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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Lincoln Elementary School  
**CDS Code:** 1612596002018  
**Principal:** Mukta Sambrani  
**Date of this revision:** 5/5/2020

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  
**Address:** 225 11th Street  
Oakland, CA 94607

**Position:** Principal  
**Telephone:** 510-874-3372  
**Email:** mukta.sambrani@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/5/20*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES)	<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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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 5, 2020

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, media announcements, etc.)
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### Signatures:

Mukta Sambrani	<i>M.V. Sambrani</i>	5/8/2020
Principal	Signature	Date
Irene Hughes	<i>Irene M. Hughes</i>	5/8/2020
SSC Chairperson	Signature	Date
LaResha Martin	<i>LaResha Martin</i>	5/14/2020
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/22/2020
Director, Strategic Resource Planning	Signature	Date

*Jody London*

*Kyla Johnson Trammell*

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1.13.2020	Faculty (All teachers and stips)	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review and SSC.
1.16.2020	ILT	Conducted ILT work session to review faculty recommendations for 2020- 2021 budget and flesh out teacher, leadership, and organization practices aligned to school goals.
1.22.2020	SSC & SELLS	Shared faculty recommendations for 2020- 2021 budget, reviewed priorities for budget planning and rationale and overview of site plan.
1.27.2020	Faculty Council	Shared faculty recommendations for 2020- 2021 budget and reviewed SSC and ILT recommendations, priorities for budget planning and rationale and overview of site plan.
2.13.20	ILT	Discussion and feedback on 2020-21 Annual Review and Needs Assessment
2.13.20	SSC & SELLS	Discussion and feedback on 2020-21 Annual Review and Needs Assessment
2.27.20	ILT	Reviewed edits to Annual Review and Needs Assessment and work on Strategies and Practices together
3.12.30	ILT	Worked on Strategies and Practices together
3.25.20	ILT	Worked on Strategies and Practices together
4.8.20	SSC & SELLS	Reviewed Strategies and Practices together
4.30.20	ILT	Worked on Strategies and Practices together
5.5.20	SSC & SELLS	Final review and approval

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$194,940.00
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	

### 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)	\$190,836.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$43,641.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,104.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$522,750.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$205,131.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$194,940.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$771,522.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$966,462.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES****Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>Based on SBAC data analysis, Lincoln Elementary produced strong academic outcomes for all students. 31.4% students exceeded standard in the SBAC ELA in 2018-19, 28% met standard, 20.7% nearly met standard and 10% students were unable to meet standard. In SBAC Math, 37.1% exceeded standard, 32.9% met, 21.0% approached standard 9.1% were unable to meet standard. In the ELA IAB in 3rd grade 11.6% students were above standard, 47.3% were near standard and 35.7% students were below standard. Lincoln's IAB data is consistent with the strong SBAC data. In the ELA IAB in 4th grade 24.6% students were above standard, 40.4% students were near standard and 7.9% students were below standard. In the ELA IAB for 5th grade, 27.5% students were above standard, 18.3% were near standard and 1.8% students were below standard. In the Math IAB in 3rd grade, 37.7% students were above standard, 40.8% students were near standard and 18.5% students were below standard. In 4th grade Math IAB, 27.1% students were above standard, 36.4% students were near standard and 10.2% students were below standard. In 5th grade Math IAB, 49.1% students were above standard, 37.5% students were near standard and 9.8% students were below standard. Similarly, Fall F&amp;P data for 1st grade shows 45.6% students above benchmark, 24.8% students at benchmark, 10.9% students approaching benchmark and 17.8% students below benchmark.</p>	<p>Through teacher collaboration in PD/ PLC Lincoln teachers consistently push rigorous instruction with high DOK. Coaching from Tom Prince, literacy consultant and ongoing teacher collaborative practice is focused on implementation strong readers and writers workshop, alignment on SEL practices and commitment to high standards. High expectations from Lincoln staff produce consistently strong academic results at Lincoln Elementary. Focus on professional development, an excellence- driven staff culture, professional regard and respect between administration and staff and strong collaboration between school and home contribute to Lincoln's outstanding academic outcomes. English language Learner support is provided through small group intervention by Lincoln's academic mentor and part time designated ELD teacher. Lincoln teachers use programs like Raz Kids and Newsela to support differentiated instruction through intentional grouping in integrated ELD instruction provided by all teachers. Access to Razkids and Newsela also provide students opportunities to practice literacy skills at home. Lincoln teachers are supported in small group instruction and informal assessment and running records by a team of dedicated stip subs who rotate through grade levels supporting instruction, intervention and informal assessment.</p>
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<i>Focal Student Supports</i>	Lincoln Elementary redesignated 186 students or 25.4% students in the 2019-20 school year through integrated ELD and data collaboration in PD/ PLC to support focal English Language Learners. Lincoln's English Learner Performance Index (ELPI from California Dashboard) is 67.1% compared to the state average of 48.3%.	In the 2019-20 school year, each teacher took on 3 focal English Language Learners as focal students in August 2019 and through the cycle plan, assessed focal student performance through formative assessments- F&P and on demand writing prompts, words their way/ other word study programs to design instruction tailored to the needs of focal ELLs. Teachers worked with stip subs to create groupings and small group push in and pull out intervention to meet the needs of their focal students. In addition to stip support, our ELLs are supported by a part time Reading Interventionist our newcomers supported by a part time newcomer teacher and a part time new comer academic mentor. In 2020-21 due to lowered projected new comer population, this position is no longer funded at Lincoln Elementary by the ELLMA office. As a result, supplemental funding will be used to fund a part time designated ELD and newcomer support teacher.
<i>Student/Family Supports</i>	Lincoln Elementary has a strong bilingual Community Relations Associate running the Lincoln parent center. The Administrative Assistant and Attendance Specialist at Lincoln Elementary are bilingual. Additionally, 25% of Lincoln staff are bilingual or multilingual and able to support translation needs of Lincoln's diverse parent body without having to depend upon translation services.	The Lincoln parent center offers parents access to a food bank, ESL classes, translation services, monthly coffee talks and a monthly parent newsletter. Parents and guardians frequently participate in School Site Council and Parent Teacher Organization events. Other parent engagement events include a meeting about student behaviors and management and interventions, a literacy night and science night. Lincoln community also celebrates culture through a lunar new year event and an annual carnival. We need to make sure our celebrations include diverse cultures through multilingual and multi- cultural offerings.



