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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Lincoln Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Lincoln Elementary School.

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

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

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

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Lincoln Elementary School
CDS Code: 1612596002018
Principal: Mukta Sambrani
Date of this revision: 4/9/2024

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

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

Contact: Mukta Sambrani

Position: Principal

Address: 225 11th Street
Oakland, CA 94607

Telephone: 510-874-3372

Email: mukta.sambrani@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/9/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/9/2024

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

- Flyers in students’ home languages Announcement at a public meeting Other (notices, ParentSquare blasts, etc.)

Signatures:

Mukta Sambrani <i>Principal</i>	<u>M.V. Sambrani</u> Signature	<u>4.9.2024</u> Date
Katherine Thomas <i>SSC Chairperson</i>	<u>Katherine Maria Langer Thomas</u> Signature	<u>4.10.2024</u> Date
Leroy Gaines <i>Network Superintendent</i>	<u>Leroy Gaines</u> Signature	<u>4/11/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/10/24</u> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12.12.23	SSC and SELLS combined	Discussion and approval of Title I and Title IV budget for 24- 25
1.23.24	SSC and SELLS combined	SPSA Annual Review, Needs Assessment and discussion and approval of -CCSPP budget, unspent Title I and Title IV funds and CCSPP rollover funds.
1.23.24	ILT	SPSA Annual Review, Needs Assessment and discussion and approval of -CCSPP budget, unspent Title I and Title IV funds and CCSPP rollover funds.
2.8.24	ILT	Work on 24- 25 ELD task card and review of 24- 25 SPSA Draft: Needs Assessment, Annual Review and Strategies and Activities
2.13.24	SSC and SELLS combined	Work on 24- 25 ELD task card and review of 24- 25 SPSA Draft: Needs Assessment, Annual Review and Strategies and Activities
3.12.24	SSC and SELLS combined	SPSA Final Read
3.21.24	ILT	SPSA Final Read
4.9.24	SSC and SELLS combined	SPSA Approval

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$209,745.00
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	\$1,318,532.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$191,160	LCFF Discretionary (General Purpose Discretionary #0000)	\$33,600
Title I, Part A Parent & Family Engagement (Title I #3010)	\$5,310	LCFF Supplemental (LCFF Supplemental #0002)	\$378,000
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$13,275	After School Education & Safety (ASES) (ASES #6010)	\$237,454
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$340,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$119,733
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$209,745		\$1,108,787

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,318,532.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Lincoln Elementary School		School ID: 133	
CDS Code: 1612596002018	SSC Approval Date: 4/9/2024	Board Approval Date: 8/14/2024	

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Latino Students, White Students, Multiracial Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

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

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.9%	9.4%	4.7%	0.0%	5.7%	11.4%	83.7%	47.1%	1.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate

48.1%	4.1%	71.2%	1.3%	0.0%	0.1%	77.2%	7.9%	91.1%
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1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	College, Career and Community Readiness- Lincoln leadership and teachers will implement data driven instruction during three cycles of inquiry, one for each trimester, intended to identify focal students for ELA and Math support, and grow their academic performance in literacy and numeracy. Through data driven instruction and academic intervention Lincoln teachers and staff will ensure that students meeting standard will increase 10 percent and students below standard will decrease 10 percent between fall and spring assessments as measure by I- Ready data, Curriculum Embedded Assessments for EL ED and Eureka Math Squared, IABs, SBAC and CAST data.
Identified School Need:	While overall student performance in SBAC ELA has shown consistent growth from 2018-19 to 2021- 22 to 2022- 23, student performance in SBAC Math and CAST has declined. The percentage of students who exceeded standard in ELA grew from 31.4% to 35.9 % between 2018- 19 and 2022-23 whereas the percentage of students who exceeded standard in Math decreased from 41.3% in 2018- 19 to 36.6% in 2022- 23 . Prioritizing Math through a Math focus in each cycle of inquiry and dedicated time for math focused academic intervention work will ensure that students make steady progress in Math to match their ELA performance.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.4%	not available until fall 2024	not available until fall 2025	30.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	68.5%	not available until fall 2024	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.0%	not available until fall 2024	not available until fall 2025	65.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	18.4	not available until fall 2024	not available until fall 2025	10.0

