

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Lafayette Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Lafayette Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Lafayette Elementary School
CDS Code: 1612596001978
Principal: LaDonna Williams
Date of this revision: 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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: LaDonna Williams
Address: 1700 Market Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-7774
Email: ladonna.williams@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Lafayette Elementary School

Site Number: 129

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

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

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

Date(s) plan was approved: 4/27/17

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, media announcements, etc.)

Signatures:

LaDonna Williams

School Principal

LaDonna Williams
Signature

5/3/17
Date

Micshell Bunter
Print name of SSC Chairperson

Micshell Bunter
Signature

5/3/17
Date

Ron Smith

Network Superintendent

Ron Smith
Signature

5-17-17
Date

Marcus Silvi
Coordinator, OAP

Marcus Silvi
Signature

5/25/17
Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Lafayette Elementary School

Site Number: 129

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

Date	Stakeholder Group	Engagement Description
10/13/2016	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title 1 Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact.
11/10/2016	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title 1 Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact.
12/8/2016	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title 1 Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact.
1/12/2017	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title 1 Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact.
2/9/2017	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title 1 Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact.
3/9/2017	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title 1 Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact.
4/17/2017	Joint Faculty Mtg. w/Lafayette & MLK	Discussion of School Site Grade Level Configurations, Facilities move, and other joint Staff items.
4/19/2017	Joint Faculty Mtg. w/Lafayette & MLK	To discuss SPSA priorities that affect both Staff; facilities move, Grade Level Configurations. Staff Handbook, PE adjustments, and other items that bring the staff together for SPSA priorities.
4/24/2017	Joint Faculty Mtg. w/Lafayette & MLK	To discuss SPSA priorities that affect both Staff; facilities move, Grade Level Configurations. Staff Handbook, PE adjustments, and other items that bring the staff together for SPSA priorities.
4/27/2017	Joint SSC Mtg. w/Lafayette	To review, discuss, and approve the 2017-2018 SPSA Priorities and Budget.
5/3/2017	Joint SSC Mtg. w/Lafayette	To review, discuss, and approve the 2017-2018 SPSA Priorities and Budget.

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$23,275.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$120,764.48	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$290,668.32	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$22,708.05	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$760.46	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$85,741.93	TBD
TOTAL:	\$109,210.44	\$0.00

PART A: ABOUT THE SCHOOL

School Description

As of the 2016-17 school year, Lafayette Elementary is now co-located with West Oakland Middle School at the Lowell Education Center. As of March 8, 2017, OUSD School Board voted to consolidate Lafayette's grades K - 3 into Martin Luther King, Jr. Elementary. In the fall of 2017 - 2018, Lafayette will function as a 4th and 5th grade school. The new location better serves our students and community with: updated facilities, more natural lighting, new classroom furniture, a gymnasium, a health center, weekly food bank distribution, a garden, green space and adjacent park, and a family resource center offering parent education classes. By co-locating with West Oakland Middle School and merging the early literacy grades into Martin Luther King, Jr. Elementary, there is also opportunity for increased vertical alignment between elementary and middle school programming K-8 and special programming. Our focus is on Science, Technology, Engineering, Art, and Math to help students prepare for colleges and careers.

School Mission and Vision

Mission: To empower, motivate, and inspire our students for leadership and academic success in Science, Technology, Engineering, Art, and Math so that they are college and career ready.
Vision: Our vision is put into action through community partnerships and programs that focus on Science, Technology, Engineering, Art, and Math by having students fully engage in academic discourse, writing with evidence, and reading informational texts to prepare them to be college and career ready.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Personalized Learning

SCHOOL GOAL for Personalized Learning:

By June 2017, 100% of students will receive data driven, standards aligned, collaboratively planned, instruction at each grade level on a daily basis in all content areas.

SCHOOL TARGETS for Personalized Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	0.92%	6.46%	12.00%

Other Leading Indicators for Personalized Learning:

SRI, F&P, & Bi Weekly Common Core Assessments. These are our most aligned data points. We will use ANET assessments to progress monitor with grade level expectations.

NEEDS ASSESSMENT for Personalized Learning:

STRENGTHS	CHALLENGES
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1 to 1 chromebooks for every student, 3 site licences for blended learning programs: ST Math, Lexia, and Reading A-Z. Students receive 60-120 minutes of ST Math Intervention/practice weekly, 150 minutes of Lexia weekly, and Reading A-Z is used as a supplement in the After School Program to support students working 2 or more grade levels below. A robust Instructional Schedule has been implemented that blocks out 30 minutes per day for intervention in Math and ELA Skill areas in hopes of showing greater mastery on SBAC, SRI, and SMI.

