

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Lincoln Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Lincoln Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Ivanna Huthman
Date of this revision: 5/11/2016

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

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

Contact: Ivanna Huthman
Address: 225 11th Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3372
ivanna.huthman@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Ivanna Huthman
Date of this revision: 5/11/2016

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Contact: Ivanna Huthman **Position:** Principal
Address: 225 11th Street **Telephone:** 510-874-3372
Oakland, CA 94607 ivanna.huthman@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

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

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

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

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

Date(s) plan was approved: May 10, 2016

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices, Media Announcements, etc.)

Signatures:

Ivanna Huthman
Print name of School Principal

Ivanna Huthman
Signature

05/10/2016
Date

Darrell Drew  05/10/16
 Print name of SSC Chairperson Date
 Sara Stone  5/26/16
 Print name of Network Superintendent Date
 Ruth Alahydoian  5-26-16
 Ruth Alahydoian, Chief Financial Officer Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Lincoln Elementary School

Site Number: 133

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/20/16	SSC	Brainstorm programs & services to include
3/16/16	SSC	Review/Approve Big Rocks 1-3 & design #3 Parent Engagement Component
4/13/16	SSC	Review/Approve SPSA & Review Volunteer Recruitment Plan
5/10/16	SSC	Review/Approve Revised SPSA
1/8/16	ILT	Set PD focus & goals for 2016-2017
12/16/15	Culture/Climate Committee	Set SEL / "Lincoln Way" establishment goals for next year.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$37,203.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$322,341.62	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$173,640.20	TBD
TOTAL:	\$533,184.83	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$145,187.16	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,798.64	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$148,985.80	\$0.00

ABOUT THIS SCHOOL

School Description

Many of our families are from the Oakland Chinatown neighborhood. While a majority are from Cantonese speaking homes, fourteen other home languages are represented with an increasing number of students from around the world. Lincoln Elementary seeks to support the children in families who are starting lives in new places, as well as the children of the English speaking population who attend the school. We strive to provide them the opportunity to succeed academically and to develop as well rounded, caring individuals.

School Mission and Vision

Our mission is to inspire and challenge students to excel academically and socially through our guidance and positive modeling. We will continue to use our bilingual and English immersion programs to provide effective instruction in a nurturing environment where all students receive equal access to a rigorous curriculum.

Our vision, created in partnership with parents and the community, is that Lincoln Elementary will be a model school where students, teachers, staff, parents and community members collaborate to promote student mastery of a challenging curriculum with a focus on Balanced Literacy and Social Emotional Learning.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Standards Driven Planning (Data Driven, Standards aligned, Backwards Mapping with DOK Focus)
Major Improvement Priority #2:	Culturally Relevant Practices
Major Improvement Priority #3:	Student and Family Engagement

**MAJOR IMPROVEMENT PRIORITY #1: Standards Driven Planning
(Data Driven, Standards aligned, Backwards Mapping with DOK Focus)**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SBAC overall proficiency in both ELA and Math	SBAC ELA for EL Students
EL reclassifications	SRI for EL Students
SRI Growth for African American Students	F&P Proficiency for EL Students

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Our data show that student achievement at a high level is a priority and strength at Lincoln Elementary. It shows that we are successfully working at intentionally closing the racial achievement gap.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Our data also shows that we can focus more energy on intentionally closing the gap for our English Learners in ELA as seen across multiple measures.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100% of students will receive data driven, standards aligned, collaboratively planned, instruction at each grade level on a daily basis in all content areas.	SBAC ELA	English Learners	9.8%	12.8%	14.8%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	95% of Kindergarten students will read at instructional level D as measured by F&P reading record.	F&P	All Students	n/a	81%	95%	3: Students are reading at or above grade level.
Academic	90% of 1st grade students will read at instructional level J as measured by F&P reading record.	F&P	All Students	n/a	75%	90%	3: Students are reading at or above grade level.
Academic	90% of 2nd & 3rd grade students who are below grade level will increase 3 or more levels or be at grade level as measured by F&P reading record.	F&P	All Students	n/a	80%	90%	3: Students are reading at or above grade level.
Academic	90% of 4th & 5th grade students who are not proficient will increase at least 2 levels as measured by F&P reading record.	F&P	All Students	n/a	n=74	90%*74=67	3: Students are reading at or above grade level.