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	64.1%	not available until fall 2024	not available until fall 2025	68.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	23.5	not available until fall 2024	not available until fall 2025	15.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	45.6%	not available until fall 2024	not available until fall 2025	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	46.2%	not available until fall 2024	not available until fall 2025	50.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	Targeted support for focal student groups- Lincoln leadership, teachers, special education case managers and academic intervention providers, inclusive of two Title I funded stip teachers will implement math focused academic intervention for students with disabilities and English Language Learners to match the literacy intervention efforts. Lincoln leadership will also maintain an investment in materials and supplies for academic differentiation and English Language Development so that special education student data and English Language Learner performance data shows equal acceleration and up to 15 percent growth in both literacy and numeracy by May 2026. Additionally, to address the equity gap in the area of attendance, Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins and increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points by May 2026.
Identified School Need:	The percentage of students with disabilities who met ELA distance from standard improved from -38.6% in 2018-19 to -31.4% in 22-23, showing a 7.2% percent growth. However, the percentage of students with disabilities who met Math distance from standard declined from 7% in 2018-19 to -33.3% in 22-23, a 40.3% decline. On The I- Ready Reading, while 64.1% or all students grew one year or more in 22-23, 31.4% students with IEPs are reading multiple years below grade level. The percentage of English Language Learners who met distance from standard in ELA improved from -70% in 2018-19 to -48.3% in 22-23, showing a 21% growth. The percentage of English Language Learners who met distance from standard in Math showed only 3% growth from -25.3% in 18-19 to -22.3% in 22-23.
Academic Measures & Targets for Focal Student Groups	

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
<i>SBAC ELA Distance from Standard Met</i>	<i>Special Education Students</i>	-40.7	<i>not available until fall 2024</i>	<i>not available until fall 2025</i>	-30.0
SBAC ELA Distance from Standard Met	English Learners	-48.5	not available until fall 2024	not available until fall 2025	-35.0
<i>Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)</i>	<i>Special Education Students</i>	31.4%	<i>not available until fall 2024</i>	<i>not available until fall 2025</i>	35.0%
<i>SBAC Math Distance from Standard Met</i>	<i>Special Education Students</i>	-33.3	<i>not available until fall 2024</i>	<i>not available until fall 2025</i>	-25.0
SBAC Math Distance from Standard Met	English Learners	-22.3	not available until fall 2024	not available until fall 2025	-18.0
Reclassification Measures & Targets *Complete Part 1 of ELD Reflection					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	28.0%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	57.1%	not available until fall 2024	not available until fall 2025	60.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Goal:	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 23-24 and 24-25 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will utilize Title I parent funds to positively engage diverse parents and community members and collaborate on a yearlong plan to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.

Identified School Need: While out of school suspensions for all students, students with IEPs and African American students have been stable at 0% since the 2019- 20 school year, attendance metrics for African American students reveal an inequity. The delta and omicron waves drove Lincoln chronic absenteeism rates **up from 2.3% in 2018-19 to 23. 6% in 21-22 and 20.4% in 22-23**. In comparison, African American students had a higher chronic absenteeism rate of **7.3% in 2018-19, which was driven up to 26.8% in 21-22 and 29.4% in 22-23, 3 percent higher than other students in 21-22 and 9% higher than other students in 22-23**.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.9%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	20.4%	not available until fall 2024	not available until fall 2025	12.0%
Chronic Absenteeism	African American Students	29.4%	not available until fall 2024	not available until fall 2025	15.0%

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

School Goal: **School Goal for High- Quality Staff-** Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100 percent, improve staff satisfaction with Professional Development by 5 percent and increase the one- year school teacher retention rate by 5 percent. In the 24-25 school year, Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.

Identified School Need: Lincoln's one year teacher retention data has remained steady at its rate of **decline from 93.9% in 2018-19 to 89% in 20-21, 87.4% in 21-22 and 87.3% in 22-23**. More time, resources and personnel dedicated to new teacher growth and development work to grow and maintain new teachers, will stabilize Lincoln's one year teacher retention metrics.

