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Introduction Date	8/24/22
Enactment Number	22-1466
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Lincoln Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Lincoln Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Mukta Sambrani
Date of this revision: 4/13/20

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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: 4/13/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Lincoln Elementary School

Site Number: 133

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Mukta Sambrani <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>M.V. Sambrani</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4.13.22 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Christine Ngounou <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>Christine Ngounou</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/13/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/18/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	_____ <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12.15.21	SSC and SELLS combined	Discussion and decision about Title I and Tile IV budget for 22-23
2.9.22	SSC and SELLS combined	Discussion and revision of Part 1: Needs Assessment and Part 2: SPSA Annual Review for 22-23
2.10.22	Lincoln ILT	Discussion and revision of Part 1: Needs Assessment and Part 2: SPSA Annual Review for 22-23
2.23.22	SSC and SELLS combined	Discussion and revision of Part 3 and 3a: Strategies and Actons and MTSS Plan
2.24.22	Lincoln ILT	Discussion and revision of Part 3 and 3a: Strategies and Actons and MTSS Plan
3.9.22	SSC and SELLS combined	Review Parts 1, 2 and 3 and budget priorities presentation
3.10.22	Lincoln ILT	Review Parts 1, 2 and 3 and budget priorities presentation
4.13.22	SSC and SELLS combined	Final review of parts 1,2,3 and 4, vote to approve SPSA and budget and signatures on assurances page

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$202,950.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$998,367.85

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$185,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$41,700.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,950.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$446,665.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$12,375.00	TBD	After School Education and Safety Program (ASES #6010)	\$235,052.85	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$202,950.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$795,417.85	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$998,367.85
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Lincoln Elementary School

School ID: 133

School Description

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

School Mission and Vision

Lincoln Elementary Vision and Mission

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.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	74%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	70%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	48%	<i>not available until Fall 2022</i>	50%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	16.4	n/a	<i>not available until Fall 2022</i>	15
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	33%	<i>not available until Fall 2022</i>	35%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	33.6	n/a	<i>not available until Fall 2022</i>	35
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	50%
CAST (Science) at or above Standard	All Students	53%	n/a	<i>not available until Fall 2022</i>	55%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-38.6	n/a	<i>not available until Fall 2022</i>	-30.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-70.3	n/a	<i>not available until Fall 2022</i>	-60.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	18%	<i>not available until Fall 2022</i>	20%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	0.7	n/a	<i>not available until Fall 2022</i>	6.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-25.3	n/a	<i>not available until Fall 2022</i>	-20.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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ELL Reclassification	English Learners	19%	14%	<i>not available until Fall 2022</i>	15%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	66%	77%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	2%	1%	<i>not available until Fall 2022</i>	2%
Chronic Absenteeism	African American Students	7%	2%	<i>not available until Fall 2022</i>	2%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	85%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>LCAP Goal 1: College/Career Readiness</i>	Lincoln teachers engage students in standards-aligned tasks e.g. collaborative work, discussion protocols, sharing investigations and solutions for articulating reasoning in written responses with an emphasis on literacy across content areas.	Three cycles in inquiry inform the year's professional development plan and work of grade level PLCs . The three cycles of inquiry promote college and career readiness with a focus on 1. Reading to make inferences-complex text, 2. Claim evidence reasoning-complex task and 3. Writing with evidence.
<i>LCAP Goal 2: Focal Student Supports</i>	Lincoln teachers differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	Lincoln teachers plan lessons, which incorporate small group and/or differentiated instruction in every classroom. Focal Student growth data is carefully monitored and reflected upon during regularly scheduled PLCs and twice yearly data conferences.
<i>LCAP Goal 3: Student/Family Supports</i>	Lincoln teachers, staff and bilingual community relations assistant work closely with parents through parent conferences held two times a year to address the academic and social emotional needs of all students. An additional round of parent conferences targets students who need additional interventions and supports, moving students toward student success team meetings and services through the COST process.	Lincoln's bilingual community relations assistant works closely with principal to plan year- round parent education and parent engagement activities to ensure a strong school and home connection around strong academic outcomes and social emotional development.
<i>LCAP Goal 4: Staff Supports</i>	Lincoln principal works closely with a literacy coaching consultant and Lincoln's Instructional Leadership Team to plan and implement three cycles of inquiry and coaching support for novice teachers and teachers who are new to Lincoln. Additionally, the literacy coaching consultant offers professional development and coaching in reading intervention.	Lincoln teacher leaders- Instructional Leadership Team and Literacy Team share a common reading and reading intervention centered vision and goal in support of English Language Learners and Academic Language Learners.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Lincoln community's linguistic, cultural and socio- economic diversity is mirrored in the diverse academic preparation our students bring to school. This diversity is both a strength and a challenge.	Lincoln's diverse student population come with varied levels of language and literacy proficiency and academic and social emotional skills and preparation.

