

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Lincoln Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Ivanna Huthman
Date of this revision: 6/5/2017

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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: 5/10/2017

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, media announcements, etc.) |
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Signatures:

Ivanna Huthman




5/10/2017

School Principal

Signature

Date

Darrell Drew



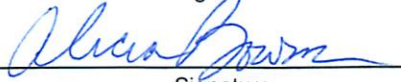
5/10/2017

Print name of SSC Chairperson

Signature

Date

Alicia Bowman



5/11/17

Network Superintendent

Signature

Date

Marcus Silvi



5/25/17

Coordinator, Office of Accountability Partners

Signature

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/30/2016	SSC	Begin brainstorming programs/budget wish list for 2017-2018
12/14/2016	SSC	Continue brainstorming programs for 2017-2018 SPSA
1/25/2017	SSC	Discuss 2017-2018 Budget updates; Continue brainstorming 2017-2018 SPSA
2/28/2017	SSC	Discuss 2017-2018 Budget
4/19/2017	SSC	Review draft of 2017-2018 SPSA
5/10/2017	SSC	Review and approve final 2017-2018 SPSA
10/14/2016	Faculty	Brainstorming SPSA goals and support programs
11/14/2016	Faculty	Brainstorming SPSA goals and support programs
1/23/2017	Faculty	Budget update and brainstorm
1/27/2017	Faculty	Brainstorm Academic/Instructional, SEL, and Parent/Family Engagement goals for SPSA
2/13/2017	Faculty	Budget update and proposed expenditures to support SPSA goals
2/2/2017	ILT	Solidify SPSA strategies for ELA and Math
2/9/2017	ILT	Finish drafting SPSA strategies for ELA and Math-including discussion for ELD opportunities.
3/7/2017	Parent/Community	Chart paper hung in all common areas and at the entrance of all classrooms with pen available. Brainstorming prompts were written at the top in both English and Chinese. Comments were welcome in all languages to accommodate all parent language needs. Posters remained up throughout the month of March. Website and social media blasts were sent out to inform parents and elicit feedback.
3/29/2017	Parent/Community	Each teacher added an item to their Open House scavenger hunt for students to take their parents to the charts and have them write their desires for 2017-2018 parent engagement.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$124,437.15	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$370,589.17	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$173,191.52	TBD
TOTAL:	\$693,217.84	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$122,621.01	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$4,039.90	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$126,660.91	\$0.00

PART A: ABOUT THE SCHOOL

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 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By using readers and writers workshop as well as Designated ELD, our students will increase their SBAC ELA scores by at least 6% by the end of June 2018

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	54.86%	59.86%	64.86%

Other Leading Indicators for Literacy:

F&P reading records, SRI, and F&P running records, and Lucy Calkins On-Demand writing pre and post assessments

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>Overall, 54.6% of our students demonstrated proficiency or above in ELA on the 2016 SBAC; 46.4% of our African American students demonstrated proficiency or above in ELA on the 2016 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.</p>	<p>Only 4% of our English Learners are proficient or above as measured by the 2016 ELA SBAC; Only 19% of our Students with Disabilities are proficient or above as measured by the 2016 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.</p>

ROOT CAUSE ANALYSIS
<p>We reclassify most 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>

MATHEMATICS PRIORITY:	Mathematics
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SCHOOL GOAL for Mathematics:

By using student talk strategies explicitly taught in the Caring School Community curriculum and imbedding those strategies in content areas, we will increase student talk around mathematics. Therefore, all students will increase their percent proficient by at least 6% by the end of June 2018

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	65.92%	70.92%	75.92%

Other Leading Indicators for Mathematics:

SMI, C-EoU's, and Formative Data

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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<p>66% of our students taking the math SBAC demonstrated proficiency or above in 2016; Our African American students who took the math SBAC in 2016 showed a 3.3% growth in proficiency or above from the 2015 math SBAC; Our English Learners who took the math SBAC in 2016 showed a 2% growth in proficiency or above from the 2015 math SBAC; Our Socio Economically Disadvantaged students demonstrated 66.8% proficiency or above on the 2016 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 economic achievement gap.</p>	<p>Overall, we still have an achievement gap between African American students designated as proficient or above (41%) 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>
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ROOT CAUSE ANALYSIS

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.

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

Students who take the CHKS will demonstrate an increase of 10% positive responses to survey questions that focus on SEL: Self-Management, Social Awareness, Self-Efficacy, and Growth Mindset by June 2018.