<i>Staff Supports</i>	Lincoln has several veteran teachers and several highly experienced and highly respected educators. A culture of professional regard and respect between admin and staff results in stronger admin/staff trust and has a positive impact on school culture. The 2 administrators, 2 part time coaching consultants and 2 BTSA coaches support our staff of 37 (31 teachers, 6 stip subs). Between 2018-19 and 2019-20 school years, 5 of 37 teachers turned over and the school retained 32 teachers in their positions. Between the 2018-19 and 2019-20 school years, Lincoln Elementary increased the number of stop subs from 4 to 6, ensuring a dedicated stip sub for each grade level.	Literacy Coaching and teacher coaching for Social Emotional Learning competencies have been a priority area for teacher coaching and support for 4 years. Coaching, opportunities for observation and feedback in the priority areas of literacy and SEL is made possible with stip sub coverage and through professional development supported by the Mills Teacher Scholars program. Additionally integrated ELD and GLAD strategies have been prioritized by Lincoln teachers consistently to support Lincoln's English Language Learners. Strong Readers and Writers workshops, consistent use of on demand formative assessments to refine instructional focus, consistent use of Caring School Communities curriculum and Inner Explorer and commitment to morning and afternoon circles in all classrooms are practices that have contributed to a strong Literacy and Social Emotional Learning focus at Lincoln Elementary.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Focal student work currently does not focus on error analysis or systematic data analysis through data conferences to examine patterns or trends in errors for the 20.7% students who nearly met standard and the 10% students who were unable to meet standards in SBAC ELA. Similarly, there is no systematic error analysis process to examine data for the 21.0% students who approached standard and the 9.1% who were unable to meet standard in SBAC Math.	Focal student work tied to error analysis, absence of data conferences in the first half of the year and insufficient PLC time (30 minutes per week) make it hard to expand focal student work past the level of instructional supports to engage the focal 3 to deeper understanding of student errors and misconceptions and their implications for teaching and re-teaching standards students most struggle with.

