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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Lincoln Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Lincoln Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Mukta Sambrani
Date of this revision: 4.14.26

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

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

Contact: Mukta Sambrani	Position: Principal
Address: 225 11th Street Oakland, CA 94607	Telephone: 510-874-3372 Email: mukta.sambrani@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4.14.26

The District Governing Board approved this revision of the SPSA on: 6/24/2026

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Lincoln Elementary School **Site Number:** 133

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

- Title I Schoolwide Program
 Comprehensive Support & Improvement (CSI) Grant
 Additional Targeted Support & Improvement
 Title I Targeted Assistance Program
 Local Control Funding Formula Equity Multiplier
 Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4.14.26

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, ParentSquare blasts, etc.)

Signatures:

Mukta Sambrani
Principal

M.V.Sambrani
Signature

4.14.26
Date

Katherine Thomas
SSC Chairperson

Katherine Maria Langer Thomas
Signature

4/14/26
Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines
Network Superintendent

Leroy Gaines
Signature

04/30/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/30/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/18/2025	SSC, SSC & SELLS	Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft
12/10/2025	Faculty	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
1/13/2026	SSC & SELLS	Reviewed data and identified school needs, Reflected on instructional practices and supports
1/22/2026	ILT	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
2/9/2026	SSC & SELLS	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
2/9/2026	Faculty	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections
3/10/2026	SSC & SELLS	Reflected on instructional practices and supports, Facilitated group feedback on SPSA sections
3/10/2026	ILT	Conducted mid-year or final SPSA review
4/14/2026	SSC	

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$290,640
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,155,582

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$285,450
Title I Parent & Family Engagement Resource 3010	\$5,190
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$290,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,155,582

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$51,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$240,564
Community Schools Grant (CCSPP) Resource 6332	\$277,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$145,578
SUBTOTAL OF STATE & LOCAL FUNDING:	\$864,942

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Lincoln Elementary School		School ID: 133
CDS Code: 1612596002018	SSC Approval Date:	Board Approval Date: 6/24/2026

School Mission and Vision

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

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	10.5%	4.5%	0.0%	6.6%	13.6%	82.8%	35.1%	0.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.4%	5.1%	68.2%	2.1%	0.0%	0.3%	79.2%	9.6%	93.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.4%	51.6%	38.9%	30%	30%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	68.5%	77.3%	76.5%	70%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.0%	60.9%	55.6%	65%	65%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	18.4	23.0	11.0	30.00	25.0
SBAC ELA Participation	All Students	99.1%	100.0%	99.7%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	64.1%	72.0%	61.4%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	23.5	28.9	28.9	35.0	30.0
SBAC Math Participation	All Students	97.6%	97.6%	98.5%	100.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	46.2%	53.8%	48.6%	50.0%	50.0%
California Science Test (CAST) Participation	All Students	98.1%	100.0%	100.0%	100.0%	100.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-40.7	-55.0	-78.8	30.0	30.0
SBAC ELA Distance from Standard Met	English Learners	-48.5	-57.4	-80.4	-45.0	-45.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	31.4%	34.8%	42.9%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-33.3	-41.3	-42.2	35.0	35.0
SBAC Math Distance from Standard Met	English Learners	-22.3	-19.9	-29.2	-18.0	-18.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	28.0%	29.1%	20.4%	25.0%	20.0%
LTEL Reclassification	Long-Term English Learners	57.1%		0.0%	60.0%	60.0%

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

School Goal: 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%
2. An annual suspension rate below 2%