Measure	Target Staff Group	2022-23	2023-24	2024-25	2025-26
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Measure	Target Staff Group	Baseline	Outcome	Outcome	Target
One-Year School Teacher Retention Rate	All Teachers	87.3%	not available until fall 2024	not available until fall 2025	93.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>College, Career and Community Readiness- Lincoln leadership and teachers will implement data driven instruction during three cycles of inquiry, one for each trimester, intended to identify focal students for ELA and Math support, and grow their academic performance in literacy and numeracy. Through data driven instruction and academic intervention Lincoln teachers and staff will ensure that students meeting standard will increase 10 percent and students below standard will decrease 10 percent between fall and spring assessments as measure by I- Ready data, Curriculum Embedded Assessments for EL ED and Eureka Math Squared, IABs, SBAC and CAST data.</i></p>	<p><i>Lincoln teachers and staff have historically prioritized literacy, Lincoln demographic being represented by English Language Learners. Having maintained a literacy focus over the years has worked to our school community's benefit. Small group instruction and academic intervention with a literacy focus has ensured that our SBAC ELA scores are close to our pre pandemic SBAC scores and trending up. The percentage of students who have met Distance from Standard has grown from 16.4% in 2018-19 to 18.4% in 22-23. Aligned with this SBAC ELA growth, our English Language Learner reclassification rate has trended upward from 19.8% in 2018-19 to 28% in 22-23.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p>Targeted support for focal student groups- Lincoln leadership, teachers, special education case managers and academic intervention providers, inclusive of stip teachers will implement math focused academic intervention for students with disabilities and English Language Learners to match the literacy intervention efforts so that special education student data and English Language Learner performance data shows equal acceleration and up to 15 percent growth in both literacy and numeracy by May 2026.</p>	<p><i>A strong literacy focused academic intervention plan has improved ELL performance and performance of students with disabilities. The percentage of students with disabilities who met ELA distance from standard improved from -38.6% in 2018-19 to -31.4% in 22-23, showing a 7.2% percent growth. The percentage of English Language Learners who met distance from standard in ELA improved from -70% in 2018-19 to -48.3% in 22-23, showing a 21% growth.</i></p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 23-24 and 24-25 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will utilize Title I parent funds to positively engage diverse parents and community members and collaborate on a yearlong plan to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.</i></p>	<p><i>Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data as measured by the California Healthy Kids Survey has shown growth from 65.7% in 2018- 19 to 76.9% in 22-23. Owing to the excellent social emotional learning work our teachers and staff undertake consistently and the strong equity focus held by teachers and administrators, out of school suspensions for all students, students with IEPs and African American students are holding steady at 0% since the 2019- 20 school year.</i></p>
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<p><i>LCAP Goal 4:</i></p>	<p><i>School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100 percent, improve staff satisfaction with Professional Development by 5 percent and increase the one-year school teacher retention rate by 5 percent. In the 24-25 school year, Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.</i></p>	<p><i>The Educator Effectiveness Grant has made it possible for Lincoln leadership to support teacher led professional development. Professional Development and data driven PLC- Professional Learning Community work led by teacher leaders in the 22- 23 and 23- 24 school years has increased teacher satisfaction with teacher professional development and PLC collaboration time.</i></p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p><i>LCAP Goal 1:</i></p>	<p><i>College, Career and Community Readiness- Lincoln leadership and teachers will implement data driven instruction during three cycles of inquiry, one for each trimester, intended to identify focal students for ELA and Math support, and grow their academic performance in literacy and numeracy. Through data driven instruction and academic intervention Lincoln teachers and staff will ensure that students meeting standard will increase 10 percent and students below standard will decrease 10 percent between fall and spring assessments as measure by I- Ready data, Curriculum Embedded Assessments for EL ED and Eureka Math Squared, IABs, SBAC and CAST data.</i></p>	<p><i>Our school's literacy focus has taken away from time and personnel dedicating consistent effort toward Math focused academic intervention, and focal student work with a goal to improve math scores. While our SBAC Distance from Standard data has trended upward in ELA, our SBAC math data is trending downward. The percentage of students who have met Distance from Standanrd in the math SBAC has decreased from 33.6% in 2018- 19 to 23.5% in 2022-23.</i></p>
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<p><i>LCAP Goal 2:</i></p>	<p><i>Targeted support for focal student groups- Lincoln leadership, teachers, special education case managers and academic intervention providers, inclusive of two Title I funded stip teachers will implement math focused academic intervention for students with disabilities and English Language Learners to match the literacy intervention efforts. Lincoln leadership will also maintain an investment in materials and supplies for academic differentiation and English Language Development so that special education student data and English Language Learner performance data shows equal acceleration and up to 15 percent growth in both literacy and numeracy by May 2026. Additionally, to address the equity gap in the area of attendance, Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins and increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points by May 2026.