<p><i>Focal Student Supports</i></p>	<p>Lincoln's success with targeted intervention through focal student work is not currently monitored through analysis of RFEP student performance or LTEL student performance year to year. Lincoln's instructional focus does not explicitly target ongoing growth for RFEPs as Academic Language Learners or target our 7 LTELs toward redesignation.</p>	<p>While targeted support through focal student work has made it possible for 25.4% or 186 students to be resigned in the 2019-20 school year, Lincoln's ILT, Literacy team and coaching team have not developed a plan for continued growth- 1 to 1.5 levels on SRI for Reclassified Fluent English Proficient students. Similarly, ILT, Literacy team and coaching team have not created a targeted intervention for the 7 LTELs at Lincoln yet. Moving forward, we need to work with our stip subs to create release time for teachers to plan designated ELD support. We also need to create a system for accountability which progress monitors the effectiveness of stip support through strides made by students on their case load.</p>
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<p><i>Student/Family Supports</i></p>	<p>Analysis of Suspension and URF data reveals disproportionate discipline toward Af Am students and students with IEPs. In the 2017-18 school year students suspended for violence were Af Am. In the 2018-19 school year, students suspended for violence had an IEP for Autism. In the 2017-18 school year 13 of 17 office referrals for discipline were written for a total of 4 Af Am students, each student earning more than 2 referrals each. In the 2018-19 school year 8 of 20 office referrals for student discipline were written for Af Am students. Af Am students represent under 10% of Lincoln's total population. On the 2018-19 CHKS survey, 1.38% parents stated that their child is not comfortable asking for help, 2.98% parents stated that their child's cultural background was slightly valued or respected, 0.92% parents stated that their child's cultural background was not valued or respected at all, 2.06% parents strongly disagreed that the school's discipline policy was fair and 3.44% parents stated that the school's overall approach to discipline does not work for their child at all.</p>	<p>While the majority Asian American population feels strongly supported socially and academically, Af Am parents have expressed the school's inability to positively engage them and their children successfully. Until the 2019-20 school year, the school had not explicitly set goals to- 1. Take on diversity and inclusion work with parents, 2. Embrace culturally responsive pedagogy in the classroom or 3. Clarify school's discipline policy to parents, teachers and students and track minor and major behavior infractions systematically.</p>
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<i>Staff Supports</i>	Lincoln has 29 classroom teachers, 2 EEIP teachers and 6 stip subs. The 37 teachers are supported by 1 principal, 1 assistant principal and 2 part time coaching consultants- a literacy coach and a Mills Teacher Scholars facilitator. 2 veteran teachers at Lincoln also BTSA coach novice teachers. All administrators and coaches complete the expected number of observations and coaching sessions, however, the 2 full time and 2 part time teacher coaching and teacher development leaders, and the 2 BTSA coaches do not meet frequently and are not calibrated. Peer observation and peer coaching are not leveraged sufficiently by all grade level circuits with the help of stip subs. A strategy to effectively use stips for peer observation would be to align all grade level circuits on a set number of peer observations for the school year.	The 2 full time and 2 part time teacher coaching and teacher development leaders, and the 2 BTSA coaches do not meet frequently to calibrate on a coaching and teacher development rubric. The ILT does not have a predictable schedule for walkthroughs and peer observation. The ILT and all coaches do not share a walkthrough rubric with a clearly defined set of academic and SEL standards- A Lincoln Way observation and feedback document. PLCs meet weekly for 30 minutes. PLC collaboration time competes with Professional Development time. in the 2019-20 school year, our enrollment is higher in the 1st grade with a lot of students with early literacy needs. As these 1st grades become 2nd graders, we need to strategically target the morning literacy block with early literacy work and groups supported by stips and intervention teacher, to meet this cohort's literacy needs.
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## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2023:</b>	By May 2023, 40% of all students will exceed standards (compared to 31.4% in 2018-19) , 30% of students will meet standards (compared to 28% in 2018-19) , 20% of students will nearly meet standards (consistent with 20.7% in 2018-19) and 10% (down from 19.9% in 2018-19) of students will be unable to meet standards on the SBAC ELA assessment. By May 2023, 40% of all students will exceed standards (compared to 37.1% in 2018-19), 30% of students will meet standards (close to or consistent with 32.9% in 2018-19), 20% of students will nearly meet standards (close to or consistent with 21.0% in 2018-19) and 10% of students will be unable to meet standards on SBAC Math assessment (close to or consistent with 9.1% in 2018-19).				
<b>Instructional Focus Goal:</b>	<i>All students experience success in the early years.</i>				
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target

K at or above Benchmark	All Kindergarten Students	+5pp	81.5%	n/a	80.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	81.7%	n/a	80.0%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	16.4	n/a	30.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	51.6%	n/a	60.0%
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	All Students	+15 points DF3	33.6	n/a	55.0
CAST (Science)	All Students	TBD	53.3%	n/a	60.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Goal for May 2023:</b>		By May 2023, in addition to 25% of ELLs meeting redesignation criteria each year, Lincoln's RFEPs will show a pattern of growth of 1 to 1.5 levels on the SRI each year made possible through a school- wide focus on a goal for RFEPs as Academic Language Learners. By May 2023, through an intentional goal that targets LTELs, through small group instruction and data collaboration in PLCs Lincoln Elementary will redesignate 25% of its LTELs (at the rate of 8 to 10% each year).			
<b>Instructional Focus Goal:</b>		<i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>			
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-38.6	n/a	-5.5
SBAC ELA	English Learners	+20 points DF3	-70.3	-50.3	-30.3

Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	15.9%	n/a	0.1
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	0.7	n/a	23.0
SBAC Math	English Learners	+20 points DF3	-25.3	n/a	10.0
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	23.5%	25.0%	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