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Social Emotional Learning	All Students	60.00%	65.00%	70.00%

Other Leading Indicators for Social-Emotional Learning:

DESSA, URF data, and the SEL portion of the elementary report cards

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
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<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; As of March 2017, we have 5 URFs resulting in a 95.5% reduction in URFs over a two year period of time. 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. 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>
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ROOT CAUSE ANALYSIS
<p>2016-2017 was the first year of implementing the new CSC curriculum. It needs to be implimented 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>

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Parents who complete the CHKS will indicate at least a 3% growth in positive resonses to questions around school connectedness in the school culture and climate portion of the survey by the end of June 2018

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	78.00%	93.00%	96.00%

Other Leading Indicators for Family Engagement:

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
<p>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 attendace 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 rebuid community.</p>	<p>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.</p>

ROOT CAUSE ANALYSIS

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.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we use data driven, standards-aligned, collaboratively planned lessons which must integrate SEL components with content area work, the efficacy of BAL (readers workshop and writers workshop) as well as increasing the quality and quantity of student talk, then we will see improved literacy skills and achievement for all students (particularly our English Learners).
SCHOOL THEORY OF ACTION for Mathematics:	If we use data driven, standards-aligned, collaboratively planned lessons which must integrate SEL components with content area work, the efficacy of the Five Dimensions of Mathmatically Powerful Classrooms: the mathematics; cognitive demand; equitable access to content; agency, ownership, and identity; and formative assessment (TRU Math Conversation Guide Release Version Beta, November, 2016) as well as increasing the quality and quantity of student talk, then we will see improved mathematics skills and achievement for all students.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If we continue to use our 4 core values (collaboration, acceptance, respect, and empathy) as our guidepost; implement the Lincoln Way with students and adults alike; employ the Playworks 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 skills and the ability to solve conflicts peacefully with their peers.
SCHOOL THEORY OF ACTION for Family Engagement:	If we continue to partner with the OUSD Parent Engagement office to provide parent education opportunities around SEL in the family/at home; increase parent/family volunteers at school; and continue to hold school wide celebrations and family activities such as, but not limited to Science Fair; Math and Science Night, Parent workshops, Lunar New Year Celebration, Lincoln Carnival, and Lincoln Walk-a-Thon; then the quality and quantity of family engagement will increase.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Through data driven, standards-aligned, collaboratively planned lessons, embedded/integrated with SEL practices and focus on increasing depth of knowledge, students will increase reading and mathematics achievement.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	In 95% of classroom observations there will be evidence of standards aligned differentiated instruction which includes aligning the DOK, learning target, and student task to the level required by the CCSS/NGSS as well as demonstrating integration of SEL skills with a focus on student talk.	Content area Lead Teachers, TSA, SEL Coach, and Administrators provide differentiated and scaffolded PL on a weekly basis as well as coaching in order to guide teachers in developing data driven, standards aligned, lessons with the end goal of students demonstrating knowledge at the depth required in each standard.	One STIP sub and roving subs will be hired in order to provide teachers with release time for peer observations and academic goal setting conferences with the COST team after fall and spring assessments. Purchase books other than text in order to support expanded classroom and intervention libraries for meeting individual student literacy needs.
1-2	In 95% of classroom observations there will be evidence of Depth of Knowledge (DOK) aligned with the CCSS/NGSS as well as evidence of planning to scaffold student learning to achieve the DOK required to master each standard.	The Principal, Assistant Principal, and TSA will provide weekly observation and feedback to teachers concentrated around depth of knowledge, data driven planning, and scaffolding for student understanding using a student-focused observation protocol to collect qualitative data and to monitor engagement, participation, and academic language use of ELLs in the content areas.	In collaboration with ILT and FC, assessment and professional learning calendars will be created to provide structures for analyzing data, planning based on results, and planning based on new learnings from PL in continuous inquiry cycles with a year long focus on student talk across content areas.
1-3	In 95% of classroom observations there will be evidence of designated and integrated ELD practices such as, but not limited to, clear articulation, instruction, and assessment of content-language objectives; appropriate levels of language-focused scaffolds in content area instruction to intentionally develop students' academic language and literacy specific to that discipline.	ILT members will facilitate weekly PLC meetings around our school-wide inquiry focus of increasing student talk. Additionally, faculty members will engage in regular collaborative planning sessions that are either grade alike or content area alike (but cross grade level) groups in order to align practices vertically and horizontally.	Academic Mentors, Instructional Support Specialists, and STIP will push into each classroom based on a rotating schedule so that teachers are able to plan for differentiation as a language-focused scaffold. They will provide support for small groups and 1:1 scaffolding based on student data and needs.