Identified School Need: 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.
2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	76.9%	75.8%	68.5%	80.0%	80.0%
Out-of-School Suspensions	All Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	20.4%	6.9%	5.3%	4.9%	4.0%
Chronic Absenteeism	African American Students	29.4%	11.6%	14.1%	10.0%	7.0%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	87.3%	86.1%	87.5%	93.0%	93.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>Lincoln teachers and staff, including our academic intervention providers have historically prioritized literacy, Lincoln demographic being represented by English Language Learners. Having maintained a literacy focus over the years has worked to our school community's benefit. Small group instruction and academic intervention with a literacy focus has ensured that our SBAC ELA scores are close to our pre pandemic SBAC scores and trending up. The percentage of students who have met Distance from Standard has grown from 16.4% in 2018-19 and 18.4% in 22-23 to 23% in 23-24. While overall Distance from Standard has dipped to 11% in 24-25, it has remained at 28% and 25.7% respectively in grades 4 and 5 with a dip to -21.7% in 3rd grade. With strong Tier II and Tier III interventions, this subgroup of students (last year's 3rd graders, who are in 4th grade in 25-26) is making excellent growth. Between the beginning of year and middle of year I-Ready Reading assessments, 4th graders mid or above grade have increased from 11.8% to 18%, 4th graders early on grade have increased from 10% to 19.8%, 4th graders one grade below have decreased from 47.3% to 37.8% and 4th graders two grades below have decreased from 10.9% to 0%. Aligned with this SBAC ELA growth, our English Language Learner reclassification rate has remained strong at 20.4% at Lincoln Elementary in 24-25 as compared to 9.6% across OUSD schools.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>A strong literacy focused academic intervention plan supported by Title- I funded Case Managers for Academic and Social Skills, has improved ELL performance, the performance of students with disabilities and African American students. With support from the academic intervention team, between fall and spring 23-24, African American students grew from 15.9% mid or above grade to 55.2%, from 31.7% one grade below to 10.4% from 15.9% two grades below to 4.5% and from 12.7% three grades below to 11.9% on the I-Ready reading assessment. In 24-25, African American students grew from 21.4% mid or above grade to 49.3%, from 35.7% one grade below to 21.1%, from 15.7% two grades below to 14.1% and from 7.1 % three grades below to 1.4%. While the percentage of Students with Disabilities who met ELA distance from standard decreased from -55% in 23-24 to -78.8% in 24-25, a closer look at the data revealed that 3rd grade students with IEPs were at -110.1% DFS on the 24-25 SBAC, needing the most support. With additional staffing and support from the academic intervention team, between the beginning of year and midyear administration of the I- Ready reading assessment, 4th graders with IEPs (last year's 3rd graders) grew from 4.3% mid or above grade to 8.7%, from 0% early on grade to 4.3% and from 65.2% at 3 grades below to 52.2%. While the percentage of English Language Learners who met distance from standard in ELA decreased from -57.4% in 23-24 to -80.4% in 24-25. With support from the academic intervention team, between the beginning of year and midyear administration of the I- Ready reading assessment, English Language Learners grew from 0% early on grade to 8.8%, from 26.5% two grades below to 20.6% and from 32.4% three grades below to 23.5%.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>With strong relationship building through the Caring School Communities curriculum, with year- long parent engagement and parent education events, and by implementing positive behavior interventions and supports, Lincoln Elementary has maintained suspensions at 0% over six years and slowly brought down the chronic absenteeism rate from 6.9% in 23-24 to 5.3% in 24-25 to 4.9% in 25-26. Providing refreshments removes barriers to attendance for parents, allowing more parents to learn and apply the social- emotional learning and academic strategies, from our provided workshops, at home.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	In 25-26, Lincoln Elementary School received a new position, a Teacher on Special Assignment, dedicated to new teacher support and multi tiered systems of support. New teachers receive ongoing weekly coaching onsite in addition to observation-feedback and support provided by administrators and teacher leaders who serve on the Lincoln Instructional Leadership Team. Lincoln veteran teachers are no longer spread thin with new teacher coaching responsibilities. Veteran teachers are now better able to support alignment on our grade level teams.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	While overall Distance from Standard on the SBAC ELA assessment has dipped to 11% in 24-25, it has remained at 28% and 25.7% respectively in grades 4 and 5 with a dip to -21.7% in 3rd grade. With strong Tier II and Tier III interventions, this subgroup of students (last year's 3rd graders, who are in 4th grade in 25-26) is making steady growth.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Between fall and spring 23-24, African American students grew from 15.9% mid or above grade to 55.2%, from 31.7% one grade below to 10.4% from 15.9% two grades below to 4.5% and from 12.7% three grades below to 11.9% on the i-Ready reading assessment. In 24- 25, African American students grew from 21.4% mid or above grade to 49.3%, from 35.7% one grade below to 21.1%, from 15.7% two grades below to 14.1% and from 7.1 % three grades below to 1.4%. The percentage of Students with Disabilities who met ELA distance from standard decreased from -55% in 23-24 to -78.8% in 24-25. A closer look at the data has revealed that 3rd grade students with IEPs were at -110.1% DFS on the 24-25 SBAC, needing the most support. With additional staffing and support from the academic intervention team, this sub- group- last year's 3rd graders with IEPs, is making steady progress in 25-26. The percentage of English Language Learners who met distance from standard in ELA decreased from -57.4% in 23-24 to -80.4% in 24-25. With support from the academic intervention team, English Language Learners are beginning to make steady progress in 25-26. Frequent data review in PLCs, small group support and the addition of Tier II and Tier III support providers is needed to maintain growth among English Language Learners and Students with Disabilities.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>The student connectedness data collected through the California Healthy Kids Survey has shown decline from 75.8% in 23-24 to 68.5% in 24-25. Lincoln COST analyzed the California Healthy Kids Survey questions, implemented an internal survey using survey questions in fall 25-26 and presented findings and student suggestions for improvement to all teachers and staff. Additionally, to improve student connectedness to school, Lincoln leadership has created a structure for greater student leadership through an active student council which supports school- wide activities.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Until 25-26, Lincoln Elementary School did not have a Teacher on Special Assignment, dedicated to new teacher support and multi-tiered systems of support. New teachers received observation- feedback from administrators and new teacher coaching from teacher leaders. Lincoln veteran teachers were spread thin with new teacher coaching responsibilities. With the addition of a TSA dedicated to New Teacher support, veteran teachers are now better able to support alignment on our grade level teams.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Lincoln Elementary School