</i></p>	<p><i>Our school's literacy focus has taken away from time and personnel dedicating consistent effort toward Math focused academic intervention for students with disabilities and English Language Learners. While students with disabilities grew 7.2% in meeting ELA Distance from standard, the percentage of students with disabilities who met Math distance from standard declined from 7% in 2018-19 to -33.3% in 22-23, a 40.3% decline.The percentage of English Language Learners who met distance from standard in ELA improved from -70% in 2018-19 to -48.3% in 22-23, showing a 21% growth. The percentage of English Language Learners who met distance from standard in Math showed only 3% growth from -25.3% in 18-19 to -22.3% in 22-23.</i></p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 23-24 and 24-25 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will utilize Title I parent funds to positively engage diverse parents and community members and collaborate on a yearlong plan to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.</i></p>	<p><i>While out of school suspensions for all students, students with IEPs and African American students have been stable at 0% since the 2019- 20 school year, attendance metrics for African American students and students with IEPs reveal an inequity. The delta and omicron waves drove Lincoln chronic absenteeism up from 2.3% in 2018-19 to 23. 6% in 21-22 and 20.4% in 22-23. In comparison, African American students had a chronic absenteeism rate of 7.3% in 2018-19 which was driven up to 26.8% in 21-22 and 29.4% in 22-23, 3 percent higher than other students in 21-22 and 9% higher than other students in 22-23. Between 21- 22 and 22-23, Chronic absenteeism rates increased 4.7 percentage points for African American students, 17.6 percentage points for Latinx students, 17.8 percentage points for Caucasian students and 12.9 percentage points for multiracial students.</i></p>
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<p><i>LCAP Goal 4:</i></p>	<p><i>School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100 percent, improve staff satisfaction with Professional Development by 5 percent and increase the one-year school teacher retention rate by 5 percent. In the 24-25 school year, Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.</i></p>	<p><i>Lincoln's one year teacher retention data has remained steady at its rate of decline from 93.9% in 2018-19 to 89% in 20-21, 87.4% in 21-22 and 87.3% in 22-23. More time, resources and personnel dedicated to new teacher growth and development work to grow and maintain new teachers, will stabilize Lincoln's one year teacher retention metrics.</i></p>
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ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Latino/a Students	67.6%	not available until fall 2024	not available until fall 2025	21.6%
Chronic Absenteeism	White Students	51.1%	not available until fall 2024	not available until fall 2025	16.9%
Chronic Absenteeism	Multiracial Students	40.4%	not available until fall 2024	not available until fall 2025	0.0%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW			
School:	Lincoln Elementary School	SPSA Year Reviewed:	2023-24
SPSA Link:			2023-24 SPSA
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA			
Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.			
<p>Lincoln SPSA describes how Lincoln vision and mission are fulfilled through strategies, actions, positions and contracts which support small group instruction and small group academic intervention to meet the needs of English Language Learners and Newcomers and multi tiered systems of support to meet the social- emotional needs of tier 1, tier 2 and tier 3 students. Staffing or activities remained unchanged except for SSC approved decisions about ways to use our carryover funds.</p>			
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.			
<p>Integrated ELD at this time looks like our teachers using glad strategies and providing differentiated instruction- centers, rotation, workshop, blended learning. Designated ELD at this time looks like a combination of whole class lessons, small data- informed groupings for small group instruction with teachers, academic intervention with stips, academic mentors and support providers. Systematic English Language Development, both Integrated and designated implemented through small group instruction and academic intervention by Lincon teachers and stips steadily improved i-Ready Reading scores. Our Newcomer Teacher Leader also provides Designated ELD but her work is focused on Newcomers. ELL Reclassification rate has improved from 19.8% in 2018-19 to 28% in 22-23. SBAC ELA Distance from Standard met improved from 16.4% in 2018-19 to 18.4% in 22-23. Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, though social emotional learning circles and restorative approaches for conflict resolution, student connectedness to school improved from 65.7% in 18-19 to 76.9% in 22-23. Through parent education about academic standards and ways to support students at home, Lincoln staff were able to ensure steady student growth in I- Ready reading and Math scores. The percentage of students reading at or above has increased from 32.8% in 21- 22 to 34.5% in 23-24. The percentage of students mid or above in Math has increased from 12% in fall 2022 to 24% in winter 2023. The percentage of students early on in Math has increased from 17% in fall 2022 to 26% in winter 2023. ELL performance on I- Ready Reading has been steadily improving. In the 22-23 school year, 34% of English Language Learners tested at mid or above in I- Ready reading and 19% ELLs met their stretch goals, growing 1.5 grade levels between August 2022 and December 2022. In the current year 23-24 , 35% ELLs tested at mid or above in I- Ready reading and 20% ELLs met their stretch goals, growing 1.5 grade levels between August 2023 and December 2023.</p>			
Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.			
<p><i>Lincoln SSC discussed and approved the use of the following funds toward instructional supplies for 700 students: Title I parent- \$370 unallocated, \$3200 consultants unused because principal offers parent ESL class. Title 1 student- \$1,234 unspent under licensing agreements, Title IV- \$4000 which will remain unused for Academic Mentor hourly, \$5,276.16 received under fall revisions and \$953 unallocated. These changes are found on the budget modification tab in the 23-24 SPSA.</i></p>			