1-4	Multi-Tier Support Systems will equally address the needs of students identified as struggling learners as well as GATE.	The COST team will meet with each teacher following each assessment cycle to identify students who are performing below grade level and who are advanced. We will collaborate to determine Tier 1 supports and instructional strategies to implement for each individual student and any subsequent Tier 2 supports necessary to accelerate achievement.	STIP and roving substitutes will release teachers for academic conferences with the COST team. Tier 1 supports include: Academic Mentors and Instructional Support Specialists will provide intensive English Language Development acceleration within the classroom specifically targeting 3rd through 5th grade Newcomers. Additionally, they will work with small groups and 1:1 with students in order to support teachers in implementing Readers Workshop and differentiating for specific literacy needs of each student within the classroom setting. Tier 2 supports include: reading acceleration groups with the TSA, after school programs such as, but not limited to Techbridge, and Mathematics acceleration groups with the STIP. Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.
1-5	In 95% of classroom observations, there will be evidence of writing instruction, including mini lessons and writers workshop, in the 3 text types (narrative, expository, and argumentation).	TSA will provide Tier 2 reading/writing acceleration instruction to small groups of students as identified by student achievement data including English Learners utilizing evidence based curriculum.	Acceleration groups will be flexible in nature to accommodate student needs throughout the school year based on 6-12 week assessment cycles.

1-6	In 100% of classrooms teachers will use Lucy Calkins On Demand Writing to inform instruction.	Student On Demand Writing will be reviewed, discussed, and scored during PLCs. Teachers will plan writing instruction during PLCs based on student data.	2.0 FTE EEIP will be hired for the library and computer lab. This will enable teachers to have both of the contractually required 50-minute preparation periods during the school day. Students will benefit from having a credentialed teacher in the library and computer lab. The instructional foci for both EEIP positions will be literacy and college/career readiness skills such as, but not limited to, research, informational writing, presentation skills, working in collaborative groups to produce an artifact. This structure also allows teachers to have 2 hours weekly dedicated to PL/PLC time
1-7	In 95% of classroom observations, there will be evidence of students working in small groups engaged in academic discussion, peer collaboration, and peer:peer feedback.	ILT, Culture Climate Committee, Administration, TSA, and district SEL Coach will provide professional development regarding the instruction of SEL skills so students are able to work in small groups, collaborate with peers, and provide peer:peer feedback in a productive manner.	ILT, Culture Climate Committee, and Administration will construct a professional development/PLC plan for the school year to support instructional work.
1-8	In 95% of math classroom observations, there will be evidence of students working in small groups or partnerships. They will be engaged in academic discussion/number talks, peer collaboration, peer: peer feedback, and will be able to express their claim, reasoning, and evidence.	ILT, Administration, TSA, and content area lead will provide professional development regarding integration of SEL student talk with content area student talk as well as PD regarding number talks specifically.	ILT, Culture Climate Committee, and Administration will construct a professional development/PLC plan for the school year to support instructional work.
1-9	100% of classrooms will participate in cultural and academic enrichment activities such as, but not limited to, vocal and instrumental music instruction, fine arts instruction, and field trips/excursions in order to enrich students' experiences from which they can build academic understanding and meaning particularly related to making connections while reading text and expanding their background knowledge to widen the variety of topics about which they can write.	Administration will collaborate with Golden Dragon Project to support implementation of enrichment programs. Administration will also help teachers facilitate access to discounted/free field trips by providing necessary correspondence with sponsoring organizations.	At the beginning of the school year, administration will designate a budgetary amount for each grade level to be allocated solely for enrichment purposes throughout the school year. Additionally, administration will complete vendor contracts with organizations such as, but not limited to, Cantare Con Vivo, Purple Silk/Purple Bamboo, and The Art Project.

