

OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25									
School Name:		Lincoln Elementary School			Site #	133		Date	1.23.24
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.									
<b>Community School Implementation Team</b> - members that contributed to this document <i>(add additional names at the end of form 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	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	
	51.9%	9.4%	4.7%	0.0%	5.7%	11.4%	83.7%	47.1%	
Student Population by Race/Ethnicity	% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	
	48.1%	4.1%	71.2%	1.3%	0.0%	0.1%	77.2%	7.9%	
<b>OUSD CCSPP GRANT OBJECTIVES:</b> <b>Priority 1:</b> Deepening District-wide <b>Collaborative Leadership</b> Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners. <b>Priority 2:</b> Creating <b>Joyful Schools</b> . 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. <b>Priority 3:</b> Strengthening <b>Student and Family Engagement</b> . Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. <b>Priority 4:</b> Increasing Opportunities for <b>Academic Innovation and Acceleration</b> . 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 2023-24			Describe whole school challenges from 2023-2024		Deepest Underlying Cause What are some of the reasons why we have these challenges?		

Collaborative Leadership	Lincoln's Community Schools Manager and Community Relations Assistant support school- wide translation and interpretation for report cards, conferences and parent meetings. They also train and support yard supervisors and help coach and develop other classified staff development. In addition they maintain strong parent relationships and community partnerships. They also support daily and weekly student recognition, staff appreciation events, diversity, equity and inclusion events, affinity group work and enrollment events.	Curriculum implementation and assessment expectations and the social- emotional needs of students returning from distance learning continue to stretch our educators and administrators. Classified staff development, whole school culture and community building, culturally responsive pedagogy and staff development and affinity group work continue to be the major foci of our culture and climate 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.
Joyful Schools	In addition to play equipment, the CCSPP Grant made recess experiences safer and more joyous for Lincoln students. Rollover funds were also used to support a contract for EBAYC mentors to serve as recess coaches during the busiest lunch and recess times at mid day, when grades 2,3,4 and 5 go to lunch and lunch recess requiring staffing to support simultaneous supervision of 500 students. the CCSPP plan and budget also supported an additional music education contract with Cantare Con Vivo using rollover funds. Access to additional choir opportunities has made music education available to a greater number of our students.	We added new 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.	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. 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. 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.
Student Engagement	Lincoln's Community Schools Manager is now supporting the principal and parent leaders with special student recognition events and affinity group work. We had several very successful celebrations this year- Home Culture Night, Ruby Bridges Day, Latinx Heritage Month celebration, Reclassification awards night, Lunar New Year art contest, MLK Oratorical showcase and Home Culture presentation in honor of African and African American Heritage, 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.	Lincoln's culture committee creates lessons and learning materials to explicitly teach respect for all cultures in classrooms. The inequities and incidents of discrimination in our community come from deep seated bias held by adults. Our diversity efforts at the student level are incomplete without a parent education and parent engagement component. 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.	Lincoln Elementary is a large and socio- economically and linguistically diverse school community. Lincoln student body demographics are- 51.9% male, 41.8% female, 71.2% Asian, 9.4% African American, 4.7% Latino, 5.7% Caucasian, 4.1% Multiple Ethnicities, and 1.3% Filipino. 50.4% of Lincoln students come from Chinese speaking homes, 25% of students come from homes where English is spoken as the primary language. Other languages spoken in the Lincoln community include Arabic, Spanish, Vietnamese, Tigrinya, Filipino, Amharic, French, Pashto, Hindi, Somali, Thai, Turkish, Tamil, Farsi, Burmese, Korean and Japanese. 47.1 % of the students are English Language Learners and 7.9% are Newcomers. 11.4% students have disabilities. 77.2% students are socio- economically disadvantaged. Lincoln's diverse student and parent body brings challenging experiences of historic inequity and trauma, which need to be addressed and healed through powerful diversity, equity and inclusion work.
Family Engagement	Our two person Community Relation 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. This year, we expanded parent center work with partnerships with the county and a dental and mental health provider. A very successful vaccination event, schoolwide dental screening and treatment and schoolwide access to free of cost bilingual mental health services have become possible this year.	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	Our 0.6 Social Skills Case Manager supports students with social skills development challenges as well as students on the autism spectrum. This position has created targeted social skills support for 50 students with more pronounced social skills gaps, which were not being addressed so far by teachers, parents and administrators.	A team of stip teachers, a library tech and an early literacy tutor and a part time Early Newcomer Teacher leader work intensively to meet the Academic and language and literacy 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.	47.1 % of the students are English Language Learners and 7.9% are Newcomers. 11.4% students have disabilities. 60 to 65% of the school qualifies for academic support and intervention. 77.2% students are socio- economically disadvantaged. Students from historically oppressed communities experience complex trauma due to systemic and generational inequities, which also impede healthy social skills development. 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.

2023-2024: STRATEGIC ACTION REFLECTION			
PRIORITIES	2023-2024 Strategic Actions What key strategic actions to support developing a community school were implemented in last year? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2024 What evidence (qualitative and/or quantitative) shows progress towards your goals?	2023-24 Budget Resource CCSPP doesn't fund the entirety of your Community School Goals. What additional budget supported the development of your community school?
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, classified staff training and development and new partnerships with Shoong Family Chinese Cultural Center, Lincoln Square Park, Asian Health Services and Alameda County are supported by Ms. Sandy and Ms. Tina. These successes are in addition to support for student and staff recognition events and whole school celebrations.	LCFF Supplemental
Joyful Schools	Additional play equipment- soft blocks, magna tiles, soft balls for playing catch, giant connect 4 sets, giant building blocks have made it possible for us to create play stations which offer a variety of recess activities in support of motor, cognitive and 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 60% since additional play equipment was introduced to offer a variety of recess activities in support of motor, cognitive and social skills development. Students, teachers, staff and administrators all look forward to recess.	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.	Lincoln's year- round <a href="#">Parent engagement calendar</a> engages between 100 to 600 families through very successful parent and community education events such as- Home Culture Night- August 25, ABC boot camp- Sept 29, Latinx Heritage Celebration- Oct 3, Halloween Parade- October 31, Ruby Bridges Day- Nov 14 to name a few.	Parent Group Donations
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.	LCFF Supplemental
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
2024-2025 STRATEGIC ACTIONS			
PRIORITIES	2024-2025 Strategic Actions What strategic actions will your school implement to support your developing community school? (please list at least one for each priority)	EVIDENCE TO REVIEW SPRING 2025 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	