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Parent education events	Student Connectedness to School	Whole school celebrations which bring families to the Lincoln campus- Home Culture Night, Latinx Heritage Month celebration, Ruby Bridges Day, African American Heritage Month, Lunar New Year, Ramadan (still to come this year)	Latinx and African, African American, Arab American and Muslim families are intentionally engaged through parent engagement events in the Lincoln community. Each parent engagement event has connected more and previously disconnected families with the school. Student connectedness data has improved from 65.7% in 2018-19 to 76.9% in 22-23.	No change. These investment of resources will continue and increase in 24- 25. Student performance depends on a strong sense of belonging.
Supplemental materials for ELD	ELL Reclassification	Materials and supplies to meet the needs of Newcomers and English Language Learners in support of mastery of English and Reclassification and English fluent and proficient.	ELL Reclassification rate has improved from 19.8% in 2018-19 to 28% in 22-23.	No change. These investment of resources will continue and increase in 24- 25. ELL Reclassification depends upon the investement in subscriptions for reading programs, and materials such as vocabulary cards and supplies such as stationery for anchor charts and sentence mapping.

Parent ESL classes	ELL Reclassification	Teach a parent ESL class so parents can help students with homework and academic projects.	ELL Reclassification rate has improved from 19.8% in 2019-20 to 28% or 59 students in 22-23 . In the current year- 23-24, 40 ELLs have been reclassified in the fall. With winter and spring reclassification still ahead, we are going to surpass last year's 28% or 59 students.	Change. Due to contract renewal challenges, the principal took on teaching this class. In 24- 25 this service will be provided by the principal and/ or community partners. The funds will be utilized for parent engagement and parent education events.
Stip teacher	i-Ready Reading at or above Mid-Grade	STIP Teacher to implement small group instruction and academic intervention.	Every teacher identifies 2 high, 2 medium and 2 low focal students to start the year, using SBAC, I- Ready and ELPAC data. Throughout the year, teacher designs differentiated instruction and supportive grouping, reviews focal student performance with PLC leader, administrator or coach with the goal of moving focal students from low to medium and from medium to high groupings.	No change. Systematic English Language Development implemented through small group instruction and academic intervention by Lincoln teachers and stips has steadily improved i-Ready Reading scores. The percentage of students reading at or above has increased from 32.8% in 21- 22 to 34.5% in the current year- 23-24 .

Stip teacher	ELL Reclassification	STIP Teacher to implement systematic English Language Development through small group instruction and academic intervention.	English Language Learner performance has remained steady and on a growth trajectory. While 34% of ELLs tested at mid or above in I-Ready reading and 19% ELLs met their stretch goals, growing 1.5 grade levels between August 2022 and December 2022 , in the current year, 35% ELLs tested at mid or above in I-Ready reading and 20% ELLs met their stretch goals, growing 1.5 grade levels between August 2023 and December 2023.	No change. ELL reclassification depends on the small group instruction and academic intervention implemented by Stip teachers.
Unallocated/ To be allocated funds utilized for subscriptions for reading programs and ELL facing materials and supplies.	i-Ready Reading at or above Mid-Grade	Materials and supplies to meet the needs of Newcomers and English Language Learners in support of mastery of English and Reclassification and English fluent and proficient.	English Language Learner performance has remained steady and on a growth trajectory. While 34% of ELLs tested at mid or above in I-Ready reading and 19% ELLs met their stretch goals, growing 1.5 grade levels between August 2022 and December 2022 , in the current year, 35% ELLs tested at mid or above in I-Ready reading and 20% ELLs met their stretch goals, growing 1.5 grade levels between August 2023 and December 2023.	No change. These investment of resources will continue and increase in 24- 25. ELL Reclassification depends upon the investment in subscriptions for reading programs, and materials such as vocabulary cards and supplies such as stationery for anchor charts and sentence mapping.

Technology Licenses	i-Ready Reading at or above Mid-Grade	Lincoln teachers provide whole group and small group literacy instruction using a rotating learning centers model, to meet the diverse needs of our students who range in English fluency and proficiency from Newcomers who are novice learners to our EO-students who only speak English at home. Using Accelerated Reader, NewsELA and other programs, allows teachers to implement a differentiated approach to meet the needs of our diverse student body.	Student performance on I-Ready Reading has remained steady and on a growth trajectory. The percentage of students reading at or above has increased from 32.8% in 21- 22 to 34.5% in the current year- 23-24.	No change. These investment of resources will continue in 24- 25.
Academic Mentor/ Recess Coach	Student Connectedness to School	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	Student connectedness data as measured by the California Healthy Kids Survey has shown growth from 65.7% in 2018- 19 to 76.9% in 22-23. Owing to the excellent social emotional learning work our teachers and staff undertake consistently and the strong equity focus held by teachers and administrators, out of school suspensions for all students, students with IEPs and African American students are holding steady at 0% since the 2019-20 school year.	Change- Funds previously utilized for an Academic Mentor on hourly basis will fund a contract for Recess Coaches from EBAYC intended to promote social skills through guided and structured playtime activities during recess.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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