<b>School Goal for May 2023:</b>	By May 2023, through an explicit focus on culturally responsive pedagogy, by monitoring the efficacy of SEL circles to start and end the school day, by recognizing and celebrating all races and cultures, by clarifying discipline matrix to students, teachers and parents and by addressing and interrupting inequity and disproportionality in student discipline by tracking minor and major student infractions every day and by finding check ins, mentorship and therapeutic supports for students where needed, Lincoln Elementary will reduce suspensions for Af Am students and students with disabilities by 3% and show a 10% growth on student connectedness data as measured by the CHKS survey.
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**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	73.6%	n/a	85.0%
Suspensions	All Students	-2pp	0.7%	2.0%	1.0%
Suspensions	African-American Students	-2pp	1.8%	1.0%	1.0%

Suspensions	Students with Disabilities	-2pp	1.1%	1.0%	1.0%
Chronic Absence	All Students	-2pp	5.5%	4.0%	3.0%
Chronic Absence	African-American Students	-2pp	11.8%	n/a	1.50%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Goal for May 2023:</b>	100% of teachers will attend regular scheduled PLCs to plan out quality instruction for all students and select focal students.
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#### 1D: IDENTIFIED NEED

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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 language 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 LCAP goals and to the specific purposes of each funding program.



<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> Lincoln Elementary School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority:</b>	<b>Literacy: By June 2021, 90% of students in 5th grade who began their schooling at Lincoln in Kindergarten will demonstrate proficiency in reading complex texts; accountable and rigorous academic discussion between students to expand thinking, expression of reasoning, and use of text to cite evidence.</b>
<b>Theory of Change:</b>	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction through workshop model and receive consistent coaching support and feedback, then there will be an increase in the proficiency of all students, and especially identified focal groups (ELLs, African American, low income, GATE, newcomers, and students with disabilities), on ELA formative and summative assessments (F&P, On Demand Writing, SBAC, and SRI).
<b>Related School Goal:</b>	On the SBAC ELA, all students will increase their distance from standard score by at least 15 points. Students with disabilities and ou
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
All teacher professional learning and work in professional learning communities in 2019- 2020 has been aligned with the literacy goal of reading complex texts, expression of reasoning and use of text to cite evidence. Cycle 1 in 2019-2020 was focused on Complex text and Cycle 2 is focused on Information writing, opinion writing and writing with evidence. Cycle 3 will focus on evidence in STEM. We have been very reading, writing and evidence focused so far and have not developed teacher professional learning around engaging in academic discussion to expand thinking. If we don't succeed in prioritizing this goal this year, we will have to intentionally focus time and resources in the form of release time to a focus on academic discussion to expand thinking in 2020-2021.	
<b>What evidence do you see that your practices are effective?</b>	
Students reclassified grew from 29.2% or 81 students in 2016-17 to 33.6% or 100 students in the 2017-18 school year. In the 2019-20 school year, Lincoln Elementary has reclassified 25.4% students so far with Spring and Summer reclassification numbers still to come. On the 2018-19 SBAC ELA assessment, Lincoln students showed growth of +12.9pp with 109 of 347 students exceeding standard, 97 of 347 students at standard, 72 of 347 students nearly meeting standard and 69 of 347 not meeting standard. While we target focal ELLs through our targeted small group instruction with STIP support and through groups with our reading interventionist, and we support our newcomers through our academic mentor and newcomer TSA, we don't actively track LTEL data and don't actively progress monitor our RFEPs once they are redesignated.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We need a targeted goal to progress monitor our RFEPs and a goal to move our LTELs toward redesignation. If we lose our Newcomer TSA in 20-21 due to change in enrollment pattern, we will have to re- hire him as an EL interventionist with Title - I funds with our RFEPs and LTELs on his caseload.	