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Lincoln principal and Lincoln teacher leaders- Instructional Leadership Team and Literacy Team have to equitably support differentiated goals in support of diverse groups of focal students- Newcomers, LTELs, African American Students and Latino/a students. The needs of the diverse groups of focal students range from the need for culturally responsive instruction to social emotional check ins, to small group instruction and reading intervention, to counseling. Lincoln's MTSS plan needs to simultaneously meet the needs of diverse student groups.</p>	<p>Lincoln students come from the following ethnic backgrounds- 73.3% of Asian, 7.9% African American, 5.1% Latino, 6.3% Caucasian, 4.5% multiple ethnicities. 49.7% of Lincoln students come from Chinese speaking homes, 27.6% of students come from homes where English is spoken as the primary language. Other languages spoken in the Lincoln community include Arabic, Spanish, Vietnamese, Tigrinya, Filipino, Amharic, French, Pashto, Hindi, Somali, Thai, Turkish, Tamil, Farsi, Burmese, Korean and Japanese. At present, 48.4 % of the students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.</p>	<p>Lincoln Elementary serves the diverse immigrant community of the Chinatown neighborhood. Members of the Lincoln community speak over 20 different languages. 49.7% of Lincoln students come from Chinese speaking homes. There is a diversity of parent education levels and a disparity in the diverse parent body's ability to navigate the American school system.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Lincoln teachers are embracing new curriculum and new assessment expectations. Students returning from distance learning need intensive academic intervention and social emotional support. Providing whole class instruction which incorporates differentiated small group instruction, while simultaneously implementing a new curriculum is challenging.</p>	<p>Lincoln's veteran staff are slowly embracing curriculum changes and changes to assessments. Lincoln teachers have worked for several years on balanced approach to literacy, readers workshop and writing workshop informed by Lucy Caulkins. Integrating several years of professional learning with EL education, and early literacy- SIPPS and Heggerty and new assessments is a process.</p>

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Lincoln Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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 Elementary continues to fund three stip positions through Title I funds. The three stip teachers provide small group support to English Language Learners, Long Term English Learners and students with learning gaps in literacy and math.

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

Throughout distance learning, Lincoln's reading intervention program supported a third of the student body. In returning to in person learning, stip teachers and intervention providers continue to support one third of our student body which is reading one to three levels below grade level. Through systematic reading intervention and progress monitoring, Lincoln staff are able to grow 70% of students reading below grade level 1 to 1.5 levels every trimester.

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

Lincoln Elementary is not making any changes to goals and outcomes for Title I students and parents served through stip teacher support, through programs and activities organized through the parent center and through programs to support differentiated literacy instruction.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Stip position	College/Career Readiness	Provide small group instruction: pull out groups for literacy and math support.	Grade level PLC's work with their dedicated stip teacher to create small groups for literacy and math intervention. Assessment support pulls stip teachers away from academic intervention.	No change. It is important that this position is maintained to ensure college and career readiness for our students.
Stip position	ELL Reclassification	Provide small group instruction: pull out groups for English Language Learners	Grade level PLC's work with their dedicated stip teacher to create small groups for ELL support. Assessment support pulls stip teachers away from academic intervention.	No change. It is important that this position is maintained to support Lincoln's ELL reclassification goal.

Stip position	LTEL Reclassification	Provide small group instruction: pull out groups for Long Term English Learners	Grade level PLC's work with their dedicated stip teacher to create small groups for LTEL support. Assessment support pulls stip teachers away from academic intervention.	No change. It is important that this position is maintained to support Lincoln's LTEL reclassification goal.
Teacher Extra Compensation	Staff Participation in Foundational Professional Learning	Teachers have opportunity for professional growth. Teachers can get substitute coverage for PD/PLC work.	Grade level PLCs need opportunities to meet to ensure alignment. Teachers need to be able to attend professional development opportunities of their choosing.	No change. Support for teacher professional learning is essential to maintaining differentiated instruction and reading support for Lincoln's English Language Learners and Academic Language Learners.
Reading Program for Differentiated Learning and Blended Learning	Reading Inventory (RI) Growth of One Year or More	Teachers provide differentiated instruction and literacy support for advanced learners and learners needing scaffolded support.	Students returning from distance learning with significant deficits are benefitting from differentiated literacy instruction. Blended learning creates opportunity for teachers to pull small groups for literacy intervention, while the balance of the class works independently on reading program on chromebooks.	No change. As students return from distance learning with significant learning gaps and deficits, a reading program like Accelerated Reader can help teachers differentiate literacy instruction, assign tasks to a large group and work closely with a small group to address the deficit.
Parent English as Second Language classes provided by contractor	ELL Reclassification	To aid student language and literacy development, Lincoln Elementary educates interested parents through English as a Second Language classes, so parents can help English Language Learners reclassify. Additionally ESL education helps parents navigate education, healthcare and social services systems to better support their students.	ESL classes empower parents to support their students at school and in the community.	No change. Adult ESL classes have been well- attended in the Lincoln community.