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

School Goal:	College, Career and Community Readiness- Lincoln leadership and teachers will implement data driven instruction during three cycles of inquiry, one for each trimester, intended to identify focal students for ELA and Math support, and grow their academic performance in literacy and numeracy. Through data driven instruction and academic intervention Lincoln teachers and staff will ensure that students meeting standard will increase 10 percent and students below standard will decrease 10 percent between fall and spring assessments as measure by I- Ready data, Curriculum Embedded Assessments for EL ED and Eureka Math Squared, IABs, SBAC and CAST data.
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Identified Need:	While overall student performance in SBAC ELA has shown consistent growth from 2018-19 to 2021- 22 to 2022- 23, student performance in SBAC Math and CAST has declined. The percentage of students who exceeded standard in ELA grew from 31.4% to 35.9 % between 2018- 19 and 2022-23 whereas the percentage of students who exceeded standard in Math decreased from 41.3% in 2018- 19 to 36.6% in 2022- 23. Prioritizing Math through a Math focus in each cycle of inquiry and dedicated time for math focused academic intervention work will ensure that students make steady progress in Math to match their ELA performance.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	All Students	Academic and SEL	Tier 1 - Universal

1-2	Teachers, PLC leaders and administrators will work together to design three data- driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	All Students	Academic	Tier 1 - Universal
1-3	Two times a year, teachers and administrators will work together to reflect on focal student progress through data conferences, making modifications to groupings as well as academic and social and emotional interventions and supports.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental
1-4	A dedicated academic intervention team inclusive of Lincoln stip subs, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	African American, Low Income, English Language Learners and Latinx students	Academic	Tier 2 - Supplemental

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

School Goal:	Targeted support for focal student groups- Lincoln leadership, teachers, special education case managers and academic intervention providers, inclusive of two Title I funded stip teachers will implement math focused academic intervention for students with disabilities and English Language Learners to match the literacy intervention efforts. Lincoln leadership will also maintain an investment in materials and supplies for academic differentiation and English Language Development so that special education student data and English Language Learner performance data shows equal acceleration and up to 15 percent growth in both literacy and numeracy by May 2026. Additionally, to address the equity gap in the area of attendance, Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins and increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points by May 2026.
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Identified Need:	The percentage of students with disabilities who met ELA distance from standard improved from -38.6% in 2018-19 to -31.4% in 22-23, showing a 7.2% percent growth. However, the percentage of students with disabilities who met Math distance from standard declined from 7% in 2018-19 to -33.3% in 22-23, a 40.3% decline. On The I- Ready Reading, while 64.1% or all students grew one year or more in 22-23, 31.4% students with IEPs are reading multiple years below grade level. The percentage of English Language Learners who met distance from standard in ELA improved from -70% in 2018-19 to -48.3% in 22-23, showing a 21% growth. The percentage of English Language Learners who met distance from standard in Math showed only 3% growth from -25.3% in 18-19 to -22.3% in 22-23.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers, Professional Learning Community leaders and administrators will work together to design data trackers for each teacher to monitor and maintain throughout the year with dedicated PD and PLC time provided for this work. PLC discussions, data conferences and parent conferences will provide year- round opportunities for teachers to monitor and reflect on data in partnership with PLC leaders, administrators and parents.	All Students	Academic	Tier 1 - Universal
2-2	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded stip teachers will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	All Students	Academic and SEL	Tier 1 - Universal

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

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

School Goal:	Student and Family Engagement- Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data will grow 5 percent between 23-24 and 24-25 school years. Lincoln leadership, community school manager, community relations assistant, teachers and staff will collaborate on a yearlong plan to positively engage diverse parents to improve student outcomes in the areas of academics, attendance, behavior and sense of belonging.
Identified Need:	While out of school suspensions for all students, students with IEPs and African American students have been stable at 0% since the 2019- 20 school year, attendance metrics for African American students reveal an inequity. The delta and omicron waves drove Lincoln chronic absenteeism rates up from 2.3% in 2018-19 to 23. 6% in 21-22 and 20.4% in 22-23. In comparison, African American students had a higher chronic absenteeism rate of 7.3% in 2018-19, which was driven up to 26.8% in 21-22 and 29.4% in 22-23, 3 percent higher than other students in 21-22 and 9% higher than other students in 22-23. Between 21- 22 and 22-23, Chronic absenteeism rates increased 4.7 percentage points for African American students, 17.6 percentage points for Latinx students, 17.8 percentage points for Caucasian students and 12.9 percentage points for multiracial students.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	All Students	Academic and SEL	Tier 1 - Universal
3-2	Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5-10 percentage points.	African American, Latinx, White and Multiracial Students	Academic and SEL	Tier 2 - Supplemental
3-3	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	All Students	Academic and SEL	Tier 1 - Universal