Academic	All students below grade level close their gap by at least one year as measured by F&P	F&P	All Students	n/a	n=171	100%	3: Students are reading at or above grade level.
Academic	At least 5% of the English Learners who are below proficient will increase to proficient as measured by F&P	F&P	English Learners	n/a	46.6%	41.6%	4: English learners are reaching English fluency.
Academic	100% of students will receive high quality writing instruction in the 3 text types (Narrative, Expository, and Argumentation) using the Lucy Calkins curriculum. Progress will be measured using the On-Demand Writing imbedded within the curriculum		All Students	n/a	n/a	100%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Through data driven, standards aligned, collaboratively planned lessons which focus on increasing depth of knowledge, students will increase reading competencies.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	Lead Teachers, TSA, District Coach, and Principal provide differentiated and scaffolded and differentiated PD on a weekly basis as well as coaching in order to guide teachers in developing data driven, standards aligned, lessons with the end in mind.	Two STIP subs and an academic mentor will be hired in order to provide grade levels with 1 hour of common planning time each week in addition to the PLC/PD collaboration time on early release Wednesdays.
In 95% of classroom observations there will be evidence of higher order/deeper questioning to prompt deeper student thinking.	The Principal, Assistant Principal, and TSA will provide weekly observation and feedback to teachers concentrated around depth of knowledge, data driven planning, and implementation of integrated ELD using a student-focused observation protocol to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes..	In collaboration with ILT, a professional learning calendar will be created to provide structures for analyzing data, planning based on results, and planning based on new learnings from PL in a cycle of PL/Plan--Make/take--Data/plan.

<p>in 95% of classroom observations there will be evidence of integrated ELD practices such as, but not limited to: clear articulation, instruction, and assessment of content-language objectives; appropriate levels of language-focused scaffolds in content area instruction; intentionally develops students' academic language and literacies specific to that discipline- Academic Language Expansion; intentionally incorporating the Three High-Impact Language Practices (fortify complex output, academic discussion, use complex text) into content area instruction and Reader's and Writer's workshop.</p>	<p>ILT will lead PLC meetings and weekly grade level collaboration meetings with a focus on samples of student work and calibration of practices.</p>	<p>Academic Mentors and Instructional Support Specialists will push into each classroom based on a rotating schedule so that teachers are able to plan for differentiation with small group and 1:1 supports based on student data and needs identified by said data.</p>
<p>100% of GATE students will be provided with differentiated learning opportunities.</p>	<p>The Principal, Assistant Principal, and TSA will meet 1:1 with each teacher following each assessment cycle to identify students who are performing below grade level, define Tier 1 supports and instructional strategies to implement for each individual student and define any Tier 2 supports necessary to accelerate achievement.</p>	<p>Academic Mentors and Instructional Support Specialists will provide intensive English Language Development acceleration within the classroom specifically targeting 4th and 5th grade New Comers.</p>
<p>In 95% of classroom observations, there will be evidence of writing instruction, including mini lessons and writing workshop, in the 3 text types (narrative, expository, and argumentation).</p>	<p>TSA will provide Tier 2 reading acceleration instruction to small groups of students as identified by student achievement data including English Learners.</p>	<p>Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.</p>
<p>In 100% of classrooms teachers will use Lucy Calkins On Demand Writing to inform instruction.</p>	<p>Student On Demand Writing will be reviewed, discussed, and scored during PLCs. Teachers will plan writing instruction during PLCs based on student data.</p>	<p>Two STIP subs and an academic mentor will be hired in order to provide grade levels with 1 hour of common planning time each week in addition to the PLC/PD collaboration time on early release Wednesdays.</p>
<p>In 95% of classroom observations, there will be evidence of students working in small groups engaged in academic discussion, peer collaboration, and peer:peer feedback.</p>	<p>ILT, Culture Climate Committee, Administration, TSA, and district SEL Coach will provide professional development regarding the instruction of SEL skills so students are able to work in small groups, collaborate with peers, and provide peer:peer feedback in a productive manner.</p>	<p>ILT, Culture Climate Committee, and Administration will construct a professional development/PLC plan for the school year to support instructional work.</p>