Improvement Strategy #2:	Continue development of SEL through Caring Schools Community Curriculum in every classroom; full implementation of RJ practices; and codification of "The Lincoln Way" in all areas.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	In 95% of classroom observations during morning circle/class meetings/closing circle, students will be engaged in community-building, restorative justice, and problem solving conversations.	Our District SEL coach, Lead SEL Teacher, TSA, Principal, and Assistant Principal will provide differentiated and scaffolded PD, including modeling of lessons, on a monthly basis as well as coaching in order to guide teachers and OASES staff in implementing SEL practices.	Continue as a Social Emotional Learning hub school. Continue to receive support from district SEL Coach.
2-2	In 100% of classrooms, teachers will embed SEL/21st century skills development within content area lessons.	The principal, assistant principal, TSA, Lead SEL Teacher, and district SEL coach will provide bi-weekly observation and feedback to teachers concentrated around implementation of SEL practices within content areas.	Wall to wall implementation of our agreed upon core values and "The Lincoln Way."
2-3	In 100% of classrooms, teachers will invest time in the first 6 weeks of school to establish routines, teach the Lincoln Core Values, and teach the necessary SEL/21st century skills around community building. On a daily basis 100% of teachers will use the first 10 weeks of the Caring School Community curriculum to build capacity in support of daily implementation of CSC thematic lessons throughout the remainder of the school year.	The principal, assistant principal, and TSA will work with partner programs such as, but not limited to Playworks and OASES/EBAYC in order to train them in the expectations around "The Lincoln Way" and the practices within CSC that are applicable to the recess and after school setting. This will support bell-to-bell implementation and improve consistency with all students and adults. Noon supervisors will be hired to support implementation of SEL skills during recesses. Additionally, the principal, assistant principal, TSA, and playworks coach will train noon supervisors and all auxiliary yard supervision staff on restorative practices, conflict resolution skills, and the utilization of Jr. Coaches as a means of integrating SEL into recess on a daily basis.	Create space within the professional development and PLC calendar to provide structures for analyzing DESSA data and planning based upon results. Clearly communicate student behavioral expectations within classrooms and in common areas, and create and continue to support positive behavior interventions and support structures. Continue to offer the OASES/EBAYC afterschool program to Lincoln students to support continued development of SEL skills, in addition to providing focused instruction in College, Career, & Workforce skills development; student leadership opportunities; and academic assistance for students who attend.

2-4	100% of 3-5th grade teachers will participate in the recommendation process for the Jr. Coach program, Safety Patrol program, Lincoln Ambassador program in order to build community and student leadership skills and opportunities.	Administration and TSA will work with the Playworks Coach to implement the Jr. Coach program, which provides structured activities during recesses as well as peer mediation for to resolve conflict on the playground in a restorative way. Administration and TSA will work with Oakland Police Department in order to continue the Safety Patrol program. Administration and TSA will recruit and train student leaders as Lincoln Ambassadors; a program which provides students with a leadership role in the school as well as with community members who visit Lincoln.	Continue to partner with Playworks and the Oakland Police Department to support programs for student leadership which build SEL skills.
2-5	Multi-Tier Support Systems will address the social-emotional learning and behavioral needs of all students.	Our District SEL coach, Lead SEL Teacher, TSA, Principal, and Assistant Principal will provide differentiated and scaffolded PD, including modeling of lessons, on a monthly basis as well as coaching in order to guide staff in implementing SEL practices. The COST team will meet with each teacher to identify students who need support in developing SEL skills. Tier 1 will include 100% of classrooms implementing morning circle, classroom meetings, and closing circle. Tier 2 will include individual and small group counseling.	Create space within the professional development calendar to provide structures for analyzing DESSA/SEL assessment data and planning based upon results. Clearly communicate student behavioral expectations within classrooms and in common areas, and create and continue to support positive behavior interventions and support structures. Clearly communicate student behavioral expectations with all adults on campus in order to be unified in our processes and approach with behavioral/SEL needs. Utilize STIP and roving sub coverage for teacher meetings with COST as part of MTSS.

2-6	Lincoln staff will engage students, parents, and families in cultural activities, events, and parent workshops in order to extend and align SEL practices beyond the school day.	Our community relations assistant, administration, and events committee will plan and provide school-wide cultural events, assemblies, activities, and parent workshops to promote more cultural awareness and to help families implement the principles of SEL at home. Continue to partner with the OUSD Family Engagement Office to build capacity among parent leaders and relevant staff members in order to facilitate workshops about SEL in the home.	Develop a calendar, monthly newsletters, flyers, and website outreach to keep families informed of assemblies, events, activities, and workshops in order to support SEL among the adult community and at home.
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Improvement Strategy #3:	We will build a school community in which families of all cultural backgrounds feel valued, welcomed, and partnered with in the education of their children. We will continue development of parent engagement around community building and fostering a unified voice for families.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	100% of classrooms will identify at least one parent volunteer within the first month of school to be the room parent who will increase the frequency of communication to families; create a coordinated email/phone tree for parents in case of emergency. Additional volunteers will be recruited to help with such tasks as field trip coordination, scholastic book orders, class activities, classroom volunteers for specific subjects and/or to help with filing, copying, posting bulletin boards, etc.	Administration will hire a 1.0 FTE Bilingual Cantonese Community Relations Assistant (BCCRA), and a 0.8 FTE Bilingual Clerk, in order to support Cantonese translation needs, and recruitment of bilingual and non-bilingual parent volunteers for classrooms. Additionally, the Bilingual Cantonese Community Relations Assistant will also coordinate with the OUSD Family Engagement office to provide family workshops around topics such as, but not limited to: SEL in the home. The BCCRA also connects with community partners to arrange facilitation of parent workshops/classes such as, but not limited to, ELD for Parents; Tech savvy kids and how to monitor cyber safety at home; how to help with homework; how to understand the report cards; how to understand common core curriculum; how to support and develop 21st century skills in the home. Funds for such workshops and classes can be transferred between extra time, stipend, and contracts throughout the year as needed.	Hold TK/Kindergarten Orientation Hold Welcome Back (registration day) for parents to engage with one another, obtain class assignments, complete registration paperwork, and sign up as volunteers for various classroom and school-wide activities.