Parent education events	ELL Reclassification	Lincoln's Community Relations Assistant and Principal offer bilingual coffee talks and parent engagement nights. Themes covered in the parent engagement gatherings range from the district's and school's discipline policy, ways to teach the school values at home, ways to support reading at home and parent nominated reading and math awards to anti- racism education.	Parent education events are designed to fully engage the parent body and encourage parent participation in student achievement and student well- being. One of the goals of Lincoln's parent education work has been diversity and inclusion education to foster dialog across racial, socio- economic, cultural and ethnic divisions to unite the Lincoln community around unified goals in support of all students.	No change. Lincoln's Community Relations Assistant and Principal have maintained a busy calendar of parent education events focused on the academic and social emotional needs of our students, particularly our English Language Learners.
Classroom Supplies	College/Career Readiness	Teachers provide academic and enrichment materials for instruction and academic skill building.	Grade level PLCs collaborate to create lesson plans, learning materials and skill builders to enhance learning and provide enrichment. Example crafts activities aligned with an essay exploring a geographical region and it's culture.	No change. Classroom supplies are essential for student learning and skill development.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Lincoln Elementary School		School ID: 133			
3: SCHOOL STRATEGIES & ACTIONS		Click here for guidance on SPSA practices			
<i>District Strategy:</i> Building CONDITIONS FOR STUDENT LEARNING					
School Priority:	Social Emotional Learning and Culture of Inclusiveness				
School Theory of Change:	If school staff and administration implement the Lincoln Way and C.A.R.E. (Collaboration, Acceptance, Respect, Empathy) values in all social interactions at Lincoln, then teachers, staff, and administration will create inclusive and just conditions for all students by 1) training teachers in implementing the Caring School Communities curriculum and other community-building instruction through professional development; 2) promoting culturally-relevant dialogue within the school community; 3) continually developing targets and goals to address students' social and emotional learning needs; and 4) providing a safe and supportive environment for students to thrive both academically and socially.				
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Morning and Afternoon circles- Teachers build classroom community through daily implementation of Caring School Communities, including but not limited to morning and closing circles. Teachers form buddy classes to help students develop meaningful social and emotional learning partnerships.	Coaching and PD for Social Emotional Learning practices- Teachers engage in buddy class planning, social and emotional learning-based professional development opportunities and other types of training provided by the district.	Classroom observations, scripts and artifacts and coaching conversations		Tier 1
1-2	Teachers provide instruction and support to students in following the Lincoln Way. They invite parents to support the school by practicing similar behaviors at home.	Administration will organize assemblies and classroom visits at the beginning of the school year to reinforce the Lincoln Way. Morning announcements and posters placed in high traffic areas serve as daily reminders.	Teachers, students, and administration will uphold the Lincoln Way in the classrooms, common areas, and neighboring community. The Lincoln Way is conveyed to parents through weekly bulletins to parents and through parent gatehrings via zoom.		Tier 1
1-3	Teachers implement culturally responsive practices and teach lessons which explicitly teach respect for all cultures and the value of cultural diversity respect for all cultures, implement culturally responsive practices	Administration will work to develop culturally responsive practices and lessons to explicitly teach respect for all cultures and the value of cultural diversity with Culture Committee	Shared lesson plans, observation data and celebrations of culture		Tier 1

1-4	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy. The C.A.R.E. principles guide all enrichment activities including the music program offered by Cantare Con Vivo.	Teachers and administration create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	Teachers, students, and administrators demonstrate C.A.R.E. values in common areas.		Tier 1
1-5	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	Teachers attend professional development training to help improve student social and emotional learning behaviors.	Teachers, students, and administration, and staff work together towards a positive school community.		Tier 1
1-6	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	School leadership affirms students' cultures and engages voices of diverse students and families in continuous school improvement through the SELLS, SSC, and family engagement events. Leadership allocates time for strategic teacher-parent engagement and ensures a minimum of three family engagement workshops. Principal works with Attendance Specialist and Coordination of Services Team (COST) to monitor attendance and maintain communication with parents regarding attendance.	There will be a decrease in number of chronic absences and the number of URFs, we will document and record the number of parent teacher conferences, and document and record the COST referrals and parent logs (attendance clerk).		Tier 2
1-7	Teachers work with administration and parent center coordinator to connect students and families with community resources including food bank, physical and mental health services, access to ESL and citizenship classes	Administration and parent center coordinator publish bilingual newsletters and weekly updates connecting families to community resources. Parent center coordinator and principal host bilingual parent engagement events and monthly coffee with the principal.	Monthly newsletter, talking points messages and bilingual flyers, family engagement and parent education events on site and in the community.		Tier 2

