

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2023-24

School Name:	Lincoln Elementary School	Site #	133	Date	3/1/2023
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School Mission and Vision

Lincoln Elementary Vision and Mission
 Vision- 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.
 Mission- Our mission is to inspire and challenge students to excel academically, 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.

Community School Implementation Team - members that contributed to this document <i>(add rows as needed)</i>	NAME	ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))	EMAIL
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School Demographics

Special Populations	% Male	% Female	% FRL	% LCFF	% English Learners	%Unhoused	%Foster Youth	%SPED
	51.9%	48.1%	73.5%	73.5%	42.0%	0.60%	0.0%	12.9%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
	10.0%	6.0%	71.6%	4.6%	0.6%	0.0%	5.2%	5.0%

OUSD CCSPP GRANT OBJECTIVES:

Priority 1: Deepening District-wide **Collaborative Leadership** Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.

Priority 2: Creating **Joyful Schools**. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates.

Priority 3: Strengthening **Student and Family Engagement**. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.

Priority 4: Increasing Opportunities for **Academic Innovation and Acceleration**. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.

COMPREHENSIVE COMMUNITY SCHOOL PRIORITY ANALYSIS

PRIORITIES	Describe whole school successes from Year 1	Describe whole school challenges from Year 1	<i>Deepest Underlying Cause</i> <i>What are some of the reasons why we have these challenges?</i>
Collaborative Leadership	Additional culturally responsive leaders supporting students and colleagues: Classified staff leadership and strong team building by Community Schools Manager and Community Relations Assistant. Community Schools Manager and Community Relations Assistant now support principal with daily and weekly student recognition, staff appreciation events, classified staff coaching and development, diversity, equity and inclusion events, affinity group work and enrollment events.	New curriculum and assessment expectations and the social-emotional needs of students returning from distance learning were stretching our two person administration thin with limited time and energy to devote to the areas of classified staff development and affinity group work.	Lincoln Elementary teachers and staff supporting students returning from Distance Learning to In Person instruction are faced with 1. Learning loss mitigation 2. Learning to re-engage students who became dependent on electronics and social media for their academic and social needs. 3. The student-facing academic intervention and culture building work needs to be balanced with the needs of staff- staff development and staff appreciation to maintain staff morale and commitment are extremely important. 4. Positive engagement of diverse parents through affinity group work is as important to student engagement and student success as staff development.

<p>Joyful Schools</p>	<p>Additional play equipment- such as giant connect 4 sets, giant building blocks, giant tic tac toe sets and large dominoes have made it possible to create play stations which offer a variety of recess activities in support of motor, cognitive social skills development making it possible to best use our limited play space to the fullest.</p>	<p>Being a large school located on a small property, Lincoln staff are charged with using our limited space to serve lunch and host recesses and save space for PE and outdoor activities. With Covid- 19 safety regulations in mind, Lincoln staff moved from serving 4 to serving 6 lunches and moved from hosting 4 to 6 sets of recesses. Yard supervision duties are longer and more intensive than they were pre- pandemic. Lincoln Elementary has very limited yard space. Upcoming construction at Lincoln Square Park, will further limit the amount of play space Lincoln Elementary students can use for PE and recess.</p>	<p>Lincoln Elementary is located in the midst of downtown Oakland with limited yard space requiring creative scheduling and partnerships to access all available space for use during school hours.</p>
<p>Student Engagement</p>	<p>Additional personnel- Lincoln's Community Schools Manager and Community Relations Assistant are supporting principal and parent leaders with daily and weekly student recognition, special student recognition events- Reclassification awards night, Lunar New Year art contest, music and oratorical showcase, and additional student and parent engagement events focused on affinity groups- African American Heritage Month art and poetry awards and community unity circle, Women's History Month recognition event and community unity circle, Arab American Heritage Month celebration and community unity circle and Asian Pacific Islander Heritage Month celebration and community unity circle.</p>	<p>The culture committee creates lessons and learning materials to explicitly teach respect for all cultures. This work has needed mirroring and amplification in the parent engagement realm, besides the activities of the Diversity, Equity and Inclusion committee on the Parent Teacher Organization.</p>	<p>Lincoln Elementary is a large and diverse school. Lincoln student body demographics are- 51.9% Male, 48.1% Female, 73.5% Socio Economically Disadvantaged, 71.6% Asian, 10% African American, 4.6% Latino, 6.0% Caucasian, 5.0% Multiple Ethnicities. Languages spoken in the Lincoln community in addition to Chinese include Arabic, Spanish, Vietnamese, Tigrinya, Filipino, Amharic, French, Pashto, Hindi, Somali, Thai, Turkish, Tamil, Farsi, Burmese, Korean and Japanese. 49.7% students come from Chinese speaking homes, 27.6% come from homes where English is spoken as the primary language, 42% students are English Language Learners, 7.7% students are Newcomers, 12.9% students have disabilities.</p>