3-2	Lincoln staff will engage students, parents, and families in cultural activities, events, and parent workshops in order to build a school community in which all families feel welcomed, valued, and key partners in their children's education.	Community Relations Assistant, Administration, Events Committee, and OASES Program Director will collaborate to plan and execute family learning/engagement night activities once per month.	Hold parent:teacher:student conferences in October around goal-setting and partnering for increased student achievement. Hold Back-to-School Nights to build community within classrooms, help parents understand the CCSS/NGSS as they pertain to that grade level, build parent understanding of SEL and CSC curriculum, and to give parents the space to provide written information that will help the teacher get to know their child better. Hold Title I Family Meeting in order to review the areas of Title I funding with parents, the theory of action associated with that service, and to obtain feedback from parents particularly around their hopes for workshops paid for with Title I Parent Education funds. Hold Open House/ Art Fair/Family Science/Math night to showcase student achievements throughout the school year. Host a community-wide Lunar New Year Celebration that welcomes families of all cultures to learn about some of the traditions around Lunar New Year. Host the MLK Oratorical Fest as an assembly to which families are invited.
3-3	3% more of the parents who complete the CHKS will indicate positive feelings around portions indicating that families of all cultural backgrounds feel valued, welcomed, and partnered with toward the education of their children.	The community relations assistant, bilingual clerk, classroom teachers, and administration will actively recruit and request parents of all cultural backgrounds to contribute cultural lessons and experiences to students in the classroom setting as well as through venues for school-wide activities.	Hire a bilingual community relations assistant and bilingual clerk to support parent and community outreach and planning of school-wide events. Provide teachers with time to plan cultural appreciation/education activities with volunteers.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$173,191.52	After School Education & Safety (ASES)	Contract with OASES for afterschool program.	Continue to offer the OASES afterschool program to Lincoln students to support continued development of SEL skills, in addition to providing focused instruction in College, Career, & Workforce skills development; student leadership opportunities; and academic assistance for students who attend.	A1.6: After School Programs	5825				133-1
\$800.00	General Purpose Discretionary	Postage for report cards	Hold parent:teacher:student conferences in October around goal-setting and partnering for t. Hold Back-to-School Nights to build community within classrooms, help parents understand the CCSS/NGSS as they pertain to that grade level, build parent understanding of SEL and CSC curriculum, and to give parents the space to provide written information that will help the teacher get to know their child better. Hold Title I Family Meeting in order to review the areas of Title I funding with parents, the theory of action associated with that service, and to obtain feedback from parents particularly around their hopes for workshops paid for with Title I Parent Education funds. Hold Open House/ Art Fair/Family Science/Math night to showcase student achievements throughout the school year. Host a community-wide Lunar New Year Celebration that welcomes families of all cultures to learn about some of the traditions around Lunar New Year. Host the MLK Oratorical Fest as an assembly to which families are invited.	A6.5: Academic Parent-Teacher Communication & Workshops	5910				133-2