MAJOR IMPROVEMENT PRIORITY #2:

Culturally Relevant Practices

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Culture Climate Student Indicators	Social Emotional Learning Indicators
Culture Climate Parent Indicators	We have only implemented Caring School Communities for 1 year
Culture Climate Staff Indicators	Integrating SEL/21st Century Skills within our content area lessons for more authenticity

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
Our data show that most of our students, when coached, are able to resolve interpersonal conflicts with words and conflict resolution skills.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Our data also indicates that there is still refinement to be done around our core values and integration of social emotional learning within our content area lessons.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	65% of students who take CHKS will demonstrate competence in the use of SEL/21st Century Skills to promote a safe and supportive school and learning environment in which diversity is valued and respected so that all students feel connected to and engaged in learning.	SEL	All Students	58.4%	63.4%	68.4%	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	95% of the time all students will engage in conflict resolution conversations such, as "I"- messages, as a means of resolving disagreements.	SEL	All Students	58.4%	63.4%	68.4%	1: Graduates are college and career ready.

Climate & Culture	20 self-selected students in grades 3-5 will be trained as conflict managers and will be able to assist with peer mediation when "I" messages are either not used or not successful.	SEL	All Students	58.4%	63.4%	68.4%	1: Graduates are college and career ready.
Climate & Culture	When observed on the playground, 9 out of 10 times, students will be playing in cross-cultural groups in a collaborative and positive way.	Culture/ Climate: Student	All Students	73.4%	75%	78.4%	1: Graduates are college and career ready.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Continue development of SEL through Caring Schools Community Curriculum in every classroom; full implementation of RJ practices; and codification of "The Lincoln Way" in all areas.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
In 90% of classroom observations during community circle, students will be engaged in community-building, restorative justice, and problem solving conversations.	Our Caring Community Schools coach, District SEL coach, Lead SEL Teacher, TSA, Principal, and Assistant Principal will provide differentiated and scaffolded PD, including modeling of lessons, on a monthly basis as well as coaching in order to guide teachers and OASES staff in implementing SEL practices.	Continue as a Caring School Community hub school. Continue to receive support from Caring School Community Coach and district SEL Coach.
In 100% of classrooms, teachers will imbed SEL/21st century skills development within content area lessons.	The principal, assistant principal, TSA, Lead SEL Teacher, Caring School Community coach, and district SEL coach will provide bi-weekly observation and feedback to teachers concentrated around implementation of SEL practices.	Wall to wall implementation of our agreed upon core values and "The Lincoln Way."
In 100% of classrooms, teachers will invest time in the first 4-6 weeks of school to establish routines, teach the Lincoln Core Values, and teach the necessary SEL/21st century skills around community building.	Start a Conflict Resolution program to be used on the yard and in the classrooms, which will involve training of the Conflict Managers, assemblies of students, and teacher training.	Create space within the professional development calendar to provide structures for analyzing DESSA data and planning based upon results.

	Clearly communicate student behavioral expectations within classrooms and in common areas, and create and continue to support positive behavior interventions and support structures.	Continue to offer the OASES afterschool program to Lincoln students to support continued development of SEL skills, in addition to providing focused instruction in College, Career, & Workforce skills development; student leadership opportunities; and academic assistance for students who attend.
		Increase SEL competencies through counseling and conflict resolution especially for foster youth and homeless youth.
		Continue to work with Playworks to promote positive playground interactions among students and to implement Jr. Coaches as a student leadership opportunity.
		Hire noon supervisors to support positive playground interactions.
		Engage the Events Committee to promote more cultural awareness through school assemblies and events.
		PLCs will devise plans for intensive SEL instruction and provision of instruction around "The Lincoln Way" within the first 6 weeks of school. ILT and Culture/Climate Committee will compile the PLC plans into a school-wide culture plan