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Math
School Theory of Change:	If Lincoln Staff develops a deep understanding of the mathematical and science practices, CCMS and NGSS, differentiated instruction (for ELLs, Newcomers, African American, Hispanic, GATE, low income, PEC students), implements math talks, academic discussions, hands-on math and science activities and lessons with academic discussion and reasoning imbedded, and participates in continuous professional learning, then students will develop the prerequisite skills that will lead to conceptual understanding of CCMS and NGSS, and meet or exceed standards in math and science, as measured by ST Math data, CEOU, Interim Assessment Blocks, FOSSMap, SBAC and CAST.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement complex tasks (e.g., high Depth of Knowledge (DOK), language objectives) aligned with CCSS and NGSS (e.g., Math Talks, Number Talks; Science Talks) and progress monitor through multiple forms of authentic assessment to determine mastery. Teachers modify tasks and provide scaffolds to differentiate instruction for ELLs, African American, Hispanic, low income, PEC students, etc.	Principal and Leadership Team observe and provide timely feedback on standards-aligned tasks. Principal and Leadership Team track and analyze data on a regular basis, and hold data conferences with PLCs.	Teachers using strategic prompts to engage student thinking; students engaged in posing questions and explaining their reasoning; students referencing anchor charts and posters of math and number talks data; Teacher-led explorations of strategies to improve student outcomes for all students, with focus on targeted student populations (e.g., standards-aligned inquiry work that supports increased performance and closes achievement gaps for ELLs, African American, Asian, Hispanic, GATE, low income, PEC students, etc.). Student work exemplifying the range of performance and rigorous content provided to all students. Students engaged in productive struggle with peers to solve math problems.		Tier 2
2-2	Teachers implement math and science academic discussion with high DOK (e.g., analyzing misconceptions;) to support learning. Teachers differentiate and scaffold instruction for ELLs, African American, Hispanic, Newcomers, low income, PEC students, etc., to create access to content for diverse learners.	Principal and Leadership Team develop, monitor, and adjust ongoing standards-aligned professional learning opportunities in math and science (e.g., with focus on Mathematical Practice #3) based upon teacher observations and student outcomes. Principal and Leadership Team ensure regular PLC collaboration time to examine standards, analyze data, and align instruction for math and science.	Teacher- and student-led discussions on core content; anchor charts with discussion norms, students using discussion protocols; partner talks; graphic organizers; anchor charts		Tier 2
2-3	Teachers engage students in standards-aligned tasks (e.g., collaborative work, discussion protocols, sharing investigations and solutions) for articulating reasoning in written responses.	Principal and Leadership Team develop, monitor, and adjust ongoing professional learning opportunities for culturally responsive strategies to engage diverse learners. Regular PLC collaboration time is provided to support examining standards, data analysis, and instructional alignment in math and science.	Anchor charts; student work samples, graphic organizers; partner talks; academic discussions; mini lessons to support math writing		Tier 1

2-4	Teachers engage in a variety of evidence-based , collaborative professional learning opportunities in math and science to sharpen their knowledge of standards-aligned content (e.g., word problems) and pedagogy.	Principal and Leadership Team develop, monitor, and adjust ongoing standards-aligned professional learning based upon teacher observations, feedback, and student data, ensuring regular PLC collaboration time for sharing and practicing new strategies.	PLC collaboration notes; grade-level agreements with visible evidence in classrooms (e.g., anchor charts, Problem of the Day, exit tickets); gradual-release strategies; peer observations and debriefing .		Tier 1
2-5	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team develop, monitor, and adjust professional learning opportunities featuring online platforms and best practices in rigorous, standards-aligned computer-based programs for students. Principal and Leadership Team will track and analyze data on a regular basis.	I- Ready my path, Epic, Raz Kids, ST Math, Khan Academy, Brainpop, and Freckle Math & Science engagement; SVMl resources; Clever Portal usage; students referencing anchor charts; Family Math Night and Family Science Night events.	48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.	Tier 1
2-6	Teachers engage students and families in complex tasks and rigorous standards-aligned activities and games to deepen understanding of math and science content.	Principal and Leadership Team provide planning and support for family engagement opportunities (e.g., Family Math Night; Family Science Night; Science Fair) to ensure optimal participation. Develop parent surveys or exit tickets to collect data to inform site planning.	Parents working alongside their children solving problems, conducting investigations; parents learning science standards to support students at home; exit data indicating questions or new ideas about math and science concepts		Tier 2
2-7	Six stip subs, one for each grade level work with students in small groups to provide literacy and math instruction. These small groups are formed around each teacher's focal students- 2 high, 2 medium, 2 low.	Principal and PLC leaders analyze student data to help create instructional groups for stips to support.	Teachers, Principal and PLC closely monitor focal student data and instructional grouping, moving students up to more challenging groupings as student performance on assessment improves over time through small group instruction.	48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.	Tier 2

2-8	One Cycle of Inquiry each year will be dedicated to improving math outcomes for students through aligned practices and assessment in grade level PLCs	Principal and PLC leaders analyze student data write a schoolwide math goal. PLC leaders and principal facilitate PD, PLC and data analysis to measure student growth in response to aligned practices and assessment.	All students have regular access to low floor/high ceiling math tasks (like the ones in SVMJ) so that all students, regardless of where they are on assessments, are regularly challenged and pushed in their math thinking. Teachers, Principal and PLC closely monitor focal student data and instructional grouping, moving students up to more challenging groupings as student performance on assessment improves over time through small group instruction. Teachers also analyze their math data in PLCs, use that data to formulate math goals and re engage students that need more support.	48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.	Tier 1
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Literacy across the content areas
School Theory of Change:	If school staff implements the components of Balanced Approach to Literacy (Reading Workshop, Writing Workshop, word study, language development) and systematic differentiated instruction with a special emphasis on ELLs, Newcomers, African American, Low Income, GATE, and students w disabilities, then students will make a year's growth in reading levels and writing development as measured by formative and summative assessments (F&P, SRI, SBAC, and On Demand Writing).
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Under the guidance of Tom Prince, Literacy Coach, Teachers will implement all components of Reading and Writing Workshop, including mini lessons, independent reading and writing time, and small group and partner instruction (guided reading and skill-based groups). One cycle of inquiry each year will be dedicated to Reading workshop and Reading intervention and one cycle will be dedicated to writing.	Leadership will engage in and implement professional development based on rigorous study of academic research, common core standards, and literacy development. Leadership team will engage the stip team of 6 grade level stip subs to facilitate peer observation and feedback to improve alignment on Reading and Writing instruction.	Cross grade-level collaboration PLCs to examine grade-level trends and develop best practices.	48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.	Tier 1