\$1,000.00	General Purpose Discretionary	Duplicating services to obtain necessary forms for school operations, report card communications, and to increase parent engagement.	<p>Hold parent:teacher:student conferences in October around goal-setting and partnering for t.</p> <p>Hold Back-to-School Nights to build community within classrooms, help parents understand the CCSS/NGSS as they pertain to that grade level, build parent understanding of SEL and CSC curriculum, and to give parents the space to provide written information that will help the teacher get to know their child better. Hold Title I Family Meeting in order to review the areas of Title I funding with parents, the theory of action associated with that service, and to obtain feedback from parents particularly around their hopes for workshops paid for with Title I Parent Education funds. Hold Open House/ Art Fair/Family Science/Math night to showcase student achievements throughout the school year. Host a community-wide Lunar New Year Celebration that welcomes families of all cultures to learn about some of the traditions around Lunar New Year. Host the MLK Oratorical Fest as an assembly to which families are invited.</p>	A6.5: Academic Parent-Teacher Communication & Workshops	5716				133-3
\$3,000.00	General Purpose Discretionary	Stipends for clerical staff to do additional work	<p>Community Relations Assistant, Bilingual Clerk, Administration, and SSC will identify both internal (extra time or stipend for OUSD employees) and community resources (contracts with vendors) to provide family workshops around topics such as, but not limited to: SEL in the home; ELD for Parents; Tech savvy kids and how to monitor cyber safety at home; how to help with homework; how to understand the report cards; how to understand common core curriculum; How to support and develop 21st century skills in the home. Funds can be transferred between extra time, stipend, and contracts throughout the year as needed.</p>	A6.4: Parent / Guardian Volunteer Support	2420				133-4

\$8,750.00	General Purpose Discretionary	Teacher substitutes for teachers to have release time and collaborate	The COST team will meet with each teacher following each assessment cycle to identify students who are performing below grade level and who are advanced. We will collaborate to determine Tier 1 supports and instructional strategies to implement for each individual student and any subsequent Tier 2 supports necessary to accelerate achievement.	A2.10: Extended Time for Teachers	1150					133-5
\$13,000.00	General Purpose Discretionary	Copier contract to support overall school operation and academic instruction	Overall school operation	A2.3: Standards-Aligned Learning Materials	5610					133-6
\$15,676.87	General Purpose Discretionary	Supplies for overall school operation	Overall school operation	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310					133-7
\$15,991.04	General Purpose Discretionary	Noon supervisor	The principal, assistant principal, and TSA will work with partner programs such as, but not limited to Playworks and OASES/EBAYC in order to train them in the expectations around "The Lincoln Way" and the practices within CSC that are applicable to the recess and after school setting. This will support bell-to-bell implementation and improve consistency with all students and adults. Noon supervisors will be hired to support implementation of SEL skills during recesses. Additionally, the principal, assistant principal, TSA, and playworks coach will train noon supervisors and all auxiliary yard supervision staff on restorative practices, conflict resolution skills, and the utilization of Jr. Coaches as a means of integrating SEL into recess on a daily basis.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOONSV	NOONSV0078	0.53		133-8

\$16,380.76	General Purpose Discretionary	Noon supervisor	<p>The principal, assistant principal, and TSA will work with partner programs such as, but not limited to Playworks and OASES/EBAYC in order to train them in the expectations around "The Lincoln Way" and the practices within CSC that are applicable to the recess and after school setting. This will support bell-to-bell implementation and improve consistency with all students and adults. Noon supervisors will be hired to support implementation of SEL skills during recesses.</p> <p>Additionally, the principal, assistant principal, TSA, and playworks coach will train noon supervisors and all auxiliary yard supervision staff on restorative practices, conflict resolution skills, and the utilization of Jr. Coaches as a means of integrating SEL into recess on a daily basis.</p>	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOONSV	NOONSV0031	0.53	133-9
\$49,838.48	General Purpose Discretionary	Bilingual clerical support	<p>Community Relations Assistant, Bilingual Clerk, Administration, and SSC will identify both internal (extra time or stipend for OUSD employees) and community resources (contracts with vendors) to provide family workshops around topics such as, but not limited to: SEL in the home; ELD for Parents; Tech savvy kids and how to monitor cyber safety at home; how to help with homework; how to understand the report cards; how to understand common core curriculum; How to support and develop 21st century skills in the home. Funds can be transferred between extra time, stipend, and contracts throughout the year as needed.</p>	A4.1: English Learner Reclassification		CLKTIB	CLKTIB0007	0.80	133-10
\$1,780.34	LCFF Concentration	Supplementary and intervention instructional materials for mathematics and/or science learning	<p>Hold Back-to-School Nights; Title I Meeting; Open House; Art Fair; Family Science/Math night; Lunar New Year Celebration;</p>	A6.1: Parent / Guardian Leadership Development	4310				133-11