MAJOR IMPROVEMENT PRIORITY #3: Student and Family Engagement

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Attendace overall	CHKS Parents of Multiple Ethnicities
CHKS overall	
CHKS Parent Overall	

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Our data indicate that the majority of families have a positive experience within the Lincoln Community. It also indicates that the majority of students are in attendance at school on a regular basis.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Our data indicate that parents of multiple ethnicities do not experience Lincoln in a positive way to the same extent of our families overall do.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	85% of parents who complete the CHKS will indicate that there is parent engagement around community-building and creating a unified voice for families.	Culture/ Climate: Parent	All Students	78.6%	80%	83.6%	6: Parents and families are engaged in school activities.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	A volunteer recruitment plan will be devised by September 2016.	Culture/ Climate: Parent	All Students	78.6%	80%	83.6%	6: Parents and families are engaged in school activities.
Climate & Culture	Parents will be recruited to coordinate family engagement and social events by the end of August 2016.	Culture/ Climate: Parent	All Students	78.6%	80%	83.6%	6: Parents and families are engaged in school activities.
Climate & Culture	Parent education workshops around topics identified in a site-based survey will be conducted for all interested families on at least a monthly basis throughout the school year.	Culture/ Climate: Parent	All Students	78.6%	80%	83.6%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *We will build a school community in which families of all cultural backgrounds feel valued, welcomed, and partnered with in the education of their children. We will continue development of parent engagement around community building and creating a unified voice for families.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
<p>100% of teachers will identify a parent volunteer within the first month of school to be the room parent who will increase the frequency of communication to families; create a coordinated email/phone tree for parents in case of emergency; and coordinate additional parent volunteers to help with such tasks as field trip coordination, scholastic book orders, class activities, classroom volunteers for specific subjects and/or to help with filing, copying, posting bulletin boards, etc.</p>	<p>Community Relations Assistant, Bilingual Clerk, Administration, and SSC will identify both internal (extra time or stipend for OUSD employees) and community resources (contracts with vendors) to provide family workshops around topics such as, but not limited to: SEL in the home; ELD for Parents; Tech savvy kids and how to monitor cyber safety at home; how to help with homework; how to understand the report cards; how to understand common core curriculum; How to support and develop 21st century skills in the home. Funds can be transferred between extra time, stipend, and contracts throughout the year as needed.</p>	<p>Hold TK/Kindergarten Orientation</p>
	<p>Community Relations Assistant, and OASES Program Director will collaborate to plan and execute family learning/engagement night activities once per month.</p>	<p>Hold parent:teacher:student conferences in October around goal-setting and partnering for increased student achievement</p>
		<p>Hold Back-to-School Nights; Title I Meeting; Open House; Art Fair; Family Science/Math night; Lunar New Year Celebration;</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$173,640.20	After School Education & Safety (ASES)	Contract with OASES, a project of EBAYC, to provide an afterschool program that will offer support with continued development of SEL skills, in addition to providing focused instruction in College, Career, & Workforce skills development; student leadership opportunities; and academic assistance for students who attend..	Continue to offer the OASES afterschool program to Lincoln students to support continued development of SEL skills, in addition to providing focused instruction in College, Career, & Workforce skills development; student leadership opportunities; and academic assistance for students who attend.	A1.6: After School Programs	5825	n/a	n/a	n/a	133-1	133
\$1,000.00	General Purpose Discretionary	This too is part of our infrastructure. When we need to order district forms from printing, we must pay for them. This is also used to pay for report card envelopes for communication with parents.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.8: Data & Assessment	5716	n/a	n/a	n/a	133-2	133
\$12,000.00	General Purpose Discretionary	This is part of the infrastructure of a school. We have three copy machines and typically spend approximately 12K on copy contracts.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	133-3	133
\$400.00	General Purpose Discretionary	We reserve a minimal amount for postage so that we can mail CUM records and attendance letters as needed.	Community Relations Assistant, and OASES Program Director will collaborate to plan and execute family learning/engagement night activities once per month.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5910	n/a	n/a	n/a	133-4	133
\$900.00	General Purpose Discretionary	ExtraComp for clerical staff is reserved so that we have enough translators for Back to School Night and Parent:Teacher conferences so that we continue to engage our community and build in support for families to feel connected and valued members of the school community	Hold parent:teacher:student conferences in October around goal-setting and partnering for increased student achievement	A6.5: Academic Parent-Teacher Communication & Workshops	2922	n/a	n/a	n/a	133-5	133
\$22,903.01	General Purpose Discretionary	Supplies are part of the infrastructure of a school. This is the first place that we cut back when needed. As you can see, we severely cut back from the usual \$20k that we spend so that we can preserve our valuable instructional programs. To mitigate this, we will ask our parent organization, Golden Dragon Project, to donate fundraising proceeds so that we can purchase necessary supplies. We are also being extremely frugal this year to preserve as much as we can for next year.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	133-6	133
\$82,770.50	LCFF Supplemental	Provide support to faculty as they learn and apply the concepts of data driven, standards aligned, backwards mapping through coaching and supporting weekly collaborative planning release time. Also provide tier 2 ELA acceleration to students.	TSA will provide Tier 2 reading acceleration instruction to small groups of students as identified by student achievement data including English Learners.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0150	1	133-7	133
\$35,791.23	LCFF Supplemental	Our Library is an integral part of helping our students become life-long readers and learners.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.1: Implementation of CCSS & NGSS	n/a	LIBRARY CLERK SR	LBCLKS0027	1	133-8	133
\$15,713.15	LCFF Supplemental	Part of creating a Caring School Community is to create a safe and secure campus. We hire two additional noon supervisors so that there is ample adult supervision on all yards. Due to the configuration of the Lincoln campus and the fact that we have to use a public park for all recesses, we MUST have additional supervision.	Wall to wall implementation of our agreed upon core values and "The Lincoln Way."	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0031	0.533	133-9	133
\$15,663.03	LCFF Supplemental	Part of creating a Caring School Community is to create a safe and secure campus. We hire two additional noon supervisors so that there is ample adult supervision on all yards. Due to the configuration of the Lincoln campus and the fact that we have to use a public park for all recesses, we MUST have additional supervision.	Wall to wall implementation of our agreed upon core values and "The Lincoln Way."	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0078	0.533	133-10	133