SPSA Year Reviewed:

2025-26

SPSA Link:

[2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Lincoln SPSA describes how Lincoln vision and mission are fulfilled through strategies, actions, positions and contracts which support small group instruction and small group academic intervention to meet the needs of English Language Learners and Newcomers and multi tiered systems of support to meet the social- emotional needs of tier 1, tier 2 and tier 3 students. Staffing or activities remained unchanged except for the SSC approved decision on 10.14.25 to close a CCSP grant funded Community Relations Assistant position, which was going to be challenging to fund for the balance of the year due to differences between budget and actuals due to the higher cost of negotiated salaries. This decision also enabled Lincoln SSC to increase FTE for the two Title 1 funded case managers for Academic and Social support to full time and to invest the balance in classified overtime and substitutes, who can help cover some of the parent and community facing duties previously held by the Community Relations Assistant.

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

In addition to investments in two case managers for small group intervention, parent engagement and parent education has been an essential elements of Lincoln's academic acceleration and progress monitoring work. The percentage of English Language Learners who made growth on the ELPAC assessment increased from 58.8% in the 23-24 school year to 63.5% in the 24-25 school year. The percentage of students whose performance remained flat on the ELPAC went down from 26.6% in the 23- 24 school year to 22.8% in the 24- 25 school year. Lincoln Elementary reclassified 20.4% English Language Learners in 24-25, over double the OUSD average of 9.6%. The percentage of English Language Learners who were at Mid- grade or above, increased from 28% in Spring 22-23 to 32% in Spring 23-24. The percentage of English Only students who were at Mid- grade or above, increased from 52% in Spring 22-23 to 61% in Spring 23-24. Between Fall 23- 24 and Mid Year 23- 24 the percentage of students who were mid or above grade on the I- Ready Math diagnostic assessment increased from 13.2% to 23.8% and students who were 1 grade below decreased from 52.6% to 40.2%. Between Fall 24- 25 and Mid Year 24- 25 the percentage of students who were mid or above grade increased from 12.9% to 21.4% and students who were 1 grade below decreased from 53% to 38.8%. SBAC math data analysis shows excellent growth. The percentage of students who are above standard in the math SBAC increased from 35.9% in 23-24 to 38.3% in 24-25 and the percentage of students who are below standard decreased from 17.3% in 23-24 to 16.5% in 24-25. SBAC Math DFS- Distance from Standard met has increased from 23.5% in 22-23 to 28.9% in 23- 24 and 24- 25.

