCSS & NGSS	1150				133-11
\$232.60	LCFF Concentration	Books other than textbooks to support academic acceleration	Literacy	A3.2 Reading Intervention	4200				133-12
\$19,948.37	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A3.2 Reading Intervention	4310				133-13
\$13,000.00	LCFF Supplemental	Surplus	n/a	n/a	4399				133-14

\$84,908.00	LCFF Supplemental	Psychologist	Social-Emotional Learning	A2.2 Social Emotional Learning	5734				133-15
\$92,000.00	LCFF Supplemental	Contracts to support academic acceleration	Literacy	A3.2 Reading Intervention	5825				133-16
\$22,560.00	LCFF Supplemental	Field trips to support academic acceleration	Social-Emotional Learning	A2.2 Social Emotional Learning	5829				133-17
\$22,510.60	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0663	0.60	133-18
\$25,705.77	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-19
\$25,705.77	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-20
\$25,705.77	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-21
\$25,705.77	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-22
\$30,846.92	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.60	133-23
\$45,337.62	LCFF Supplemental	Teacher to support English Language Development	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.50	133-24
\$50,045.80	LCFF Supplemental	EEIP (Computers) to support release time for collaboration and professional development	English Learner Reclassification	A4.1 English Learner Reclassification	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0194	0.50	133-25
\$1,603.01	Title I: Basic	Books other than textbooks	Literacy	A2.1 Implementation of the CCSS & NGSS	4200				133-26
\$15,007.07	Title I: Basic	STIP	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0663	0.40	133-27

\$20,564.62	Title I: Basic	STIP	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.40	133-28
\$25,705.77	Title I: Basic	STIP	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-29
\$25,705.77	Title I: Basic	STIP	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-30
\$25,705.77	Title I: Basic	STIP	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-31
\$25,705.77	Title I: Basic	STIP	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.50	133-32
\$390.09	Title I: Parent Participation	Translation services	English Learner Reclassification	A4.1 English Learner Reclassification	2422				133-33
\$53.04	Title I: Parent Participation	Surplus	n/a	n/a	4399				133-34
\$3,000.00	Title I: Parent Participation	Parent education	English Learner Reclassification	A3.3 Family Engagement focused on Literacy Development	5825				133-35





**Title I School Parental Involvement Policy 2017-18**  
(Blue fonts indicate an area that needs to be completed)

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

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

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

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

Lincoln School will host an annual Title I Meeting to discuss the school's Title I programs, disseminate information on budget allocations, and invite parents to participate in a number of ways, e.g. join Golden Dragon Project, participate in School Site Council, English Learner Parent Engagement meetings (SELLS), and volunteer on school wide projects. Parents will also be given the Parents' Guide at registration/enrollment explaining district policies and procedures to follow should a complaint be necessary to file.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

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



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

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

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

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

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

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

### **School-Parent Compact**

(Name of school) **Lincoln Elementary** :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) **Lincoln Elementary;**

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress  
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

The Community Relations Assistant will organize workshops related to methods of assisting their children to succeed academically.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

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



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

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

**Principal and the Community Relations Assistant will organize parental involvement activities that support the goals of the Title I Program.**

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

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

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

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

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

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

### **Accessibility**

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

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

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



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### Adoption

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

This policy was adopted by the (Name of School) Lincoln Elementary School Site Council on (Date) February 20, 2018 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Lincoln Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

*Deanna Bradman*  
(Principal's Signature)

02-20-2018  
(Date)

## School-Parent Compact

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

*This School-Parent Compact is in effect during the 2017-2018 school year.*

**School Responsibilities-Lincoln Elementary School will:**

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

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

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

*October*

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

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

4) Provide parents reasonable access to staff.

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

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

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

### Parent Responsibilities-

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

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

### Students Responsibilities-

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

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

\_\_\_\_\_ Lincoln \_\_\_\_\_ **Elementary School Compact**  
School Name

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

**Student Pledge:**

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

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

\_\_\_\_\_  
Student signature

**Parent/Guardian or Family Member Pledge:**

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Parent/Guardian or Family member signature

**Teacher Pledge:**

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

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

\_\_\_\_\_  
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



## School Site Council Membership Roster - Elementary

School Name: Lincoln Elementary School

School Year 2017-2018

<b>Chairperson :</b> Irene Hughes	<b>Vice Chairperson:</b> Lacey Sher
<b>Secretary:</b> Claudia Hung-Haas	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

Place "X" In Appropriate Members Column

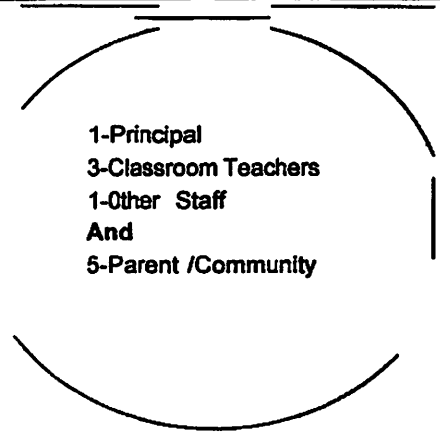
Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Irene Hughes				X
Lacey Sher				X
Wendall Chin				X
Marty Griffith				X
Penpa Negi				X
Claudia Hung-Haas		X		
Stella Kwong		X		
Josef Moreno		X		
Pikshan Lui			X	
Ivanna Huthman	X			

**Meeting Schedule**

(day/month/time)                      Tuesday, 10/10/17, 5:30pm

**SSC Legal Requirements: (Ed. Code 52852)**

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



**(Once filled, this document can be placed on your school site's letterhead)**

**\*Please submit nominees' contact information to [raq.uel.jimenez@ousd.k12.ca.us](mailto:raq.uel.jimenez@ousd.k12.ca.us) for participation in district elections.**