Family Engagement	Adding a Community Schools Manager to create a two person Community Relations team has made the Parent Center's bilingual parent engagement work more manageable and realistic. This work looks like- Chinese interpretation and translation throughout the day, interpretation at meetings and parent engagement events, parent conferences and translation of report cards and parent facing documents is now shared by the Community Relations Assistant and Community Schools Manager, making this work more sustainable and effective.	Lincoln's parent center, lead by the Community Relations Assistant has held family engagement responsibility to positively engage 50% of the Lincoln parent body- Lincoln's Chinese speaking families. This looks like interpretation and translation for conversations throughout the day, interpretation at parent conferences, translation of report cards and all parent facing documents.	Many Lincoln families have very limited education in their home language and lack language fluency social skills to navigate US systems including the school system. Chinese speaking families, many of whom are new and newer immigrants to the United States, need help navigating immigration, social services, health care, insurance, driving licences and bills, in addition to help navigating the school system and connecting with majority non-Chinese speaking staff.
Academic Innovation & Acceleration	Adding a dedicated case manager to support social skills development has created targeted social skills support for 50 students with more pronounced social skills gaps, which were not being addressed by stip subs and academic mentors.	Six stip subs, one per grade level, one part time Early Newcomer Teacher leader and two part time Academic Mentors were meeting the Academic needs of 60% of Lincoln's student body. Adding a dedicated Social Skills case manager has to the intervention and student support team has made it possible to provide intensive social skills support for 50 additional Lincoln students whose needs could not previously be addressed.	42% of Lincoln students are English Language Learners, 7.7 % are Newcomers, 12.9 % are students with IEPs. 60 to 65% % of the school needs academic support and intervention. Many students returning from Distance Learning to In Person instruction have pronounced social skills deficits caused by limited opportunities to practice social skills with peers, teachers and community members.

YEAR 1: 2022-2023: STRATEGIC ACTION REFLECTION

PRIORITIES	YEAR 1 Strategic Actions What key strategic actions to support developing a community school were implemented in Year 1? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2023 What evidence (qualitative and/or quantitative) shows progress towards your goals?	22-23 Budget Resource
Collaborative Leadership	Classified staff leadership and strong team building by Community Schools Manager and Community Relations Assistant	Yard supervision schedule, noon supervisor training, custodial team support, outreach to partner organizations ex. Shoong Family Chinese Cultural Center and Lincoln Square Park are supported by Ms. Sandy and Ms. Tina, in addition to support for student and staff recognition events.	LCFF Supplemental

Joyful Schools	Additional play equipment- such as giant connect 4 sets, giant building blocks, giant tic tac toe sets and large dominoes have made it possible to create play stations which offer a variety of recess activities in support of motor, cognitive social skills development making it possible to best use our limited play space to the fullest.	Student conflicts during recess and recess time injuries to students are reduced by 50% since additional play equipment was introduced to offer a variety of recess activities in support of motor, cognitive social skills development.	Title IV
Student Engagement	Community Schools Manager and Community Relations Assistant now support principal with daily and weekly student recognition, staff appreciation events, classified staff coaching and development, diversity, equity and inclusion events, affinity group work and enrollment events.	<ol style="list-style-type: none"> 1. February 23rd, 6:00- 7:30- African American Heritage Month student art and poetry showcase and Community gathering 2. March 23rd, 6:00- 7:30- Women's History Month celebration and Community gathering 3. April 27th, 6:00- 7:30- Arab American Heritage Month celebration and Community gathering 4. May 18th, 6:00-7:30- AAPI Heritage Month celebration and Community gathering 	Title I
Family Engagement	Adding a Community Schools Manager to create a two person Community Relations team has made the Parent Center's bilingual parent engagement work more manageable and realistic.	In Trimester 2 Lincoln Elementary is saving funds previously spent on substitute support for report card translation and interpretation during parent conferences. We have been able to use funds budgeted for substitutes to support ELPAC testing, reducing the impact of ELPAC testing on teachers, students and stip team.	Parent Group Donations
Academic Innovation & Acceleration	Adding a dedicated case manager to support social skills development.	Targeted social skills support for 50 students with more pronounced social skills gaps has been made possible through small groups with the social skills case manager.	Title I
YEAR 2: 2023-2024 STRATEGIC ACTIONS			
PRIORITIES	YEAR 2 Strategic Actions What are the key strategic actions to support developing a community school? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2024 What evidence (qualitative and/or quantitative) will you look for to know you are successful?	
Collaborative Leadership	Additional conflict resolution training for noon supervisors facilitated by principal and community relations assistant with the help of RJ Facilitator	Photos, videos and student testimonials about students engaged in safe play Review of student conflict data and student injury data	

Joyful Schools	Add two part time personnel at .6 FTE each, from the Lincoln parent community to lead lunch time SEL games and safe play time activities in 2 play areas on 2 of Lincoln's 3 yards. Create a daytime contract for two EBAYC mentors to support student safety at recess through organized games and opportunities to develop social skills.	Photos, videos and student testimonials about students engaged in safe play Review of student conflict data and student injury data
Student Engagement	Year round student recognition events supported by CSM, Community Relations Assistant and Principal- daily awards, weekly awards and talent showcases in honor of national heritage month celebrations	Photos, videos and student testimonials, CHKS data- student responses
Family Engagement	Year- round affinity group engagement by CSM and Principal to mirror the work of the culture committee in the realm of parent engagement	Photos, videos and parent testimonials, CHKS data- parent responses
Academic Innovation & Acceleration	Targeted social skills support for 50 students with more pronounced social skills gaps has been made possible through small groups with the social skills case manager. As students make progress on social skills goals, they will graduate out of the social skills groups and new students will be added to groups.	Mr. Jeremy's small group schedule and photos, videos, student and teacher testimonials about student progress