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

There is no change to the annual goals. What has changed is the number of positions that will provide the services needed. We have voted to reduce one FTE, which could not be fully funded and use the balance in the salary for the closed position to bring the Title- 1 funded case managers up to 1.0 FTE and provide our classified team extra compensation and support through substitutes for the duties formerly held by the position which was closed. The changes are found on Tab 3c- CCSPP Plan, rows 62 to 69 in the 25-26 SPSA attached in Rows 2 and 3 above.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Refreshments for parent engagement and parent education events	ELL Reclassification	47.1% Lincoln students are English Language Learners. 77.2% Lincoln students are socio- economically disadvantaged. 11.4% Lincoln students have disabilities requiring Individualized Education Plans. Lincoln Elementary School holds school- wide parent conferences in fall and follow up parent conferences for students who need more support, in early spring. In addition, school leadership and Lincoln Community School Manager plan 8 parent education and parent engagement events with the goal to educate parents of English Language Learners and Academic Language Learners about site data, intervention efforts and ways in which parents can help students meet their academic and social goals.	When we invite parents to participate in student recognition events with refreshments, our parent and family attendance improves by 25%. The percentage of English Language Learners who made growth on the ELPAC assessment increased from 58.8% in the 23-24 school year to 63.5% in the 24-25 school year. The percentage of students whose performance remained flat on the ELPAC went down from 26.6% in the 23- 24 school year to 22.8% in the 24- 25 school year. Lincoln Elementary reclassified 20.4% English Language Learners in 24-25, over double the OUSD average of 9.6%. Parent engagement and parent education has been an essential element of Lincoln's academic acceleration and progress monitoring work.	Continue to invest in parent education events with the goal of maintaining and improving ELL Reclassification rates.

<p>Case Manager for Academic and Social Support</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Title 1 student funds are used to pay 75% of a case manager salary. This case manager supports academics and social skills in 6 classrooms in grades 1st and 2nd.</p>	<p>The percentage of English Language Learners who were at Mid- grade or above, increased from 28% in Spring 22-23 to 32% in Spring 23-24. The percentage of English Only students who were at Mid- grade or above, increased from 52% in Spring 22- 23 to 61% in Spring 23-24. On the I- Ready Reading Diagnostic, between beginning of year and mid- year 25-26, the percentage of students mid or above grew 12.5 % from 19.3% to 31.8%, the percentage of students early on grew 2.2% from 20.9% to 23.1% and the percentage of students 1 below grew 11.2%, declining from from 40.7% to 28.9%.</p>	<p>Continue to invest in the Case Manager for Academic and Social Support to provide small group intervention in 6 classrooms in grades 1st and 2nd. A negotiated salary increase will be factored in for 26-27.</p>
<p>Case Manager for Academic and Social Support</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Title 1 student funds are used to pay 75% of a case manager salary. This case manager supports academics and social skills through small group intervention in 6 classrooms in grades 3rd and 4th.</p>	<p>SBAC math data analysis shows excellent growth. The percentage of students who are above standard in the math SBAC increased from 35.9% in 23-24 to 38.3% in 24-25 and the percentage of students who are below standard decreased from 17.3% in 23-24 to 16.5% in 24-25. SBAC Math DFS- Distance from Standard met has increased from 23.5% in 22-23 to 28.9% in 23- 24 and 24- 25. On the I- Ready Math Diagnostic, between beginning of year and mid- year 25-26, the percentage of students mid or above grew 15.3% from 10% to 25.3%, the percentage of students early on grew 9.8% from 16.1% to 25.9% and the percentage of students 1 below grew 16.2%, declining from from 55.5% to 39.3%.</p>	<p>Continue to invest in the Case Manager for Academic and Social Support to provide small group intervention in 6 classrooms in grades 3rd and 4th. A negotiated salary increase will be factored in for 26-27.</p>