\$9,226.51	LCFF Concentration	Stipends or substitutes to support professional learning in support of ELLs	<p>STIP and roving substitutes will release teachers for academic conferences with the COST team.</p> <p>Tier 1 supports include: Academic Mentors and Instructional Support Specialists will provide intensive English Language Development acceleration within the classroom specifically targeting 3rd through 5th grade Newcomers.</p> <p>Tier 2 supports include: reading acceleration groups with the TSA, after school programs such as, but not limited to Techbridge, and Mathematics acceleration groups with the STIP.</p>	A4.4: Teacher Professional Development focused on English Learners		TCSTIP	TCSTIP0663	0.25	133-12
\$13,993.14	LCFF Concentration	Academic mentors/instructional assistants in support of ELLs	Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.	A4.1: English Learner Reclassification		INSSSE	INSSSE0151	0.20	133-13
\$30,000.00	LCFF Supplemental	Academic mentors/instructional assistants in support of ELLs	Two STIP subs and an academic mentor will be hired in order to provide grade levels with 1 hour of common planning time each week in addition to the PLC/PD collaboration time on early release Wednesdays.	A4.1: English Learner Reclassification	2928				133-14
\$30,100.46	LCFF Supplemental	Extended Day and enrichment activities for mathematics and/or science learning: Field trips are specifically designed for students, specifically ELLs, to use English in a variety of real world contexts and to build background knowledge upon which they can construct meaning when reading text and producing written work.	100% of classrooms will participate in cultural and academic enrichment activities such as, but not limited to, vocal and instrumental music instruction, fine arts instruction, and field trips/excursions in order to enrich students' experiences from which they can build academic understanding and meaning particularly related to making connections while reading text and expanding their background knowledge to widen the variety of topics about which they can write.	A4.1: English Learner Reclassification	5829				133-15
\$43,830.82	LCFF Supplemental	Academic mentors/instructional assistants in support of ELLs	Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.	A4.1: English Learner Reclassification		INSSSE	INSSSE0152	0.80	133-16

\$45,376.70	LCFF Supplemental	Library Staffing (Library/Media Teacher and/or Library Tech position)	<p>STIP and roving substitutes will release teachers for academic conferences with the COST team.</p> <p>Tier 1 supports include: Acadmic Mentors and Instructional Support Specialists will provide intensive English Language Development acceleration within the classroom specifically targeting 3rd through 5th grade Newcomers.</p> <p>Tier 2 supports include: reading acceleration groups with the TSA, after school programs such as, but not limited to Techbridge, and Mathematics acceleration groups with the STIP.</p>	A3.2: Reading Intervention		TCEEIP	TCEEIP9999	0.50	133-17
\$48,520.00	LCFF Supplemental	Counselor	In 100% of classrooms, teachers will imbed SEL/21st century skills development within content area lessons.	A5.2: Health and Wellness (Mental & Physical Health)	5734				133-18
\$86,000.00	LCFF Supplemental	Consultants for fine and performing arts instruction (Cantare Con Vivo, Purple Silk/Purple Bamboo, and The Art Project), structured recess activities and SEL development through coordinated class game time activities (Playworks), and STEAM after school program (Techbridge)	100% of classrooms will participate in cultural and academic enrichment activities such as, but not limited to, vocal and instrumental music instruction, fine arts instruction, and field trips/excursions in order to enrich students' experiences from which they can build academic understanding and meaning particularly related to making connections while reading text and expanding their background knowledge to widen the variety of topics about which they can write.	A2.1: Implementation of CCSS & NGSS	5825				133-19
\$86,761.19	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	TSA will provide Tier 2 reading acceleration instruction to small groups of students as identified by student achievement data including English Learners.	A3.2: Reading Intervention		C10TSA	C10TSA0150	1.00	133-20
\$306.29	Measure G: TGDS	Coaching materials to support teachers in work with ELLs	The Principal, Assistant Principal, and TSA will provide weekly observation and feedback to teachers concentrated around depth of knowledge, data driven planning, and impementation of integrated ELD using a student-focused observation protocol to collect qualitative data and to monitor engagement, participation, and academic language use of ELLs in the content areas.	A2.6: Teacher Evaluation	4310				133-21