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$48,520.00	LCFF Supplemental	Provide students with mental health support through direct services	Increase SEL competencies through counseling and conflict resolution.	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	133-11	133
\$81,000.00	LCFF Supplemental	It is important for students to be exposed to the arts from varying cultures. We contract with Purple Silk to provide traditional Chinese music (choral and instrumental) to grades 3-5; Cantare Convivo to provide vocal music instruction to TK-5. Part of establishing a safe and healthy campus is also to have structured recesses and class game time for team building. We contract with Playworks to achieve that. Finally, we partner with TechBridge to provide a STEM after school program for our 5th grade girls in order to increase female participation in STEM.	Continue to work with Playworks to promote positive playground interactions among students and to implement Jr. Coaches as a student leadership opportunity.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	133-12	133
\$42,850.00	LCFF Supplemental	Instructional Support Specialists and Academic Mentors push into classrooms at each grade level on a daily basis to assist with small groups during BAL or to support students 1:1 as directed by the classroom teacher	Academic Mentors and Instructional Support Specialists will push into each classroom based on a rotating schedule so that teachers are able to plan for differentiation with small group and 1:1 supports based on student data and needs identified by said data.	A3.2: Reading Intervention	2928	n/a	n/a	n/a	133-13	133
\$33.71	LCFF Supplemental	Supplies are part of the infrastructure of a school. This is the first place that we cut back when needed. As you can see, we severely cut back from the usual \$20k that we spend so that we can preserve our valuable instructional programs. To mitigate this, we will ask our parent organization, Golden Dragon Project, to donate fundraising proceeds so that we can purchase necessary supplies. We are also being extremely frugal this year to preserve as much as we can for next year.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	133-14	133
\$28,820.50	Measure G (TGDS)	We will have two STIP subs so that we can support regular weekly grade level teacher collaboration in order to achieve our goals with standards driven planning. The STIP subs are also a key part of creating a safe campus and increasing our programs around student voice (conflict management/peer mediation and student council). Finally, they are partially paid out of TGDS funds so they can support the process by releasing teachers and alternate observers for peer observations and post-conferences, as well as releasing teachers for meetings with administration	Two STIP subs and an academic mentor will be hired in order to provide grade levels with 1 hour of common planning time each week in addition to the PLC/PD collaboration time on early release Wednesdays.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.59	133-15	133
\$299.50	Measure G (TGDS)	Supplies are part of the infrastructure of a school. This is the first place that we cut back when needed. As you can see, we severely cut back from the usual \$20k that we spend so that we can preserve our valuable instructional programs. To mitigate this, we will ask our parent organization, Golden Dragon Project, to donate fundraising proceeds so that we can purchase necessary supplies. We are also being extremely frugal this year to preserve as much as we can for next year.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	133-16	133
\$33,680.00	Program Investment	Part of providing students with real-world, relevant, standards aligned instruction is to provide them with field trip opportunities.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	133-17	133