<b>19-20 Standards-Based Instruction Priority:</b>	<b>Mathematics By June 2021, 85% of students in 3rd - 5th grades will meet or exceed standards as measured by the SBAC Math, ST Math performance, and formative assessments.</b>
<b>Theory of Change:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, conceptualized problem solving, differentiated instruction and academic discussion (for ELLs, Low Income, newcomers, and students with disabilities, and GATE students), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient students on formative and summative assessments (CEOU/Embedded Assessments, ST Math performance, SMI, SBAC).
<b>Related School Goal:</b>	On the SBAC Math, all students will increase their distance from standard score by at least 15 points. Students with disabilities and our English Learners will increase their distance from standard score by at least 20 points.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
While Lincoln teachers are progress monitoring student math performance through CEOU, embedded assessment and IAB, the area we are lacking in is analyzing ST Math or other formative assessment data to plan instruction. ST math is not being consistently used to differentiate instruction and to assess students. Currently we have not dedicated time in PLC to analyze data from formative assessments in math. Also the Evidence in STEM cycle being the last cycle of the year, we have not yet utilized the cycle of inquiry process to closely look at Math data in PD, as an ILT or as a whole school.	
<b>What evidence do you see that your practices are effective?</b>	
On the 2018-19 SBAC Math assessment Lincoln students showed growth of +3.0 pp with 131 of 353 exceeding standard, 116 of 353 students meeting standard, 74 of 353 students nearly at standard and 32 of 353 students not at standard.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We need to move STEM/ Math focused cycle up from cycle 3 to cycle 2 and form agreements with teachers to use ST Math, Khan Academy, Splash Math and formative assessments like aligned exit tickets to write a SBAC math goal, make predictions about student performance on the SBAC goal and progress monitor student growth toward it, sharing data in PLC, 3 to 5 times a year. Teacher led PD and PLC led by our Math lead as well as more math focused planning time will ensure math data analysis 3- 5 times a year.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Social-Emotional Learning . By June 2021 90% of students will demonstrate increased social- and self-awareness and problem solving skill for developing effective relationships with others from diverse backgrounds and experiences as measured by CSC curriculum components, classroom and grade level data, and school wide SEL focus. As indicated in the CHKS survey, students will demonstrate a 10% increase in postive responses to self-management, social awareness, self-efficacy, and growth mindset by May 2019.</b>

<b>Theory of Change:</b>	If we utilize our four core values (Collaboration, Acceptance, Respect, and Empathy) as our guidepost, implementing the Lincoln Way with students and adults alike; providing training for site employees and recess coaches to promote structured recess activities, and to cultivate Jr. Coaches who model leadership and conflict resolution; and implement Caring School Community curriculum with fidelity on a daily basis in all classrooms; and utilize daily mindfulness as provided by InnerExplorer.com, then students will experience improvement in SEL competencies and the ability to solve conflicts peacefully with their peers.
<b>Related School Goal:</b>	At least 80% of students feel connected to at least one adult at school.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
In addition to what the goal states, we implemented CARE awards and CARE tickets (token economy) and CARE store monthly to promote CARE values. We have also implemented morning announcements and whole school celebrations and assemblies. In keeping with the goal, Junior Coaches support recess activities and refer conflicts to adults who can resolve them. All teachers begin and end the school day with a circle or a class meeting. We are yet to collect data on the implementation of Caring School Communities curriculum and the effectiveness of inner explorer. We have not implemented a common language around Social Emotional Learning competencies across the school and we don't currently have a schedule for staff discussions on the effectiveness of the token economy, announcements and awards.	
<b>What evidence do you see that your practices are effective?</b>	
There is a marked drop in URF s and suspensions this year. Strong culture building work through teaching and rewarding CARE values is partly responsible for this positive outcome. The other reason for this positive outcome has been a strong MTSS focus on the COST team and steps taken to clarify discipline policy to students, staff and parents, and steps taken to clarify classroom managed and office managed behaviors and suspendable and non suspendable offences to staff.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
This goal needs to be enhanced with details of PBIS (CARE tickets, CARE awards), explicitly teaching respect for all cultures through culturally responsive pedagogy and practices, clarity about and adherence to behavior matrix and COST and MTSS processes.	
<b>19-20 Conditions for English Language Learners Priority:</b>	<b>English Learner Reclassification . By June 2021, 90% of ELL students will demonstrate increasing English proficiency with grade level content-specific language through scaffolded access to complex text and multiple opportunities to practice the language in meaningful, authentic dialogue with peers. ELLs, reclassification candidates, and RFEP student progress will be carefully monitored and supported for continuous growth in English proficiency.</b>
<b>Theory of Change:</b>	If we develop content-language objectives and explicitly teach how English works, using High Impact strategies for supporting English language proficiency with multiple opportunities to practice the language with peers, then the English proficiency of ELL students will increase, as measured by the ELPAC, SRI, and an increase in students achieving reclassification.
<b>Related School Goal:</b>	All students who are designated as English Learners will demonstrate growth toward reaching English fluency by improving their ELPAC and SRI scores.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	

This year, ELPAC assessment data and F&P data informed our year- long focal student work at Lincoln. Every teacher selected a high, medium and low focal student using ELPAC flat, growth and slide data in August 2019. All instruction and intervention was planned by grade level PLC s around the needs of focal students. Throughout the year, teachers exited focal students who are found to be meeting reading and writing fluency through Reading Inventory and on-demand writing assessments and added other focal students to support and bring up to fluency. Focal student performance data is being monitored by grade level Professional Learning Communities and administrators through shared google spreadsheets. In addition to a part time academic mentor for New Comers, this year, Lincoln Elementary also became eligible for a part time teacher focused on New Comer intervention. Lincoln's New Comers are receiving targeted support in small groups to practice oral and written language skills, social skills and homework and task completion support. In 2020-21 due to lowered projected New Comer population, this position is no longer funded at Lincoln Elementary by the ELLMA office. As a result, supplemental funding will be used to fund a part time designated ELD and Newcomer support teacher.