3-4	Teachers on the culture committee and parent leaders on the diversity, equity and inclusion committee will work with administrators and the community relations team to create an inclusive, anti- racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year- long calendar of parent and community engagement events.	African American, Low Income, English Language Learners and Latinx students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	African American, Low Income, English Language Learners and Latinx students	SEL / Mental Health	Tier 3 - Intensified

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.				
School Goal:	School Goal for High- Quality Staff- Lincoln Elementary will maintain staff participation in Foundational Professional Learning at 100 percent, improve staff satisfaction with Professional Development by 5 percent and increase the one-year school teacher retention rate by 5 percent. In the 24-25 school year, Lincoln leadership and teacher leaders will continue to align on coaching and professional development with common goals of growing teacher practice and improving teacher retention.			
Identified Need:	Lincoln's one year teacher retention data has remained steady at its rate of decline from 93.9% in 2018-19 to 89% in 20-21, 87.4% in 21-22 and 87.3% in 22-23. More time, resources and personnel dedicated to new teacher growth and development work to grow and maintain new teachers, will stabilize Lincoln's one year teacher retention metrics.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?

4-1	Teacher- led Professional Development and coaching from veteran teachers for novice and new to Lincoln teachers will be aligned on implementing the Caring School Communities curriculum, The Lincoln Way- normed learning routines and procedures and Culturally Responsive practices with the goal to develop, train and retain skilled educators who represent the diversity of Oakland and match the diversity of Lincoln's student body.	All Students	Academic and SEL	Tier 1 - Universal
4-2	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	All Students	Academic and SEL	Tier 1 - Universal
4-3	Teacher coaches, administrators and PLC leaders will frequently observe classroom teachers and collaborate with each other with a goal to develop culturally responsive, fair and nurturing classroom teachers who are aligned on creating a sense of belonging for historically underserved students- ELLs, African American students and students with disabilities to succeed.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental
4-4	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental

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

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

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Postage	\$1,000	LCFF Discretionary	5910	Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-1
Classified Extra Time	\$5,000	LCFF Discretionary	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-2
Copier Maintenance	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	CAST (Science) at or above Standard	A dedicated academic intervention team inclusive of Lincoln stip subs, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	133-3

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Supplies	\$17,600	LCFF Discretionary	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-4
Subs for Academic Release	\$15,085	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Field trips	\$15,140	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-6
Program Mgr Community School	\$77,501	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	9325	12-Month Community School Manager	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$82,714	LCFF Supplemental	1105	Certificated Teachers' Salaries	6264	STIP Teacher	0.9	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	A dedicated academic intervention team inclusive of Lincoln stip subs, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	133-8
Teacher STIP	\$88,025	LCFF Supplemental	1105	Certificated Teachers' Salaries	8358	STIP Teacher	0.9	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC Math Distance from Standard Met	A dedicated academic intervention team inclusive of Lincoln stip subs, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	133-9
Teacher STIP	\$99,535	LCFF Supplemental	1105	Certificated Teachers' Salaries	6263	STIP Teacher	0.9	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	CAST (Science) at or above Standard	Teachers, PLC leaders and administrators will work together to design three data- driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	133-10

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Supplies ELD	\$13,436	Title I, Part A Schoolwide Program	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded stip teachers will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-11
Teacher STIP	\$78,049	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8686	STIP Teacher	1	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers will implement normed Designated- ELD lessons in addition to using GLAD strategies and integrated ELD practices. Professional Learning Community leaders and administrators will utilize PD/ PLC time to collaborate on identifying additional reading and math programs for academic differentiation. They will collaboratively research, create and share academic differentiation strategies and materials to support English Language Learners- supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self-assessment and peer assessment trackers.	133-12
Teacher STIP	\$99,676	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6265	STIP Teacher	0.9	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Intensive, data informed 1 on 1 and small group intervention by teachers Early Newcomer Teacher Leader and Lincoln's academic intervention team.	133-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
parent education events	\$5,310	Title I, Part A Parent & Family Engagement	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers on the culture committee and parent leaders on the diversity, equity and inclusion committee will work with administrators and the community relations team to create an inclusive, anti- racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year- long calendar of parent and community engagement events.	133-14
Recess Coach contract	\$13,275	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-15