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$10,000.00	Program Investment	In order for teachers to plan rich and appropriate BAL lessons that are data driven, standards aligned, and support moving each student from their starting point, we must have enough books at various reading levels and genres in every classroom.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	133-18	133
\$54,193.67	Title I Basic	Instructional Support Specialists and Academic Mentors push into classrooms at each grade level on a daily basis to assist with small groups during BAL or to support students 1:1 as directed by the classroom teacher. Targeted instructional groups include newcomers and other English Language Learners, as well as students performing below grade level.	Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.	A4.1: English Learner Reclassification	n/a	INSTRUCTIONAL SUPP SPECIALIST	INSSSE9999	0.8	133-19	133
\$20,027.80	Title I Basic	We will have two STIP subs so that we can support regular weekly grade level teacher collaboration in order to achieve our goals with standards driven planning. The STIP subs are also a key part of creating a safe campus and increasing our programs around student voice (conflict management/peer mediation and student council). Finally, they are partially paid out of TGDS funds so they can support the process by releasing teachers and alternate observers for peer observations and post-conferences, as well as releasing teachers for meetings with administration	Two STIP subs and an academic mentor will be hired in order to provide grade levels with 1 hour of common planning time each week in addition to the PLC/PD collaboration time on early release Wednesdays.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.41	133-20	133
\$48,848.30	Title I Basic	We will have two STIP subs so that we can support regular weekly grade level teacher collaboration in order to achieve our goals with standards driven planning. The STIP subs are also a key part of creating a safe campus and increasing our programs around student voice (conflict management/peer mediation and student council). Finally, they are partially paid out of TGDS funds so they can support the process by releasing teachers and alternate observers for peer observations and post-conferences, as well as releasing teachers for meetings with administration	Two STIP subs and an academic mentor will be hired in order to provide grade levels with 1 hour of common planning time each week in addition to the PLC/PD collaboration time on early release Wednesdays.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	1	133-21	133
\$117.38	Title I Basic	Supplies are part of the infrastructure of a school. This is the first place that we cut back when needed. As you can see, we severely cut back from the usual \$20k that we spend so that we can preserve our valuable instructional programs. To mitigate this, we will ask our parent organization, Golden Dragon Project, to donate fundraising proceeds so that we can purchase necessary supplies. We are also being extremely frugal this year to preserve as much as we can for next year.	In 95% of classroom observations there will be evidence of standards aligned instruction based on student data	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	133-22	133
\$5,000.00	Title I Basic	This is reserved as buffer because we anticipate the ISS who is paid out of Title I funds to move up a step next year.	Instructional Support Specialists will provide targeted acceleration to students in K/1 who are reading below grade level; new comers in 2nd/3rd grades; and new comers in 4th/5th grades after school on early release Wednesdays.	A4.1: English Learner Reclassification	4399	n/a	n/a	n/a	133-23	133
\$17,000.00	Title I Basic	Instructional Support Specialists and Academic Mentors push into classrooms at each grade level on a daily basis to assist with small groups during BAL or to support students 1:1 as directed by the classroom teacher	Academic Mentors and Instructional Support Specialists will push into each classroom based on a rotating schedule so that teachers are able to plan for differentiation with small group and 1:1 supports based on student data and needs identified by said data.	A3.2: Reading Intervention	2928	n/a	n/a	n/a	133-24	133