<p>Homework folders for school- family communication</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>Every Lincoln teacher uses a red homework folder. The homework folder is also used for announcements, report cards, fliers and notices as well as student goals and incentive plans for effective school and family communication.</p>	<p>Between Fall 23- 24 and Mid Year 23- 24 the percentage of students who were mid or above grade on the I- Ready Math diagnostic assessment increased from 13.2% to 23.8% and students who were 1 grade below decreased from 52.6% to 40.2%. Between Fall 24- 25 and Mid Year 24- 25 the percentage of students who were mid or above grade increased from 12.9% to 21.4% and students who were 1 grade below decreased from 53% to 38.8%.</p>	<p>Continue to invest in homework folders and other supplies such as report card envelopes and ink and paper for printing fliers and announcements for school and family communication. Due to a negotiated salary increase for the Case Manager positions supplies may need to be funded through a different source in 26-27.</p>
<p>Licensing agreements for Raz Kids and NewsELA</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Raz Kids and NewsELA for academic differentiation so teachers can work with small groups in support of- Designated English Language Development, SIPPS and All Block implementation.</p>	<p>Between Fall 23- 24 and Mid Year 23- 24 the percentage of students who were mid or above grade on the I- Ready Reading diagnostic assessment increased from 20.1% to 34.4% and students who were 1 grade below decreased from 38.4% to 29%. Between Fall 24- 25 and Mid Year 24- 25 the percentage of students who were mid or above grade increased from 21.0% to 32.7% and students who were 1 grade below decreased from 42.2% to 27.8%.</p>	<p>Continue to invest in Raz Kids and NewsELA for academic differentiation so teachers can work with small groups in support of- Designated English Language Development, SIPPS and All Block implementation. Due to a negotiated salary increase for the Case Manager positions supplies may need to be funded through a different source in 26-27.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers will implement the Eureka Squared curriculum and the EI Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	All Students	Academic and SEL	Tier 1 - Universal
1-2	Teachers, PLC leaders and administrators will work together to design three data- driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	All Students	Academic	Tier 1 - Universal
1-3	Two times a year, teachers and administrators will work together to reflect on focal student progress through data conferences, making modifications to groupings as well as academic and social and emotional interventions and supports.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental

1-4	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	African American, Low Income, English Language Learners and Latinx students	Academic	Tier 2 - Supplemental

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY			
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers, Professional Learning Community leaders and administrators will work together to design data trackers for each teacher to monitor and maintain throughout the year with dedicated PD and PLC time provided for this work. PLC discussions, data conferences and parent conferences will provide year- round opportunities for teachers to monitor and reflect on data in partnership with PLC leaders, administrators and parents.	All Students	Academic	Tier 1 - Universal
2-2	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	All Students	Academic and SEL	Tier 1 - Universal

2-3	Teachers will implement normed Designated- ELD lessons in addition to using GLAD strategies and integrated ELD practices. Professional Learning Community leaders and administrators will utilize PD/ PLC time to collaborate on identifying additional reading and math programs for academic differentiation. They will collaboratively research, create and share academic differentiation strategies and materials to support English Language Learners- supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self- assessment and peer assessment trackers.	English Learner Students	Academic and SEL	Tier 2 - Supplemental
2-4	Administrators will collaborate with Special Education teachers to identify students needing additional support. The academic intervention team will increase support for identified Special Education students who will receive additional push in or pull out support, in addition to the minutes provided by Special Education teachers and Instructional Support Specialists.	Special Education Students	Academic and SEL	Tier 3 - Intensified

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	All Students	Academic and SEL	Tier 1 - Universal
3-2	Lincoln administrators, office team, COST and Community School Manager will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points.	African American, Latinx, White and Multiracial Students	Academic and SEL	Tier 2 - Supplemental

3-3	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	All Students	Academic and SEL	Tier 1 - Universal
3-4	Teachers on the culture committee and parent leaders will work with administrators including Lincoln Community School Manager, to create an inclusive, anti- racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year- long calendar of parent and community engagement events.	African American, Low Income, English Language Learners and Latinx students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Teachers will work with administrators inclusive of Lincoln Community School Manager to connect historically underserved immigrant and low-income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. Lincoln Community School Manager will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	African American, Low Income, English Language Learners and Latinx students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teacher coaches, administrators and PLC leaders will frequently observe classroom teachers and collaborate with each other with a goal to develop culturally responsive, fair and nurturing classroom teachers who are aligned on creating a sense of belonging for historically underserved students- ELLs, African American students and students with disabilities to succeed.	All Students	Academic and SEL	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Continue targeted academic intervention for African American students in areas of literacy and math, inclusive of African American students with disabilities	African American	Academic	Tier 2 - Supplemental
5-2	Targeted mental health support for focal African and African American students, who have experienced trauma, implemented by OUSD behaviorist, mental health team and social skills case manager.	African American	SEL / Mental Health	Tier 3 - Intensified