**What evidence do you see that your practices are effective?**

We have not yet analysed RFEP and LTEL performance data on ILT or reconsider small group instruction based on RFEP and LTEL data analysis. Also, we have not intentionally taken on supporting RFEPs and LTELs through focal student work.

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

n/a

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

There were no significant changes to the 18-19 SPSA proposed budget other than the use of Title I funds, Title I Parent Education funds, Consultants from Title I Parent Education funds, Title IV Fall Revision funds and Budgeted amount for equipment during budget lockin last year under Title I funds used to purchase 5 chromebook carts with SSC approval.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):	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(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	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.	Teachers engage in buddy class planning, social and emotional learning-based professional development opportunities and other types of training provided by the district.	There will be an increased practice of mindful and collaborative behaviors on the school campus and around the school community.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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.	
1-3	Teachers provide instruction that is culturally relevant and engage in culturally responsive teaching practices.	School leadership organize heritage month themes and presentations. They lead school wide cultural celebrations for family and community engagement.	There will be an increased appreciation for cultural diversity and an awareness of cultural sensitivity.	
1-4	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy.	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.	
1-5	Teachers set short-term and long-term social and emotional learning goals and targets for their students.	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.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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).	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
1-7	Teachers work with administration to closely monitor data on student behavior infractions through grade level trackers discussed in bi- monthly PLC and in monthly faculty meetings	Administration maintains data on non referable (minor) and referable (major) behaviors. Data is regularly discussed in bi- weekly PLCs, monthly faculty meetings and weekly COST meetings to create interventions and supports for students. Administration educates parents and students about behavior management practices vs. behavior interventions.	Grade level trackers, reduction in URF and suspension numbers and teacher, student and parent survey data.	
1-8	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.	
District Strategy: Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>				
School Priority ("Big Rock"):		Numeracy, Math and STEAM - academic discussion in problem solving		



2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):	Social Emotional Learning and Culture of Inclusiveness			
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 continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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.	Creating meaningful access to core content and accelerating learning for focal students (e.g., ELLs, Newcomers, PEC students, African Americans, etc.)

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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	Focal student work currently does not focus on error analysis or systematic data analysis through data conferences to examine patterns or trends in errors for the 20.7% students who nearly met standard and the 10% students who were unable to meet standards in SBAC ELA. Similarly, there is no systematic error analysis process to examine data for the 21.0% students who approached standard and the 9.1% who were unable to meet standard in SBAC Math.
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	Increasing facility with generating written expression of math and science learning (to include ELLs, PEC students, African Americans, etc.)

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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 .	Increasing performance data in solving word problems and contextual math and science proficiency, especially for focal students
2-5	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.	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.	Focal student work currently does not focus on error analysis or systematic data analysis through data conferences to examine patterns or trends in errors for the 20.7% students who nearly met standard and the 10% students who were unable to meet standards in SBAC ELA. Similarly, there is no systematic error analysis process to examine data for the 21.0% students who approached standard and the 9.1% who were unable to meet standard in SBAC Math.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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	Increasing parent interest, participation, and knowledge in science and math curriculum and concepts in support of student achievement, especially with focal students and families.

District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum				
School Priority ("Big Rock"):		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 continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		All Students		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
3-1	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).	Leadership will engage in and implement professional development based on rigorous study of academic research, common core standards, and literacy development.	Cross grade-level collaboration PLCs to examine grade-level trends and develop best practices.	
3-2	Teachers will continue to implement interactive read alouds.	Leadership maintains ELD, newcomer, and Leveled Literacy Intervention (LLI) support.	Teachers will develop and use common language around literacy based practices.	
3-3	Teachers will engage in peer observations and best literacy practices.	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	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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 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.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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.	Focal student work currently does not focus on error analysis or systematic data analysis through data conferences to examine patterns or trends in errors for the 20.7% students who nearly met standard and the 10% students who were unable to meet standards in SBAC ELA. Similarly, there is no systematic error analysis process to examine data for the 21.0% students who approached standard and the 9.1% who were unable to meet standard in SBAC Math.
3-6	PLC leaders review data 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.	