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-16
5100 - Subagreements For Services	\$212,454	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded stip teachers will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-17

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher extra compensation	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-18
Play equipment and enrichment materials	\$5,000	California Community Schools Partnership Program		#N/A	n/a	n/a	0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students expereincing trauma and disrupted home lives.	133-19

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Student awards and incentives	\$5,000	California Community Schools Partnership Program		#N/A	n/a	n/a	0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-20
Contract RJ training	\$10,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	133-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Books	\$10,000	California Community Schools Partnership Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Intensive, data informed 1 on 1 and small group intervention by teachers Early Newcomer Teacher Leader and Lincoln's academic intervention team.	133-22
Mental Health Contract with Wellness Together	\$15,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Targeted mental health support for focal African and African American students, who have experienced trauma, implemented by OUSD behaviorist, mental health team and social skills case manager.	133-23
Noon Supervisor	\$26,968	California Community Schools Partnership Program	2905	Other Classified Salaries	9004	Noon Supervisor	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded stip teachers will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-24

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	\$26,968	California Community Schools Partnership Program	2905	Other Classified Salaries	9005	Noon Supervisor	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching Practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-25
Noon Supervisor	\$26,968	California Community Schools Partnership Program	2905	Other Classified Salaries	9006	Noon Supervisor	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-26
EBAYC Recess and Cantare Music	\$54,586	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	A dedicated academic intervention team inclusive of Lincoln stip subs, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	133-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 20	\$64,786	California Community Schools Partnership Program	2405	Clerical Salaries	9453	Case Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded stip teachers will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-28
Program Mgr Community School	\$94,723	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrator s' Salaries	9325	12-Month Community School Manager	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-29
Supplies	\$11,403	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Teachers, PLC leaders and administrators will work together to design three data- driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	133-30

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers, Professional Learning Community leaders and administrators will work together to design data trackers for each teacher to monitor and maintain throughout the year with dedicated PD and PLC time provided for this work. PLC discussions, data conferences and parent conferences will provide year-round opportunities for teachers to monitor and reflect on data in partnership with PLC leaders, administrators and parents.	133-31
Teacher Education Enhancement	\$82,841	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.65	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers, PLC leaders and administrators will work together to design three data-driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	133-32
Library Technician	\$78,211	Measure G, Library Support	2205	Classified Support Salaries	9691	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	A dedicated academic intervention team inclusive of Lincoln stip subs, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social-emotional data analysis.	133-33



School-Parent Compact

Lincoln Elementary School

2023-24

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 2023-24 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 2023 & March 2024.

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

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

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

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

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

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

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

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

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

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

- 8) Ensure regular two-way, meaningful communication between family members and school staff and 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 school.
- Participate in decisions related to the education of my child.
- Promote positive use of my child’s extracurricular time by limiting screen-time.
- Monitor attendance and make sure homework is completed.

Student Responsibilities

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

Examples:

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

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

This Compact was adopted by the Lincoln Elementary School on August 30, 2023, and will be in effect for the period of one year- Until August 30, 2024.

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, 2023.

Signature of Principal *M.V. Sambrani*

Date *August 25, 2023*



Title I, Part A School Parent and Family Engagement Policy

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

Lincoln Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

- Providing translation at meetings and in correspondence.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

- Ensuring that Lincoln Elementary School maintains a school-wide Title I program. All parents are invited to participate in Title I conversations. The forum for this is through SSC meetings and other parent engagement events like student award nights and parent workshops. Throughout the year we will review student data at SSC meetings, reflect on the impact of the Title I funded programs on our school data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2024-2025.

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Lincoln Elementary School on August 30, 2023 and will be in effect for the period of August 7, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before September 30, 2023.

Mukta Sambrani

Name of Principal

MV Sambrani

Signature of Principal

Date *August 25, 2023*

Please attach the School-Parent Compact to this document.



LicoIn ELEMENTARY SCHOOL
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Katherine (Kasia) Thomas
Vice Chairperson:	Betty Le
Secretary:	David Yuan

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Jaline King	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jennifer Le	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
David Yuan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Katherine (Kasia) Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Wei Liu	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Dynasty Ouk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Pikshan Lui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Betty Le	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mulugheta Mirach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mukta Sambrani	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a

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

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