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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Designated ELD lessons implemented across the school in addition to GLAD strategies and integrated ELD, which has been more prevalent at Lincoln Elementary in the past.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Intensive, data informed 1 on 1 and small group intervention by teachers, Early Newcomer Teacher Leader and Lincoln's academic intervention team.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
EBAYC afterschool program for academics and enrichment.	\$3,050	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends			0.00		i-Ready Reading at or above Mid-Grade	Teachers will work with administrators inclusive of Lincoln Community School Manager to connect historically underserved immigrant and low-income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. Lincoln Community School Manager will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-1
EBAYC afterschool program for academics and enrichment.	\$234,541	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00		SBAC ELA Distance from Standard Met	Continue targeted academic intervention for African American students in areas of literacy and math, inclusive of African American students with disabilities.	133-2
EBAYC afterschool program for academics and enrichment.	\$2,973	After School Education & Safety (ASES)	5825	Consultants			0.00		i-Ready Reading at or above Mid-Grade	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-3

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Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Classroom and office supplies to support culturally responsive and fair instruction and academic intervention for 642 high needs students- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged.	\$23,092	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00		ELL Reclassification	Teacher coaches, administrators and PLC leaders will frequently observe classroom teachers and collaborate with each other with a goal to develop culturally responsive, fair and nurturing classroom teachers who are aligned on creating a sense of belonging for historically underserved students- ELLs, African American students and students with disabilities to succeed.	133-4
Funds for teacher planning time. Substitutes will provide lessons created by Lincoln art teacher to release teachers for planning time.	\$20,180	Arts & Music in Schools (Proposition 28) Carryover	1150	Certificated Teachers: Substitutes			0.00		Staff Satisfaction with Professional Development	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	133-5
Lincoln CSM salary and benefits.	\$181,695	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9325	Program Mgr Community School	1.00		Student Connectedness to School	Lincoln administrators, office team, COST and Community School Manager will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance-related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points.	133-6

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor hired from within the school community to safety at recess through structured play time.	\$20,335	California Community Schools Partnership Program	2905	Other Classified Salaries	9004	Noon Supervisor	0.45		Student Connectedness to School	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-7
Funds for the Cantare con Vivo Music education contract.	\$470	California Community Schools Partnership Program	5825	Consultants			0.00		ELL Reclassification	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-8
Funds toward 20% FTE to create a 1.0 Attendance Specialist position	\$19,286	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	1867	Attendance Specialist	0.80		Chronic Absenteeism	Lincoln administrators, office team, COST and Community School Manager will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance-related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points.	133-9

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor hired from within the school community to safety at recess through structured play time.	\$6,778	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	9004	Noon Supervisor	0.15		Student Connectedness to School	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-10
Noon Supervisor hired from within the school community to safety at recess through structured play time.	\$27,092	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	9005	Noon Supervisor	0.60		Out-of-School Suspensions	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-11
Funds for the Cantare con Vivo Music education contract.	\$21,844	California Community Schools Partnership Program Carryover	5825	Consultants			0.00		Student Connectedness to School	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-12

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
EBAYC afterschool program for academics and enrichment.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00		i-Ready Reading at or above Mid-Grade	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-13
EBAYC afterschool program for academics and enrichment.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00		SBAC ELA Distance from Standard Met	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	133-14
Funds for teacher planning time. Substitutes will provide lessons created by Lincoln art teacher to release teachers for planning time.	\$13,634	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00		SBAC Math Distance from Standard Met	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	133-15

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds for the Cantare con Vivo Music education contract.	\$22,666	LCFF Supplemental	5825	Consultants			0.00		Student Connectedness to School	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-16
Field trips to provide real world application for learning experiences for 642 students.	\$15,000	LCFF Supplemental	5829	Admission Fees			0.00		College/Career Readiness	Teachers will work with administrators inclusive of Lincoln Community School Manager to connect historically underserved immigrant and low-income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. Lincoln Community School Manager will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-17
TK Para Educator position	\$44,369	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	3704	Early Literacy Reading Tutor	0.80		i-Ready Reading at or above Mid-Grade	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-18