3-2	Teachers will continue to implement interactive read alouds. The Lincoln Elementary Library will maintain Reading and Literacy resources to maintain focus on the school- wide reading goal with a dedicated library teacher.	Leadership maintains ELD, newcomer, and Leveled Literacy Intervention (LLI) support.	Teachers will develop and use common language around literacy based practices.		Tier 1
3-3	Teachers will engage in peer observations and best literacy practices. With the help of our retired teachers, now serving as substitute teachers, teachers will observe and implement best practices to meet the needs of English Language Learners.	Leadership coordinates scheduling and sub coverage to support peer observations during the instructional day	Teachers align practices across PLCs observed through common practices, common goals and aligned outcomes for students		Tier 1
3-4	Teachers will use standards-based assessments (F&P, SRI, SBAC, on-demand writing assessments) to inform data-drive cycles of inquiry. Stip subs and retired teachers brought back as substitutes will support classrooms while teachers complete F&P and running records.	Principal and Leadership Team will provide support to circuits in training and aligning the scoring of standards-based assessments. Sufficient time will be allotted for assessment scoring and data analysis within grade levels. A minimum of 1 full day per trimester (3 total). Alternating PD and PLC time on Wednesdays will make 2 seventy-five minute slots of data analysis time available to all PLCs two times per month.	Teachers will calibrate their scoring of reading and writing assessments. Calibration means teachers will exchange student work and compare scoring.		Tier 2
3-5	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	Principal and Leadership Team will observe and provide timely feedback on differentiated instruction and prioritize professional development as needed.	Lesson plans will reflect small group and/or differentiated instruction in every classroom. Focal Student growth data will be carefully monitored and reflected upon during regularly scheduled PLCs and twice yearly data conferences.		Tier 2
3-6	PLC leaders review data, facilitate the creation on small groups for reading, writing and math instruction and intervention and norm instruction with grade level teams in 75 minute PLC planning meetings scheduled every other Wednesday.	Principal and Leadership Team creates an annual PD calendar which offers 18 seventy five minute PD and 18 seventy five minute PLC meetings in the 2020-21 school year. ILT meeting time is utilized to plan PLC work by Principal and Leadership team.	Instruction is supported by data. Professional Development is followed by implementation feedback from PLCs, which shapes the following Professional Development event- PD and PLCs form small, tight cycles of 3 within the trimester's cycle of inquiry.	48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.	Tier 2
3-7	During Distance Learning teachers and stip team will implement small group instruction to meet the needs of diverse students	Principal and leadership team will support the creation of schedules and trackers (4 quadrants) that support small group instruction during Distance Learning	Student grouping based on assessment data and student movement from grouping at far below to below to at to above groups.		Tier 2

3-8	During Distance Learning teachers, leadership team and interventionists will collaborate to create small intervention groups for students who are far below	Principal, Literacy Team, EBAYC, Literacy Coach, Teachers and Interventionists collaboratively create intervention groups	Student grouping based on assessment data and student growth toward being exited from intervention groups		Tier 2
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Building an Inclusive Community: Teaching Culture through Social Emotional Learning and Culturally Responsive Practices
School Theory of Change:	If Lincoln teachers implement the Caring Schools Community (CSC) curriculum school-wide, with the C.A.R.E. Core Values and the Lincoln Way, and are provided Professional Development on the impact of culture and Culturally Responsive Teaching (CRT), and are provided dedicated PLC time for planning and practicing CRT; and if teachers are provided dedicated PLC time for planning the implementation of the CSC curriculum, explicitly teaching SEL competencies while incorporating CRT practices; and engage children and families in school activities that support equity and inclusion, then teachers will create a learning environment that is accepting of difference, is reflective of the backgrounds and heritages of our students and that promotes a deeper sense of belonging and connectedness to the school, fostering stronger motivation and featuring avenues of access to core content that will enhance outcomes for all students, especially ELLs, newcomers, African American, Hispanic, low income, PEC students, etc., as measured by CSC survey data (student, parent, teacher), CRT rubrics, CHKS data, Exit Tickets, and site-based SEL data.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers engage in Professional Development to increase facility with the Caring School Community curriculum, specifically as it relates to building effective relationships and social- and self-awareness skills for all students.	Principal and Leadership Team develop, monitor, and adjust teacher-led discussions and professional learning opportunities, examining strategies and practices to align instruction. Designated PLC time is provided for planning implementation, peer observation, peer coaching, and debriefing.	PLC agendas and meeting notes; professional learning agendas; identified essential practices and /or lessons presented across grade levels; peer observations; Buddy Class activities aligned with social- and self-awareness and exploring diversity; CSC artifacts (e.g., student work, displays, charts or visuals)		Tier 1
4-2	Teachers participate in Professional Development to deepen understanding of the role of culture and language and CRT pedagogy in educating diverse learners (e.g., ELLs, Newcomers, African American, Hispanic, low income, PEC students, etc.	Principal and Leadership Team develop, monitor, and adjust professional learning opportunities, exploring and practicing strategies to align instruction. Designated PLC time is provided for planning, implementation of new practices, peer observation, peer coaching, and debriefing.	Professional Learning agendas, PLC meeting notes, professional readings/book study ; peer observations, coaching and debriefing; CSC artifacts (e.g., student work, displays, charts or visuals), cultural and linguistic elements featured in classroom and curricular themes		Tier 1