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,798.64	Title I Parent Participation	The entirety of our parent participation allocation will be spent interchangeably between extra time for employees, stipends for employees, and outside contractors/vendors to provide parents with workshops around topics identified by SSC and wider parent input.	Community Relations Assistant, Bilingual Clerk, Administration, and SSC will identify both internal (extra time or stipend for OUSD employees) and community resources (contracts with vendors) to provide family workshops around topics such as, but not limited to: SEL in the home; ELD for Parents; Tech savvy kids and how to monitor cyber safety at home; how to help with homework; how to understand the report cards; how to understand common core curriculum; How to support and develop 21st century skills in the home. Funds can be transferred between extra time, stipend, and contracts throughout the year as needed.	A6.5: Academic Parent-Teacher Communication & Workshops	5825	n/a	n/a	n/a	133-25	133

Title I Annual Meeting Agenda

School Name: Lincoln School

Date: November 12, 2015

Time: 8:30 a.m.

Location: Multi-Purpose Room

1. The Title 1 Program at: Lincoln
 - a. Intent of the Title I program
 - b. Description of Program (expenditures, services)

2. Parent Involvement and the Community School Strategic Site Plan (CSSSP) at: Lincoln
 - a. Presentation of Parent Involvement and CSSSP
 - b. Discussion of these programs

3. Parent Education at: Lincoln
 - a. Information about Parent Education
 - b. Input/suggestions

4. Other information for Parents: Lincoln

5. Parent Involvement Policy: Lincoln
 - a. Presentation
 - b. Discussion

6. Parent Involvement Policy:
 - a. Presentation
 - b. Discussion

7. Questions:

School-Parent Compact

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

This School-Parent Compact is in effect during the 2015-2016 school year.

School Responsibilities-Lincoln Elementary School will:

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

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

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

October

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

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

4) Provide parents reasonable access to staff.

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

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

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

Parent Responsibilities-

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

Students Responsibilities-

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

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



Signature

11/12/15

Date

學校與家長契約

林肯小學和學生的家長同意本契約所列舉的事項，即家長，全校教職員和學生如何分擔責任去改善學生的學術成績。意思是學校和家長將會建立夥伴關係以幫助學生達到加州政府訂立的學術標準。