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

133

School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TK Para Educator position	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	11001	Early Literacy Reading Tutor	0.80		i-Ready Reading at or above Mid-Grade	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-19
Teacher Librarian prep teacher position	\$120,851	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1003	Teacher Education Enhancement	1.00		ELL Reclassification	Teachers will implement normed Designated- ELD lessons in addition to using GLAD strategies and integrated ELD practices. Professional Learning Community leaders and administrators will utilize PD/ PLC time to collaborate on identifying additional reading and math programs for academic differentiation. They will collaboratively research, create and share academic differentiation strategies and materials to support English Language Learners- supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self-assessment and peer assessment trackers.	133-20
Library Technician position	\$103,394	Measure G, Library Support	2205	Classified Support Salaries	9691	Library Technician	1.00		College/Career Readiness	Designated ELD lessons implemented across the school in addition to GLAD strategies and integrated ELD, which has been more prevalent at Lincoln Elementary in the past.	133-21
Digital Arts prep teacher position	\$145,308	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	2046	Teacher Education Enhancement	1.00		i-Ready Reading at or above Mid-Grade	Teachers, Professional Learning Community leaders and administrators will work together to design data trackers for each teacher to monitor and maintain throughout the year with dedicated PD and PLC time provided for this work. PLC discussions, data conferences and parent conferences will provide year- round opportunities for teachers to monitor and reflect on data in partnership with PLC leaders, administrators and parents.	133-22

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Refreshments for parent engagement and parent education events to engage parents of diverse Lincoln students- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged. Providing refreshments removes barriers to attendance for parents, allowing more parents to learn and apply the academic strategies, from our provided workshops, at home.	\$5,190	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		ELL Reclassification	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-23
Case Manager for Academic and Social Support to meet the needs of historically disadvantaged students- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged.	\$133,322	Title I, Part A Schoolwide Program	2405	Clerical Salaries	11002	Case Manager 20	1.00		SBAC ELA Distance from Standard Met	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	133-24

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

133

School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager for Academic and Social Support to meet the needs of historically disadvantaged students- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged.	\$110,722	Title I, Part A Schoolwide Program	2405	Clerical Salaries	11003	Case Manager 20	1.00		i-Ready Reading at or above Mid-Grade	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	133-25
Supplementary enrichment and intervention supplies for the diverse learning and communication needs of Lincoln's diverse student body- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged.	\$11,306	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		ELL Reclassification	Continue targeted academic intervention for African American students in areas of literacy and math, inclusive of African American students with disabilities	133-26

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

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School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Scholastic News Subscription for all students so teachers can offer small group learning experiences for Lincoln's diverse student body-needs of Lincoln's diverse student body- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged.	\$5,000	Title I, Part A Schoolwide Program	4352	Periodicals			0.00		College/Career Readiness	Teachers will implement normed Designated- ELD lessons in addition to using GLAD strategies and integrated ELD practices. Professional Learning Community leaders and administrators will utilize PD/ PLC time to collaborate on identifying additional reading and math programs for academic differentiation. They will collaboratively research, create and share academic differentiation strategies and materials to support English Language Learners- supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self-assessment and peer assessment trackers.	133-27
Learning A through Z agreement for NewsELA for reading and writing and Raz Kids so teachers can offer small group learning experiences for Lincoln's diverse student body- 47.1 % of Lincoln students are English Language Learners, 7.9% are Newcomers, 11.4% students have disabilities and 79.2% students are socio- economically disadvantaged.	\$25,100	Title I, Part A Schoolwide Program	5846	Licensing Agreements			0.00		SBAC ELA Distance from Standard Met	Teachers will implement normed Designated- ELD lessons in addition to using GLAD strategies and integrated ELD practices. Professional Learning Community leaders and administrators will utilize PD/ PLC time to collaborate on identifying additional reading and math programs for academic differentiation. They will collaboratively research, create and share academic differentiation strategies and materials to support English Language Learners- supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self-assessment and peer assessment trackers.	133-28

PROPOSED 2026-27 SCHOOL SITE BUD(Site Number:

133

School:

Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Prep teacher for art funded at .10 through Base EEIP, .10 through Base VAPA and .80 through Prop 28.	\$12,788	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	10058	Teacher Education Enhancement	0.10		CAST (Science) at or above Standard	Teachers will implement the Eureka Squared curriculum and the EL Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-29
Prep teacher for art funded at .10 through Base EEIP, .10 through Base VAPA and .80 through Prop 28	\$12,788	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10058	Teacher Education Enhancement	0.10		SBAC ELA Distance from Standard Met	Teachers will implement the Eureka Squared curriculum and the EL Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-30
Prep teacher for art funded at .10 through Base EEIP, .10 through Base VAPA and .80 through Prop 28 to offer Lincoln teachers their third prep or planning period.	\$102,306	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10058	Teacher Education Enhancement	0.80		SBAC Math Distance from Standard Met	Teachers will implement the Eureka Squared curriculum and the EL Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-31

Title I, Part A School Parent and Family Engagement Policy

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

Lincoln Elementary School

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

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

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

- Working with an active parent center which plans parent engagement events, back to school night, open house and learning fairs.
- Sending home report cards in all languages 3 times a year.
- Holding parent teacher conferences.
- Holding student success team meetings.

- Communicating with families through weekly updates on the school website and facebook page, through a monthly community newsletter and through frequent emails and texts through parent square.

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

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

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

- Providing information to parents through school bulletin board and through meeting information flyers sent home. We will make announcements at Parent/Community Engagement meetings. Parents will be encouraged to participate in school activities. The Community Relations Team- Community School Manager and Community Relations Assistant makes great efforts to encourage parent participation. The school will translate all materials in appropriate languages for statistically large populations.

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

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

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

- Providing translation at meetings and in correspondence.

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

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

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

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

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

- Ensuring that Lincoln Elementary School maintains a school-wide Title I program. All parents are invited to participate in Title I conversations. The forum for this is through SSC meetings and other parent engagement events like student award nights and parent workshops. Throughout the year we will review student data at SSC meetings, reflect on the impact of the Title I funded programs on our school data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2025-2026.

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

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

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

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Lincoln Elementary School on August 19, 2025 and will be in effect for the period August 11, 2025 through May 28, 2026.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Mukta Sambrani	<i>M.V.Sambrani</i>	<i>August 19, 2025</i>
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



School-Parent Compact

2025-26

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

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

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

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

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

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

Parent teacher conferences are scheduled for the month of October 2025 & March 2026.

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

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

- 4) Provide parents reasonable access to staff.**

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

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.**

Parents will be invited to serve as classroom volunteers to assist in the coordination of classroom activities. In addition, the school will hold many school wide activities such as book, art and science fairs and other celebrations to which parents will be invited to participate. All events will involve translation to provide access to parents with limited English.

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

The Community Relations Team- Community School Manager and Community Relations Assistant will organize workshops to help parents learn ways to assist their children to succeed academically.

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

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

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

Parents will be informed of all school events and activities through school bulletin board and meeting information will be sent home with students. There will be announcements about Parent/Community Engagement meetings. Parents will be encouraged to participate in school activities. The Community Relations Team- Community School Manager and Community Relations Assistant makes great efforts to encourage parent participation. The School will translate all materials in appropriate languages to meet the needs of our diverse population.

Parent Responsibilities

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

- Volunteer in my child’s classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child’s extracurricular time by limiting screen-time.

- Monitor attendance and make sure homework is completed.

Teacher Responsibilities

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

Examples:

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

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

Student Responsibilities

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

Examples:

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

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

This Compact was adopted by Lincoln Elementary School on August 19, 2025, and will be in effect for the period of August 11, 2025, to May 31, 2026.

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

Mukta Sambrani

M.V.Sambrani

August 19, 2025

Principal’s Name

Principal’s Signature

Date



LINCOLN ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Katherine (Kasia) [REDACTED]
Vice Chairperson:	Cynthia [REDACTED]
Secretary:	Dave [REDACTED]

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Mukta Sambrani	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Robert Fong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Kitty Chen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
May Chiu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Deborah Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Kathrin [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
John [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Katherine (Kasia) [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Cynthia [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Dave [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Tuesday of the month
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SSC Legal Requirements (EC Sections 65000-65001):

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