4-3	Teachers collaborate to plan and implement the incorporation of Culturally Responsive Teaching practices in the classroom environment and curriculum. Teachers take their students on field trips to enhance their experience of cultural and scientific phenomena.	Principal and Leadership Team provide dedicated PLC planning time for CSC and CRT; peer observations and debriefings, and adjust professional learning as needed .	PLC meeting notes, peer observations, feedback, and coaching; cultural and linguistic elements featured in classrooms and curricular themes.		Tier 1
4-4	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers plan and implement the explicit teaching of SEL strategies with Culturally Responsive Teaching practices infused in the lesson. Music enrichment offered by Cantare Con Vivo fosters capacity for Cultural Responsiveness through respect for all cultures and traditions and Social Emotional Learning.	Principal and Leadership Team develop a standards-aligned rubric or monitoring tool for non-evaluative feedback; observe and provide timely feedback, and track and analyze data on a regular basis.	CSC student survey data (pre-/post-) and CRT rubric data monitored, analyzed, and shared ; PLC analysis and adjustments reflected in notes; walkthrough data with observed SEL and cultural elements and/or thematic enhancements		Tier 1
4-5	Teachers develop activities to engage children and families in school projects, assignments, or events, that promote social- and self-awareness, equity, and appreciation of diversity.	Principal and Leadership Team develop school-wide initiative for learning about culture (e.g., Morning Announcements, monthly culture focus and related events), resource materials, and plans for parent engagement to foster awareness and appreciation of diversity. Principal and Leadership Team, develop, monitor, track and analyze data from SEL surveys (student, parent, teacher), exit tickets, to measure progress toward goal.	Calendar of events or cultural themes for the year; cultural displays; parent engagement event (e.g., photos, agendas, exit tickets); student-generated artifacts from class projects, oral histories, multicultural celebrations, class displays.		Tier 1

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers are intentional about cultural representation for African American students through texts, artifacts and lessons throughout the year. Teachers teach lessons to acknowledge and celebrate African American heritage during Black History Month, throughout the school.	Curricular materials and texts, which promote representation for African American students throughout the year. Administrators and Culture and Events committee create lessons and plan activities to celebrate African American heritage during Black History Month.	Student performances, writing and visual artifacts in honor of African American heritage during Black History Month throughout the school		Tier 1
5-2	Teachers, stip team and mental health providers implement a check in/ check out or mentorship model to support African American students. Sown to grow will continue to be used to provide baseline data for student check ins as well as deeper mental health support.	Administrators and COST frequently share check in data and supports for individual students	African American students report a sense of belonging on the CHKS survey		Tier 2
5-3	Teachers address cultural bias in the classroom and explicitly teach inclusivity and respect for African American students and community	Administrators and Culture and Events committee create lessons and find books and resources to support teachers. Administrators address bias when it arises in student to student conflicts	Disciplinary referrals for African American students reduced by 50%		Tier 2
5-4	Parent leaders on the Diversity and Inclusion committee partner with teachers and staff to build an inclusive parent body	Administrators and parent leaders plan parent education events	African American parents lead parent activities and hold positions on the PTO and SSC		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	Integrated and Designated ELD Practices				
School Theory of Change:	If all school staff implement designated and integrated ELD lessons based on ELPAC data and other assessments as well as participate in professional learning, then we will see an increase in the number of EL students reclassified.				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader and Evaluator/ Coach with the view to existing focal students for having grown in language fluency and proficiency.	Principal, PLC leaders and Literacy Coach support focal student work by devoting coaching time to analysis of student work and efficacy of differentiated lesson planning and grouping.	Each teacher reports gains in the performance of all six focal students, exiting 3 of 6 focal students from focal student supports by January 2021, to take on 3 new focal students.		Tier 2
6-2	Small group pull out for designated ELD	ENTL, Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned tasks and assessments of student learning.	PD to support ELD practices; Academic Discourse with peers; GLAD strategies;TPR; regular feedback after observations		Tier 3
6-3	Teachers will differentiate instruction for ELLs based on ELPAC data and other assessments and implement complex tasks aligned with the EL standards; Teachers will implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of students' home language and culture.	Principal and Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans, especially for newcomers. Monthly leadership team meeting- literacy coach, ENTL, lead teachers, intervention teachers to review progress and implement common curriculum.	PD to support ELD practices and use of common curriculum; teacher planning time and collaboration; Parents of English Learners are knowledgeable of their children's social emotional and academic progress.		Tier 2
6-4	STIP support/intervention of ELD students and EBAYC- After School Program will support Reading Intervention and Small Group instruction to promote academic growth.	Common curriculum and training; Admin and Leadership team monitors and supports STIP training. Literacy Coach supports EBAYC team.	PD for English Learner intervention with common curriculum for stip team and EBAYC mentors.	48.4 % of Lincoln students are English Language Learners of whom 9.4% are Newcomers with 0 to 3 years of experience with English immersion.	Tier 2
6-5	A literacy intervention team consisting of part time ENTL, part time Newcomer mentor and part time reading interventionist will check in with teachers and meet monthly with literacy coach and administrators to measure the effectiveness of small group support they will provide.	Administrators will support the creation of intervention groups, provide observation feedback for the effectiveness of groups and frequently check in with intervention team with data- student work samples in hand.	In addition to strong redesignation data, the effectiveness of intervention will be observed through 70% of language learners supported by literacy intervention team making 1.5 to 2 grade levels of growth on the F&P assessment.		Tier 1