SBAC ELA/Math Scores below 5% and SRI Scores show little to no growth from 2015-2016. 70%-80% of students are working two grade levels below or more and need intensive intervention in ELA as indicated by F&P Assessment. The same is true for Math proficiency as indicated by the SMI.

ROOT CAUSE ANALYSIS

Instructional schedule must be followed daily so students meet the weekly minimum requirement to show mastery. Teachers need more in depth training on how to use their ST Math and Lexia data to form intervention groups/use rotational models for small group instruction, teachers must monitor students usage to be sure that students are using their time wisely, are receiving assistance when stuck or can't move past a level due to deficiency in skill, model the productive struggle for students so they know that it is acceptable to keep trying when something appears difficult. Teachers must also use the data to drive instruction so that they can tailor their lessons to what they are teaching. Thus they can reteach concepts in large or small groups based on how students are responding to the questions being asked.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

By 2017 - 2018, 30% of the 4th - 5th grade students will be at/above grade level as measured by SBAC assessment, SMI, and Math CEOU Assessments.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	3.64%	7.82%	12.00%

Other Leading Indicators for Mathematics:

SMI, Bi - weekly Common Core Assessments will be the indicators along with ANET and Illuminate Assessments to progress monitor the data with grade level expectations.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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- Best practices are implemented through teacher collaboration and PLC structures.
- Teachers are supported in best practices, building standards knowledge, resources, and exemplars through the Math CCTL.
- Teachers are building knowledge of standards, look at standards when planning, and using a standards-based lens when analyzing data through math coaching + PLCs.
- Teachers content knowledge is supported through intentionally using curriculum, purple guides, and ANet resources.
- A clear focus on implementing standards has driven PD, PLC, and collaboration. This clear priority has created a through line between all teacher development.

- Standards are not driving curriculum modification and instruction.
- Lack of clarity around math common core shifts disempowers teachers to make meaningful adjustments.
- Chronic absentees make coherence and build difficult. Group work is challenging when students are not consistently in class.

ROOT CAUSE ANALYSIS

Lack of clarity around math common core shifts disempower teachers from making meaningful adjustments to curriculum and lesson plans. Specifically, we need to build knowledge around rigor and focus to ensure our pacing and tasks align with the demands of common core.

CULTURE & CLIMATE PRIORITY: PBIS: Strong School Culture

SCHOOL GOAL for PBIS: Strong School Culture:

All students will be engaged in school as evidenced by less than 30 suspensions and greater than 90% of the time spent in school and class.

SCHOOL TARGETS for PBIS: Strong School Culture:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	10.53%	9.53%	8.53%

Other Leading Indicators for PBIS: Strong School Culture:

PBIS Goals will continue to manifest as 100% of teachers are trained in Tier 1 and 2 interventions that decrease behavior issues and create greater time on task.

NEEDS ASSESSMENT for PBIS: Strong School Culture:

STRENGTHS	CHALLENGES
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<p>PBIS Coach, Mindful Life Project whole school implementation and small group work in Mindfulness: Yoga, Expressive Arts, Positive Hip- Hop, AAMA, Additional EBAC Counselor, No Bully Program, School Wide discipline policy, 1 to 1 PBIS Coaching, Bi-Monthly PBIS Team Meetings, 48% drop in Office Referrals from August-January, 25 boys attending AAMA groups, Social Skills and Friendship Groups led by EBAC Therapists, COST Team that meets weekly to address Tier 2/3 behaviors with useful interventions to support students and families in crisis</p>	<p>Tier 2/3 behavior issues continue to overshadow some classrooms and affect time on task.</p>
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ROOT CAUSE ANALYSIS

We have seen many great benefits to building in services around PBIS and Strong School Culture. The bulk of money spent went to positions and wrap services for students and families. Based on the data, the implementation of these services is working and showing reductions in data points that have been concerning for years.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

80% of families will utilize the Full Service Community Health and Wellness Center located on the Lowell Campus. The ultimate goal is to have 100% of families using the facilities by 2019

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of families using the Full Service Community Health and Wellness Center	All Students	n/a	n/a	80.00%

Other Leading Indicators for Family Engagement:

Trends from the Merger that creates greater continuity between Lafayette and MLK Jr. Families to utilize Health and Wellness Center and all its components: Medical, Dental, Mental Health, Wellness/Parenting Classes, Family Resource Center and Parent Engagement Activities designed to uplift, inform, and provide for families in crisis/impacted by Trauma. Parent Surveys and Feedback sheets will be given to parents after each Family Engagement Night.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
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2 Parent Liaisons, Robust Parent Groups, Fully trained SSC, Parent Classes: Cooking Matters, Wellness classes, Community Engagement, Joint Coffee Chats, Parent Action Committee, 2 parent fellows and a host of parent volunteers(WOPP Members)	Same parents often volunteer all the time: need to recruit more parents to assist in classrooms
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ROOT CAUSE ANALYSIS
Need to create opportunities for parents to be informed/assist at varied times of the day so more can participate in support of their child's growth and academic development.