2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):	Social Emotional Learning and Culture of Inclusiveness			
District Strategy: Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b>				
School Priority ("Big Rock"):	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):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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)	
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	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):	Social Emotional Learning and Culture of Inclusiveness			
4-3	Teachers collaborate to plan and implement the incorporation of CRT practices in the classroom environment and curriculum.	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.	
4-4	Teachers will explicitly teach CSC content related to building effective relationships with others different than themselves. Teachers plan and implement the explicit teaching of SEL strategies with CRT practices infused in the lesson.	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	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
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.	
CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):		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 Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		English Language Learners		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
5-1	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 exiting 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.	Stip subs and New Comer mentor support small group support- both pull out and push in for focal students identified by teachers.
5-2	Small group pull out for designated ELD	Designated ELD teacher 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	Lincoln's success with targeted intervention through focal student work is not currently monitored through analysis of RFEP student performance or LTEL student performance year to year. Lincoln's instructional focus does not explicitly target ongoing growth for RFEPs as Academic Language Learners or target our 7 LTELs toward redesignation.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Lincoln Elementary School				School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>		
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness			
5-3	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, ELD teacher, 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.	Focal student work currently does not focus on error analysis or systematic data analysis through data conferences to examine patterns or trends in errors for the 20.7% students who nearly met standard and the 10% students who were unable to meet standards in SBAC ELA. Similarly, there is no systematic error analysis process to examine data for the 21.0% students who approached standard and the 9.1% who were unable to meet standard in SBAC Math.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
5-4	STIP support/intervention of ELD students	Common curriculum and training; Admin and Leadership team monitors and supports STIP training	PD for EL intervention with common curriculum. Curricular assessments; planning time	Lincoln's success with targeted intervention through focal student work is not currently monitored through analysis of RFEP student performance or LTEL student performance year to year. Lincoln's instructional focus does not explicitly target ongoing growth for RFEPs as Academic Language Learners or target our 7 LTELs toward redesignation.
5-5	A literacy intervention team consisting of part time designated ELD teacher, 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.	The New Comer Mentor and 3 stip subs provide targeted small group intervention for language learners and New Comers.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Lincoln Elementary School			School ID: 133	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
School Priority ("Big Rock"):		Social Emotional Learning and Culture of Inclusiveness		
5-6	In one kindergarten and one first grade class teachers with bilingual credential offer education with access to home language. These classes help students and parents with lower access to English literacy navigate the American school system.	Principal and parent center coordinator offer bilingual support to parents and students learning to navigate the American school system.	Bilingual coffee with the principal events, bilingual bulletins, newsletters and translation services and support.	



**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 133

**School:** Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
EBAYC After School Program will serve 140 students, who need after school care and academic intervention. Students will receive academic support and engage in enrichment activities for all around personality development.	\$205,131	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	133-1
One day teacher retreat to start the school year to norm practices and set goals for the year. Lincoln teachers will analyze student data, plan lessons and culture building activities with their grade level PLCs.	\$15,108	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	133-2
Classified overtime to support translation and interpretation at Back to School Night, Open House, Parent Conferences and for Report Cards.	\$5,036	General Purpose Discretionary	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers provide instruction that is culturally relevant and engage in culturally responsive teaching practices.	133-3
Supplies for academic acceleration, student success, student health and well being. We will purchase stationery and health and hygiene supplies with this fund.	\$12,697	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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).	133-4
Copier maintenance to make reading and writing hand outs available to all our students in support of literacy for all our students.	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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).	133-5
Postage for mailing report cards and assessment data to parents and guardians.	\$800	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will use standards-based assessments (F&P, SRI, SBAC, on-demand writing assessments) to inform data-drive cycles of inquiry. Stip subs will support classrooms while teachers complete F&P and running records.	133-6
EEIP/ Prep teacher for Computer and Technology Instruction. This teacher is also our DTL. This teacher facilitates student and teacher access to technology.	\$63,001	LCFF Supplemental	1105	Certificated Teachers' Salaries	2046	Teacher Education Enhancement	0.55	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	133-7

Noon supervisor to maintain safety and lead lunch time activities during Lincoln's 3 recesses and 3 lunches.	\$17,699	LCFF Supplemental	2905	Other Classified Salaries	2168	Noon Supervisor	0.53	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy.	133-8
Noon supervisor to maintain safety and lead lunch time activities during Lincoln's 3 recesses and 3 lunches.	\$19,897	LCFF Supplemental	2905	Other Classified Salaries	2596	Noon Supervisor	0.53	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers guide students in the daily practice of the four C.A.R.E. values of collaboration, acceptance, respect, and empathy.	133-9
Part time Reading Interventionist to provide targetted reading intervention with LLI resources.	\$58,112	LCFF Supplemental	1105	Certificated Teachers' Salaries	6199	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A literacy intervention team consisting of part time designated ELD teacher, 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.	133-10
Stip teacher to provide small group intervention for ELLs as well as teacher release time for assessment, observation and feedback and data analysis.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	6264	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP support/intervention of ELD students	133-11
Stip teacher to provide small group intervention for ELLs as well as teacher release time for assessment, observation and feedback and data analysis.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	6266	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP support/intervention of ELD students	133-12
Substitutes for academic release for assessment and calibration of student scores	\$25,180	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will use standards-based assessments (F&P, SRI, SBAC, on-demand writing assessments) to inform data-drive cycles of inquiry. Stip subs will support classrooms while teachers complete F&P and running records.	133-13
.4 Designated ELD Teacher for small group support (New position) partly funded through LCFF Supplemental and partly funded through Title 1 carryover from 2019-20	\$47,875	LCFF Supplemental	1105	Certificated Teachers' Salaries	7759	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Small group pull out for designated ELD	133-14
Unallocated dollars can be used toward .4 Newcomer teacher salary and benefits	\$82	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Small group pull out for designated ELD	133-15