6-6	Teachers with bilingual capability offer education with access to home language and offer families to navigate the American school system.	Principal and parent center coordinator offer bilingual support to parents and students learning to navigate the American school system. Parent center offers English and Second Language classes for parents of Newcomer students learning to navigate the United States school system with their children.	Bilingual coffee with the principal events, bilingual bulletins, newsletters and translation services and support.		Tier 2
6-7	During Distance Learning, Family Relations Associate and Principal help weekly bilingual parent meetings via zoom to keep them updated on the pandemic, distribution events, the school's academic plan, strategies for supporting students at home, cycles of inquiry and report card timelines and general parenting support and guidance. Principal sent weekly bilingual updates to parents via email.	Principal and parent center coordinator offer bilingual support to parents and students accessing Distance Learning and navigating the Pandemic.	Weekly bilingual meetings and weekly bilingual emails to keep families engaged in Distance Learning and updated on the pandemic and pandemic response.		Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Academic Mentor	\$7,000	Title IV: Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Leadership maintains ELD, newcomer, and Leveled Literacy Intervention (LLI) support.	133-1
Art/PE/ Music supplies	\$5,375	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-2
Books for literacy intervention	\$30,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-3
Books for PD	\$7,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-4
Books, Sora and furniture	\$15,000	Measure G: Library	4317	Library/Other Reference Materials		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers engage students in standards-aligned tasks (e.g., collaborative work, discussion protocols, sharing investigations and solutions) for articulating reasoning in written responses.	133-5
Cantare Music Contract (balance PTA)	\$24,612	LCFF Supplemental	5829	Admission Fees		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers engage students in standards-aligned tasks (e.g., collaborative work, discussion protocols, sharing investigations and solutions) for articulating reasoning in written responses.	133-6
Classified Extra Time	\$4,000	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Teachers provide instruction and support to students in following the Lincoln Way. They invite parents to support the school by practicing similar behaviors at home.	133-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Contract parent ESL classes	\$3,200	Title I: Parent Participation	5825	Consultants	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-8
Contract, EBAYC Recess Coaches	\$25,000	LCFF Supplemental	5825	Consultants	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Teachers use Reading and Math programs to differentiate learning and small group instruction. Teachers participate in training in the use of technology to enhance student learning. Teachers engage students in complex tasks through rigorous, standards-aligned math activities and games, and progress monitor through multiple forms of authentic assessment to determine mastery.	133-9
Contract, Tom Prince Literacy Coach Mustard Seeds	\$35,000	LCFF Supplemental	5825	Consultants	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers provide instruction and support to students in following the Lincoln Way. They invite parents to support the school by practicing similar behaviors at home.	133-10
Copier Maintenance	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Small group pull out for designated ELD	133-11
Field Trips	\$20,000	LCFF Supplemental	5825	Consultants	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Small group pull out for designated ELD	133-12
Hands on learning kits	\$3,000	Measure G: Library	4300	Materials & Supplies	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-13

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Noon Supervisor	\$15,987	One-Time COVID Funding	2905	Other Classified Salaries	9004	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-14
Noon Supervisor	\$15,018	One-Time COVID Funding	2905	Other Classified Salaries	9005	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Leadership maintains ELD, newcomer, and Leveled Literacy Intervention (LLI) support.	133-15
Noon Supervisor	\$15,018	One-Time COVID Funding	2905	Other Classified Salaries	9006	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers implement complex tasks (e.g., high Depth of Knowledge (DOK), language objectives) aligned with CCSS and NGSS (e.g., Math Talks, Number Talks; Science Talks) and progress monitor through multiple forms of authentic assessment to determine mastery. Teachers modify tasks and provide scaffolds to differentiate instruction for ELLs, African American, Hispanic, low income, PEC students, etc.	133-16
Noon Supervisor	\$21,129	LCFF Supplemental	2905	Other Classified Salaries	2596	Noon Supervisor	0.53	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-17
Noon Supervisor	\$20,286	LCFF Supplemental	2905	Other Classified Salaries	2168	Noon Supervisor	0.53	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers implement culturally responsive practices and teach lessons which explicitly teach respect for all cultures and the value of cultural diversity respect for all cultures, implement culturally responsive practices	133-18
Parent education events	\$1,750	Title I: Parent Participation	4312	Parent Engage Refreshments	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	Teachers implement complex tasks (e.g., high Depth of Knowledge (DOK), language objectives) aligned with CCSS and NGSS (e.g., Math Talks, Number Talks; Science Talks) and progress monitor through multiple forms of authentic assessment to determine mastery. Teachers modify tasks and provide scaffolds to differentiate instruction for ELLs, African American, Hispanic, low income, PEC students, etc.	133-19