ADDITIONAL PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

By 2017 - 2018, 30% of EL Learners will be reclassified as measured by SRI and Teacher Assessments.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	English Learners	3.00%	3.00%	3.00%

Other Leading Indicators for EL Reclassification:

We will monitor the SRI data, Systematic ELD assessments, and teacher made assessments to monitor the growth and progress of reclassifying our EL students.

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
Daily ELD instruction using Systematic ELD; After School classes for EL students to focus on Vocabulary Development	Absentism is a factor; Vocabulary Development is a factor; Teachers must modify lessons that include intention to the ELL student.

ROOT CAUSE ANALYSIS
50% of the English Language Learners are newcomers, beginners, and intermediate levels of learning English. We get about 15% of newcomers in the middle of the school year that do not speak English. We would need a teacher that teachers Arabic to really help the students learn to speak English fluently.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Personalized Learning:	If teachers implement the Personalized Learning approach to student achievement in Reading & Math, then students will gain access to computer based learning that focuses on structure & academic performance on the SBAC test.
SCHOOL THEORY OF ACTION for Mathematics:	If we implement instruction based on the major focus of our grade level and aspect(s) of rigor of the standard(s) and teachers utilize resources CCTL Math and myANet, then students will receive aligned, common - core based instruction which allows them to master standards
SCHOOL THEORY OF ACTION for PBIS: Strong School Culture:	If we use the PBIS strategies for discipline & structure and empower students to embody the strategies, then we will be developing students for leadership.
SCHOOL THEORY OF ACTION for Family Engagement:	If we conduct 3 Data Nights, 2 Mandatory Report Card Conferences, send home Progress Reports, conduct monthly Family Fun Nights, then we will have fully engaged families in the educational process. If students are in leadership roles in the classroom and in the school, then we will be developing a culture of leadership where students feel honored and respected as individuals.
SCHOOL THEORY OF ACTION for EL Reclassification:	If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted interventions and support, then we will be able to reclassify more students.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	We will develop a personalized learning program that will fully implement key components of Balanced Literacy, especially Reader's Workshop, Guided Reading, and implement ST Math daily. The staff will also make an extended effort to utilize reader's and writer's workshop time to pilot blended learning programs that will provide computer-generated, targeted support at a student's reading and math level until they are able to work at grade level or above. Blended learning will give greater autonomy to teachers to diversify their instructional methods and create greater access to small group instruction.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	All Fourth and Fifth grade teachers will implement Reader's Workshop with fidelity and add scaffolds for ELLs, GATE students, and students with special needs.	Weekly BAL walkthroughs in classrooms using "look-for" document (created by Principal and literacy coach) followed by weekly check-ins with literacy coach and Principal to monitor progress and identify PD and individual support needs.	Use of PLC and PD time to plan for and implement Reader's Workshop mini-lessons.
1-2	All Fourth and Fifth grade teachers will implement guided reading with fidelity.	Organize parent engagement nights (family literacy night, BAL parent engagement & OR2020 "Winning with Reading" parent group at Open House) to inform parents about reading levels and how to find texts at the appropriate level.	Coordination between classroom teachers and literacy coach for pull out reading intervention.

1-3	Implementing Writer's Workshop and full implementation of Blended Learning Programs such as Lexia and ST Math (4th-5th focus in first trimester, with gradual implementation starting in second trimester).	F&P and SRI progress monitoring. Lead ILT in analyzing reading data with focus on ELs and AAM's.	Wednesday PD focus on Reader's Workshop, Guided Reading, and Academic Conferencing. Monthly 1 to 1 coaching with the CCTL for ELA as an added support.
1-4	Teachers will attend regular PD to learn strategies for implementation of Blended Learning Programs.	Provide academic trainers to support teachers in creating interventions that produce measureable growth over time.	Use of PLC time to share best practices for Blended Learning Programs.
1-5	Teachers will implement ST Math daily with longitudinal growth goals .	School schedule will be adjusted to reflect designated ST Math time daily with support from a CCTL or central office math team one per month for PLC support.	Use of Mind Research support to add a data and intervention lense for advancement as indicated by CEOU Exams and SMI.
1-6	BACR ASP will use blended learning programs to provide additional acceleration.	An Academic Liaison will be assigned to monitor student growth and assign lessons in ST Math and Lexia that are based on the student's current level.	Intense support in extension of blended learning in the after school program will create 5-7% growth in SBAC data by the end of the year.
1-7	Provide Integrated and Systematic ELD Support through small group instruction/personalized learning.	Provide Integrated ELD and Systematic ELD PD training for all teachers and how to use small group instruction to support growth and increase reclassification rates through frequent analysis of the EL Snapshot.	CCTL ELA will monitor EL students coming in and those that are classified as LTEL and provide targeted support to teachers on how to increase growth during 1 to 1 coaching.
1-8		Providing support for classroom management training for teachers	