這份學校與家長契約將於2015-2016學年生效。

學校的責任 - 林肯小學將會：

1.) 在具支持性及有效的學習環境下提供高質素的教學大綱及教學，使學生能夠符合加州政府為學生訂立的學術標準，如下：

林肯小學在支持性及有效的學習環境下提供高質素的教學大綱及教學，使學生能夠達到標準。

2.) 舉行家長與教師會議(小學每年最少舉行一次)，會議期間討論這份契約及與個別學生學術有關的其他事項。

10月份

3.) 經常為家長提供學生的進度報告。

我們為家長提供一年三次的成績表，亦於每季度通知家長有關學生的基準考試成績。

4.) 合理地為家長提供機會去聯絡職員。

我們職員可以在課前和課後與家長會面。

5.) 為家長提供機會在其子女的課室擔任義工及參與，和觀察課室活動。

我們邀請家長擔任義工和參與課室活動，亦邀請家長參與學校不同活動，例如書展和藝術展。

家長的責任 -

我們，作為家長，將會以下列方法支持子女的學習：

家長支持子女的學習，例如：監察考勤，確定完成家課，限制收看電視的時間，善用課餘時間。

學生的責任 -

我們，作為學生，將會分擔責任去改善學術和達到加州政府訂立的學術標準。我們將會：

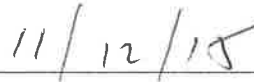
-每天都自行做家課

-當需要時，會尋求幫助

-每天課後閱讀最少三十分鐘



家長簽名



日期

Title I Meeting (11/12/2015)

Feedbacks/Ideas from Parents

Student Name	Feedbacks/Ideas
Esui Boldbaatar (K)	- more homework would be helpful to achieve more
Bai Tao Li	- my son is a newcomer. English is not on level. I would like to have some tutoring classes for English and Mathematics.
Chris Chau (4 th Grade)	- I need you help Chris for his homework.
Jing Ying Liao (K)	- I would like teacher help my Jing Ying Liao (Room 106) that more reading in English because my English pronunciation is bad.
Cassidy Galang (K)	-I think a class on how to help my daughter be motivated to complete all homework quickly would be helpful. - A Class on educating parents on common core.
Natalie Liu (K)	- My daughter needs more help with Reading, Comprehension and Spelling.
Serena Cai (2 nd Grade)	- My daughter needs to improve her writing and Math.
Desmond Mai (5 th Grade)	- My son needs more help on writing.
Nui Chan Lu	- Hope teacher spend more time to the newcomer for their English and homework.
William Lee (3 rd Grade)	- needs help for Math word problems and writing.



Title I School Parental Involvement Policy 2015-16

(Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

Lincoln Elementary _____ agrees to implement the following statutory requirements:

(Name of school)

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

The Title I meeting will be held on November 12, 2015. Meetings are announced in the monthly newsletter, the Dragon Chronicles. At each of the three Back to School Night events, the principal explains the connection between Title I and serving on School Site Council (SSC). Parents are invited to attend SSC meetings even if not an elected member. Agendas for SSC meetings are translated and posted so parents can be informed of the topics of each meeting.

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

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

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

Lincoln School is a school-wide Title I program, so all parents are invited to participate. The forum for this is through SSC and attending such meetings. Throughout the year at SSC meetings, we will review student data, reflect on the effect of the Title I funded programs on that data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2016-17 school year.



OFFICE OF ACCOUNTABILITY PARTNERS

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

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

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

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

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

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

School-Parent Compact

(Name of school) Lincoln Elementary :

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



Building Parent Capacity for Involvement

(Name of school) Lincoln Elementary :

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

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

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

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

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

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

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



OFFICE OF ACCOUNTABILITY PARTNERS

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

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

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

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

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

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

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

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

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

Accessibility

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

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

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



OFFICE OF ACCOUNTABILITY PARTNERS

Adoption

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

This policy was adopted by the (Name of School) Lincoln Elementary School Site Council on (Date) November 12, 2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Lincoln Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

Nov. 12, 2015
(Date)



School Site Council Membership Roster - Elementary

School Name: Lincoln Elem.

School Year: 2015-2016

Chairperson: <u>Wendell Chin</u>	Vice Chairperson: <u>Jane Hughes</u>
Secretary: <u>Lerek MacLeod</u>	*LCAP Parent Advisory Nominee: <u>Wendell Chin</u>
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Wendall Chin				parent
Gisele Ngo Koga				✓
Zhong Wang				✓
Kathleen Maloney	✓			
Inger Li				parent
DARRELL DREW				parent
Belinda Fong		✓		
Martha Solidan			✓	
Lerek MacLeod		✓		
Catherine Mahone	<u>acting</u>			
Stella Kwong		✓		

Meeting Schedule (day/month/time)	<u>Oct. 27, 2015</u>	<u>6:15 - 7:45</u>
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SSC Legal Requirements: (Ed. Code 52852)

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

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15