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Postage	\$1,000	General Purpose Discretionary	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Under the guidance of Tom Prince, Literacy Coach, Teachers will implement all components of Reading and Writing Workshop, including mini lessons, independent reading and writing time, and small group and partner instruction (guided reading and skill-based groups). One cycle of inquiry each year will be dedicated to Reading workshop and Reading intervention and one cycle will be dedicated to writing.	133-20
Prep/Enrichment Teacher	\$74,144	LCFF Supplemental	1105	Certificated Teachers' Salaries	2046	Teacher Education Enhancement	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Leadership coordinates scheduling and sub coverage to support peer observations during the instructional day	133-21
Reading Program- Accelarated Reader	\$14,213	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers implement culturally responsive practices and teach lessons which explicitly teach respect for all cultures and the value of cultural diversity respect for all cultures, implement culturally responsive practices	133-22
Subs for Academic Release	\$9,240	General Purpose Discretionary	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers participate in Professional Development to deepen understanding of the role of culture and language and CRT pedagogy in educating diverse learners (e.g., ELLs, Newcomers, African American, Hispanic, low income, PEC students, etc.	133-23
Subs for Academic Release	\$20,273	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	CAST (Science) at or above Standard	Teachers implement complex tasks (e.g., high Depth of Knowledge (DOK), language objectives) aligned with CCSS and NGSS (e.g., Math Talks, Number Talks; Science Talks) and progress monitor through multiple forms of authentic assessment to determine mastery. Teachers modify tasks and provide scaffolds to differentiate instruction for ELLs, African American, Hispanic, low income, PEC students, etc.	133-24
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,290	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8686	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Leadership maintains ELD, newcomer, and Levelled Literacy Intervention (LLI) support.	133-25

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Substitute Teacher Incentive Plan (STIP) Teacher	\$53,465	LCFF Supplemental	1105	Certificated Teachers' Salaries	6265	STIP Teacher	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will differentiate instruction for students with an emphasis on supporting English Learner students using small group instruction, extended learning opportunities, and culturally responsive teaching practices.	133-26
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,378	LCFF Supplemental	1105	Certificated Teachers' Salaries	6264	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-27
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,378	LCFF Supplemental	1105	Certificated Teachers' Salaries	8358	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Small group pull out for designated ELD	133-28
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	Title I: Basic	1105	Certificated Teachers' Salaries	6263	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader and Evaluator/ Coach with the view to existing focal students for having grown in language fluency and proficiency.	133-29
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,179	Title I: Basic	1105	Certificated Teachers' Salaries	3159	STIP Teacher	0001	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader and Evaluator/ Coach with the view to existing focal students for having grown in language fluency and proficiency.	133-30

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

Substitute Teacher Incentive Plan (STIP) Teacher	\$22,913	Title I: Basic	1105	Certificated Teachers' Salaries	6265	STIP Teacher	0000	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using ELPAC and redesignation data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader and Evaluator/ Coach with the view to existing focal students for having grown in language fluency and proficiency.	133-31
Supplies	\$17,460	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will engage in peer observations and best literacy practices. With the help of our retired teachers, now serving as substitute teachers, teachers will observe and implement best practices to meet the needs of English Language Learners.	133-32
Teacher extended contracts	\$5,000	Title I: Basic	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	LTEL Reclassification	Teachers set short-term and long-term social and emotional learning goals and targets for their students. During unstructured time- recesses, teachers, EBAYC team and Noon Supervisors offer structured play to foster the four C.A.R.E. values of collaboration, acceptance, respect and empathy.	133-33
Technology Licenses	\$17,000	Measure G: Library	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-34
Unallocated	\$1,587	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-35

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number:

133

School:

Lincoln Elementary School

After School Learning Consultants	\$235,052	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers develop affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-36
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Lincoln Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

- Providing translation at meetings and in correspondence.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

- Ensuring that Lincoln Elementary School maintains a school-wide Title I program. All parents are invited to participate in Title I conversations. The forum for this is through SSC meetings and other parent engagement events like student award nights and parent workshops. Throughout the year we will review student data at SSC meetings, reflect on the impact of the Title I funded programs on our school data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2022-2023.

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Lincoln Elementary School on August 30, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Mukta Sambrani
Name of Principal

M.V. Sambrani
Signature of Principal

Date: August 30, 2021

Please attach the School-Parent Compact to this document.



School-Parent Compact

Lincoln Elementary School

2021-22

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 2021-22 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 2021.

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

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

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

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

Examples:

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

Examples:

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

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

This Compact was adopted by the Lincoln Elementary School on August 30, 2021, and will be in effect for the period of one year- Until August 30, 2022.

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, 2021.

M.V.Sambrani

Signature of Principal

Date: August 30, 2021



Strategic Resource Planning (SRP)

LicIn ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Christine Ngonou
Vice Chairperson:	Penpa Negi
Secretary:	Jeanine Tu

roup 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"/>	
Jennifer Le	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Stacy Fat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Joanne Brannigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jeanine Tu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Wei Liu	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Michelle Gong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Katherine (Kasia) Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Christine Ngonou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Penpa Negi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: (Day/Month/Time)	15th of September, 2021 at 5:30 pm
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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.