Improvement Strategy #2:	Math- teacher and staff team use cycles of inquiry to guide collaboration by assessing scoring, analyzing, and planning from data together.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Numbered Talks - Read and identify the problem of the day /whole class number talks.	Weekly Walk-thoroughs.	Weekly Teacher Coaching
2-2	3 Reads + Writing	Observations and walk-throughs. Feedback and conferencing for teacher reflection and discussion.	PLCs each Monday with grade-level collaboration.
2-3	Cooperative Group Work	Cycles Of Inquiry - Data Conferences	Professional Learning Sessions once a month including PDs and PLCs targeted to Math Data inquiry.

2-4	Progress Monitor Tier 1 Students	Math Coach/ITL will provide weekly coaching, modeling, and demonstration of lessons for key Common Core instructional strategies.	Instructional Leadership Team
2-5	Frontloading	Walk-through/observations to note teacher practices of frontloading. Word wall identification.	Teacher collaboration for best practices and grade-level planning.
2-6	Problem of The Day	Provide teachers with materials/ OUSD math department issued Math consumables and teaching tools.	Utilization of OUSD math dept. resources, ITL coaching and and researched best practices.
2-7	Weekly Grade Level Common Assessments	Collection of deliverables of weekly common grade level common assessments. Specified time for teachers to collaborate to create assessments.	Teacher collaboration for best practices and grade-level planning.
2-8	Use exemplars in explaining the answer and using rubrics to define the work	Observations and walkthroughs.	Teacher collaboration for best practices and grade-level planning.

Improvement Strategy #3:	Teachers and staff will engage in PBIS strategies to improve and impact culture and community.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	All classes in Fourth through Fifth grade participate in the Family Circle meetings on Mondays acting out one of the "3 Bs."	Provide a schedule of classes and when each class will present. Lead the Family Circle meetings.	Planning with PBIS team and leadership team.
3-2	Students are given the opportunity to earn Panther Bucks for following the "3 Bs" on campus.	Read names in Monday meeting, provide small prize for award.	Teachers/staff members participate in noticing positive behavior in students and awarding Panther Bucks.
3-3	Focus on SEL competencies and culturally responsive teaching in grade levels 4-5.	Focused PD on SEL competencies and culturally responsive teaching strategies incorporating, The Mindful Life Project, Cultural Competencies and trauma informed practices to help support all students, including low-income students.	PBIS team, ILT leadership will create and implement a PD calendar to address trauma informed practices.
3-4	A PBIS Coach will be hired for the 2016-17 school year during the redesign process to further address climate and culture goals. Additional supports will be added to support foster and homeless youth.	A robust climate and culture plan will be created to address overall climate and culture goals to incorporate incentives that leverage positive behavior over negative behavior.	A PBIS Team will continue to monitor climate and culture data throughout the year to set targeted Tier 1, 2, and 3 supports.

3-5	Teachers will pass out a school contract and handbook that explains school rules to include how students are to behave in school, general school protocols, and the uniform policy	The Lafayette PBIS and Summer Design team will create content needed for a school handbook and student's contract.	A school Community Relations Assistant will support the SEL goals through monitoring of COST, SST, START, suspensions and referral data and SARB processes related to students growth.
3-6			Parent Liaisons and SCRAII will set up practices for parent education classes to reinforce school rules at home. Families of homeless and foster youth will receive additional support from Family Engagement Department and appropriate CBO's.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

129

School:

Lafayette Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$85,741.93	21st Century Learning	After School Program - BACR	BACR ASP will use blended learning programs to provide additional acceleration.	A1.6: After School Programs	5825				129-1
\$96,628.84	After School Education & Safety (ASES)	After School Program - BACR	Intense support in extension of blended learning in the after school program will create 5-7% growth in SBAC data by the end of the year.	A1.6: After School Programs	5825				129-2
\$2,245.02	General Purpose Discretionary	Noon Duty Supervisor	Focus on SEL competencies and culturally responsive teaching in grade levels K-5.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2905	Noon Duty Supervisor	NOONSP0106	0.10	129-3
\$4,745.53	General Purpose Discretionary	Supplies and materials	Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				129-4
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				129-5
\$45,000.00	LCFF Concentration	Stip Sub	Teachers will attend regular PD to learn strategies for implementation of Blended Learning Programs.	A2.5: Teacher Professional Development for CCSS & NGSS	1105	Stip Sub		1.00	129-6
\$5,000.00	LCFF Concentration	Leveled Literacy Intervention Kits	Implementing Writer's Workshop and full implementation of Blended Learning Programs such as Lexia and ST Math (4th-5th focus in first trimester, with gradual implementation starting in second trimester).	A3.2: Reading Intervention					129-7
\$20,000.00	LCFF Supplemental	.25 Prep Teacher	Teacher collaboration for best practices and grade-level planning.	A2.1: Implementation of CCSS & NGSS	1105	Prep teacher	TCEEIP0104	0.25	129-8
\$1,303.00	LCFF Supplemental	Supplies and Materials	Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images	A2.1: Implementation of CCSS & NGSS	4310				129-9
\$6,300.00	Measure G: TGDS	Teacher Growth & Assessment - Stipends	Implementing Writer's Workshop and full implementation of Blended Learning Programs such as Lexia and ST Math (4th-5th focus in first trimester, with gradual implementation starting in second trimester).	A2.6: Teacher Evaluation	1120	Alternate Observers			129-10
\$6,735.05	Supplemental Program Investment	Noon Duty	Focus on SEL competencies and culturally responsive teaching in grade levels K-5.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2905	Noon Duty Supervisor	NOONSP0106	0.30	129-11

\$500.00	Title I Basic	Lakeshore Blanket Purchase Order	Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				129-12
\$500.00	Title I Basic	Oriental Trading Company - Supplies	Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				129-13
\$2,669.42	Title I Basic	Buses for the Field Trips	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	A5.4: Root Causes of Chronic Absence	5826				129-14
\$2,669.43	Title I Basic	Field Trips	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	A5.4: Root Causes of Chronic Absence	5829				129-15
\$212.45	Title I Parent Participation	Title I Parents	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	n/a	4399				129-16

Lafayette Elementary **Elementary School Compact**

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 21 day of September, 2010.



School Site Council Membership Roster – Elementary School

School Name: Lafayette Elementary

School Year: 2016-17

Chairperson: Micshell Bunton		Vice Chairperson: Fienishia Wash	
Email: _____	Phone: _____	Email: _____	Phone: _____
Secretary: Londa King		LCAP Parent Advisory Nominee:	
Email: _____	Phone: _____	Email: _____	Phone: _____
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email: _____	Phone: _____	Email: _____	Phone: _____

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Micshell Bunton					X	
Fienishia Wash					X	
Londa King					X	
Anita Moore					X	
Laurie Lawson					X	
LaDonna Williams		X				
Rebekah Rylant			X			
Nicole Bratton			X			
Arvella Hayden			X			
Dinah Castle-Byrd				X		

Meeting Schedule (day/month/time)	3:30 to 5 pm, 2nd Thursday of the month, Room H205
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community

Revised 8/22/2016



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

Lafayette Elementary agrees to implement the following statutory requirements:
(Name of school)

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

- Parent Coffee Chats
-Parent Sun Committees
-ELAC Meetings
-SSC Meetings

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

Coffee Chat(1st Friday of Each Month)
SSC Meetings(once monthly- meeting dates to be decided by elected members)
ELAC Meetings(Once month-meeting dates to be decided by elected members)

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

Parents will be given the chance to discuss, vote, and add additional information to the policy before it is sent out to families.



Building Parent Capacity for Involvement

(Name of school) Lafayette Elementary :

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

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

CCSS Family Night
Parent Education Classes
Parent Teacher Conferences handout with expected growth indicators by grade level

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

Parent Education Classes provided by CCTL ELA

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

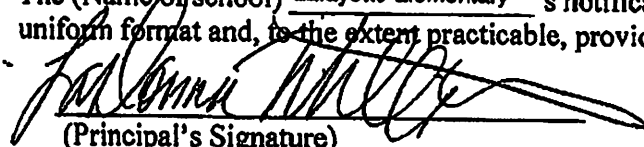
Parent Conferences
Parent Education Classes
Family Literacy Night



Adoption

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

This policy was adopted by the (Name of School) Lafayette Elementary School School Site Council on (Date) 9/21/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Lafayette Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

9/21/16
(Date)