50% of School Psychologist's salary to lead COST, support SSTs and academic and social emotional interventions	\$65,000	LCFF Supplemental	5734	School Psychologist	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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, ELD teacher, lead teachers, intervention teachers to review progress and implement common curriculum.	133-16
1. Contract Mustard Seed/ Tom Prince- Literacy Coach=\$35,000 2. EBAYC Contract for Recess Coaches for student safety during lunch and recess=\$33,000 3. Contract for music education with Cantare Con Vivo- \$32,000	\$100,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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.	133-17
Educational field trips to create hands on learning experiences to offer experiential learning for all students.	\$20,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	133-18
Stip teacher to provide small group intervention for focal students to bridge achievement gap and support teacher release time for assessment, observation and feedback and data analysis.	\$50,161	Title I: Basic	1105	Certificated Teachers' Salaries	3159	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	133-19
Stip teacher to provide small group intervention for focal students to bridge achievement gap and support teacher release time for assessment, observation and feedback and data analysis.	\$50,161	Title I: Basic	1105	Certificated Teachers' Salaries	6263	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Small group pull out for designated ELD	133-20
Stip teacher to provide small group intervention for focal students to bridge achievement gap	\$58,971	Title I: Basic	1105	Certificated Teachers' Salaries	6265	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	133-21
Academic mentor to support New Comer students -Expense approved by Lincoln SSC	\$8,813	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leadership maintains ELD, newcomer, and Leveled Literacy Intervention (LLI) support.	133-22

Additional unallocated Title 1 dollars can be used to purchase Technology and technology liscences to support differentiated instruction and blended learning.	\$24,059	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	133-23
Razkids and Newsela liscensing agreements to offer blended learning and differentiated instruction in small groups - Expense approved by Lincoln SSC	\$10,000	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	133-24
Unallocated Parent Paticipation dollars can be used to fund Parent education workshops through Lincoln's parent center	\$1,003	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	133-25
Weekly ESL classes for parents- - Expense approved by Lincoln SSC	\$3,101	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	133-26
\$4165 toward extended contract to support music teacher salary to expand music program with a violin class afterschool -Expense approved by Lincoln SSC	\$5,244	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	133-27
Music method books to support music teacher salary to expand music program with a violin class afterschool- -Expense approved by Lincoln SSC	\$559	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	133-28

<p>\$4101.17 toward music instruments and music stands -Expense approved by Lincoln SSC</p> <p>\$4,000 toward PE equipment to offer choice of physical activity -Expense approved by Lincoln SSC</p>	\$7,022	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	133-29
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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 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 2020-2021.

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 September 11, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

**The school will distribute this policy to all parents on or before September 30, 2019.**

**Name of Principal**

**Signature of Principal**

Mukta Sambrani

M. V. Sambrani

**Date**

9/11/19

*Please attach the School-Parent Compact to this document.*



## **School-Parent Compact**

### **Lincoln Elementary School**

### **2019-20**

*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 2019-20 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 2019.

- 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 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.

*Examples:*

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

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

This Compact was adopted by the Lincoln Elementary School on September 11, 2019, and will be in effect for the period of one year- Until September 11, 2020.

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, 2019.

**Signature of Principal**

*M. V. Samson*

**Date**

*9/11/19*



## Strategic Resource Planning

**2019-2020**

### **School Site Council Membership Roster – Elementary**

School Name: **Lincoln Elementary**

Chairperson : Irene Hughes

Vice Chairperson: Michelle Coker

Secretary: Josef Moreno

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Mukta Sambrani	x			
Shuangii Huang				x
Judy Abe				x
Lily Chung				x
Michelle Leonce Coker				x
Irene Hughes				x
Eugenie Mzodjoo			x	
Betty Yee		x		
Melissa Frost		x		
Josef Moreno		x		

Meeting Schedule  
(day/month/time)

**3rd Wed of Each Month**

#### **SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff

**AND**

5 Parents/Community  
Members