\$7,000.00	Measure G: TGDS	Alternate Observer Stipends	The Principal, Assistant Principal, and TSA will provide weekly observation and feedback to teachers concentrated around depth of knowledge, data driven planning, and implementation of integrated ELD using a student-focused observation protocol to collect qualitative data and to monitor engagement, participation, and academic language use of ELLs in the content areas.	A2.6: Teacher Evaluation	1120				133-22
\$12,917.12	Measure G: TGDS	STIP substitute to support teacher growth and development/evaluation	The Principal, Assistant Principal, and TSA will provide weekly observation and feedback to teachers concentrated around depth of knowledge, data driven planning, and implementation of integrated ELD using a student-focused observation protocol to collect qualitative data and to monitor engagement, participation, and academic language use of ELLs in the content areas.	A2.6: Teacher Evaluation		TCSTIP	TCSTIP0663	0.35	133-23
\$925.49	Supplemental Program Investment	Supplies	Hold Back-to-School Nights; Title I Meeting; Open House; Art Fair; Family Science/Math night; Lunar New Year Celebration;	A6.1: Parent / Guardian Leadership Development	4310				133-24
\$23,000.00	Supplemental Program Investment	Academic Mentors		A4.1: English Learner Reclassification	2928				133-25
\$10.38	Title I Basic	Supplies to be confirmed with SSC	Multi-Tier Support Systems will equally address the needs of students identified as struggling learners as well as GATE.	A4.4: Teacher Professional Development focused on English Learners	4310				133-26
\$6,000.00	Title I Basic	Academic Mentors	Academic Mentors, Instructional Support Specialists, and STIP will push into each classroom based on a rotating schedule so that teachers are able to plan for differentiation as a language-focused scaffold. They will provide support for small groups and 1:1 scaffolding based on student data and needs.	A2.9: Targeted School Improvement Support	2928				133-27

\$14,762.42	Title I Basic	STIP substitute to support profession learning, data analysis, and assessment	<p>STIP and roving substitutes will release teachers for academic conferences with the COST team.</p> <p>Tier 1 supports include: Acadmic Mentors and Instructional Support Specialists will provide intensive English Language Development acceleration within the classroom specifically targeting 3rd through 5th grade Newcomers.</p> <p>Tier 2 supports include: reading acceleration groups with the TSA, after school programs such as, but not limited to Techbridge, and Mathematics acceleration groups with the STIP.</p>	A2.8: Data & Assessment		TCSTIP	TCSTIP0663	0.40	133-28
\$41,979.43	Title I Basic	ISS Support for academic acceleration	Acadmic Mentors, Instructional Support Specialists, and STIPs will push into each classroom based on a rotating schedule so that teachers are able to plan for differentiation as a language-focused scaffold. They will provide support for small groups and 1:1 scaffolding based on student data and needs.	A2.1: Implementation of CCSS & NGSS		INSSSE	INSSSE0151	0.60	133-29
\$59,868.78	Title I Basic	ISS support for academic acceleration	Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.	A2.1: Implementation of CCSS & NGSS		INSSSE	INSSSE0150	0.80	133-30
\$500.00	Title I Parent Participation	Salary Stipend for Bilingual Clerk to translate	Hold Back-to-School Nights; Title I Meeting; Open House; Art Fair; Family Science/Math night; Lunar New Year Celebration;	A6.1: Parent / Guardian Leadership Development	2420				133-31
\$3,539.90	Title I Parent Participation	Consultant Services or extended contracts for parent education classes such as, but not limited to, English Language Classes for Parents, SEL in the home, nutrition classes, or cyber safety and youth.	We will build a school community in which families of all cultural backgrounds feel valued, welcomed, and partnered with in the education of their children. We will continue development of parent engagement around community building and creating a unified voice for families.	A6.1: Parent / Guardian Leadership Development	5825				133-32

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 2016-2017 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*



School Site Council Membership Roster – Elementary

School Name: Lincoln Elementary

School Year: _____2016-17_____

Chairperson: Darrell Drew	Vice Chairperson: Irene Hughes
Secretary: Derek Macleod	*LCAP Parent Advisory Nominee: Wendall Chin
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Irene Hughes				X
Wendall Chin				X
Stella Kwong		X		
Belinda Fong		X		
Derek MacLeod		X		
Darrell Drew				X
Ivanna Huthman	X			
Inger Li				X
Gisale Nao Loga				X
Martha Soliday			X	

Meeting Schedule (day/month/time)	Oct 27 @8am, Nov 9 @ 6:15pm, Dec 14 @ 6:15pm. Jan 25 @6:15pm, Feb 1 @6:15pm, March 16 @6:15pm, April 19 @8am, May 17 @8am
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SSC Legal Requirements: (Ed. Code 52852)

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

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



Title I School Parental Involvement Policy 2016-17

(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 on October 26, 2016. 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, 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 2017-18 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.



OFFICE OF ACCOUNTABILITY PARTNERS

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

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

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

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

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

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

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

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

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

Accessibility

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

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

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



Adoption

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

This policy was adopted by the (Name of School) Lincoln Elementary School Site Council on (Date) October 26, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Lincoln Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

10-26-2016
(Date)