

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 24, 2015

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2015 - 2016 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Laurel 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, 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 to 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
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Laurel Elementary School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

Legislative File ID No.: 15-1266

Introduction Date: 6/24/15

Enactment No.: 15-1008

Enactment Date: 6/24/15

## **2015-2016 Single Plan for Student Achievement (SPSA)**

**School:** Laurel Elementary School  
**CDS Code:** 1612596001994  
**Principal:** John Stangl  
**Date of this revision:** 6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

<b>Contact Person:</b>	John Stangl	<b>Position:</b>	Principal
<b>Address:</b>	3750 Brown Avenue Oakland, CA 94619	<b>Telephone Number:</b>	510-531-6868
		<b>Email Address:</b>	john.stangl@ousd.k12.ca.us

*The District Governing Board approved this revision of the SPSA on:* 6/24/2015

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision:

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Address: 3750 Brown Avenue Telephone Number: 510-531-6868
Oakland, CA 94619 Email Address: john.stangl@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Laurel Elementary School Site Number: 131

- Checkboxes for Title I Schoolwide Program, Title I Targeted Assistance Program, After School Education & Safety Program (ASES), Local Control Funding Formula (LCFF) Base Grant, LCFF Supplemental Grant, LCFF Concentration Grant, School Improvement Grant (SIG), 21st Century.

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

- 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
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
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met.
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

Date(s) plan was approved: 5-21-15

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

- Checkboxes for Fliers in students' home languages, Announcement at a public meeting, Other (Notices and Media Announcements, etc.)

Signatures: John Stangl
Print name of School Principal

Signature

Date: 5/21/15

George Nasir

Print name of SSC Chairperson

Laresha Martin

Print name of Network Superintendent

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs

[Signature]

Signature

Laresha Martin

Signature

Signature

5/21/15

Date

6/29/15

Date

6/1/15

Date

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

School Site Name: Laurel Elementary School

Site Number: 131

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC,

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to Increase EL SRI scores and re-classification, documented
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
10/23/2014	SSC	Presented Focused Annual Plan and 2014-15 Budget Priorities
11/18/2014	ILT	Review Focused Annual Plan and conducted work session to develop teacher, leadership and organization practices aligned to FAP goals.
12/8/2014	Faculty	Reviewed District and site budget and allocations under LCAP. Opportunity for staff provide input and identify spending priorities for 2015-16.
12/18/2014	PTA/SSC	Reviewed District and site budget and allocations under LCAP. Opportunity for community provide input and identify spending priorities for 2015-16.
4/16/2015	SSC	Provided draft of 2015-16 SPSA and received feedback on plan.

**2015-2016 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 Base #0000	\$100,287.00	TBD
Local Control Funding Formula Supplemental Grant		
... LCFF Supplemental #0002	\$204,674.83	TBD
Local Control Funding Formula Concentration Grant		
... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only)		
... ASES #6010	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$401,841.00</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program		
... Title I Resource #3010	\$89,114.05	TBD

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

**School Site Name:** Laurel Elementary School

**Site Number:** 131

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
10/23/2014	SSC	Presented Focused Annual Plan and 2014-15 Budget Priorities
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<b>TOTAL:</b>	<b>\$401,841.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$89,114.05	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,225.04	TBD
School Improvement Grant ... <b>SIG Resource #3180</b>	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$91,339.09</b>	<b>\$0.00</b>

# MAJOR IMPROVEMENT PRIORITIES

## MAJOR IMPROVEMENT PRIORITY #1: Culture Climate

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

### STUDENT GOAL(S) for Improvement Priority #1

- Main Goal: Laurel will function as a safe, positive, and caring learning community that is conducive to academic success and that engages the entire school community - parents, staff, students and community partners - in support of the school vision.
- Related Goal: Reduce the off campus suspension rate to less than 2.5%
- Related Goal: Reduce Chronic Absenteeism to less than 10.5%
- Related Goal: CHKS survey results showing increase in the percent of students indicating they feel connected to the school from 60% to 65% or greater.
- Related Goal: Increase the percentage of responding to CHKS to greater than 40%

### STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Suspension	Percentage of student population receiving off campus suspensions	2.70%	<2.5%	<2.0%
Chronic Absence	Percentage of student population Chronically Absent	13.10%	11.80%	10.50%
Parent survey participation rate	Percentage of parents responding to California Healthy Kids Survey	52.50%	>40%	>40%
Other	Percentage of students responding affirmatively that they feel connected to someone at school	56.40%	60.30%	65%

## DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
According to the CHKS, 85% of students report that they know what the school rules are.	Chronic Absenteeism rates remain steady, if not increasing slightly year over year, despite attempts to address the problem. Chronic Absenteeism rates reached as high as 15% in 2014/15 school year.
According to the CHKS, 88% report that adults encourage them to work hard so they can be successful.	There is a significant discrepancy between attendance rates of our major ethnic sub groups. Asians have the highest Satisfactory Attendance rate (76%) while African Americans have the lowest rate (50%).

## ROOT CAUSE ANALYSIS for Improvement Priority #1

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

Observation/Feedback and notes from our School Quality Review (2013/14) show that there is "substantial" evidence that Laurel has a broad menu of on-site strategies, services and partnerships that respond to student/family needs, including a Culture/Climate Leadership Team and a COS Team that meet monthly or bi-weekly. Laurel has also been implementing Second Step SEL curriculum past the past 4 years and is in Year 2 of PBIS implementation. Additionally, Laurel is engaged in a number of partnerships with community-based organizations, including Lincoln Child Center, Faith Network, Alameda County Food Bank, Mosaic and HEROs, all designed to address the needs of students and their families and improve overall Climate/Climate. The report also shows, however, that the processes, in particular our COST and SST, are not well developed and students continue to fall through the cracks

Observation/Feedback and notes from our Extended Site Visit show that although many classrooms had little or no behavioral challenges (8 out of 12), there were classrooms that needed additional direct support with classroom management and that PBIS practices, including establishing clear expectations for behavior, were not evident in all classrooms.

Leadership reflection has revealed that although there are systems in place to support positive school culture and climate, it is not yet producing the desired outcomes, suspensions and rates of Chronic Absenteeism remain stubbornly high.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

Given that Laurel has so much in place already, why have we not been more successful in reaching our goals?

WHY1: While systems are in place and considerable work is being done to address school Culture/Climate there is no consensus on the root causes and how much of it can we impact given our limited resources? Does the problem lie with the community we serve? Leadership practices? Organization practices? Teacher practices? What we do never seems to be enough. WHY2: There has not been sufficient focus on shaping and identifying shared beliefs and coming to consensus around Tier 1 classroom and school-wide practices and expectations. WHY3: We have not focused sufficient attention and/or resources on the practices in the classroom and school-wide that yield the highest leverage.



WHY1: The community we serve represents a high level of need and does not always act as full partners in the work. WHY2: The families we serve do not always understand the important role that they play in their child's education, nor are they always equipped to support their child in being successful in school. WHY3: The school has not successfully engaged families, built trusting relationships, nor provided them with the information and the strategies necessary for them to be an active partner.

**MAJOR IMPROVEMENT STRATEGY #1**

**Agree on and implement with a high level of fidelity school-wide PBIS Tier 1 practices and PBIS Tier 2 practices that are highest leverage. Reach out to families and provide them the necessary information and tools to be able to participate as full partners.**

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
All teachers will hold weekly Community Meetings focused on building community within the classroom and across the school (2A.2 Facilitating Positive Interactions).	The Principal will create space in PD/Staff Meeting agendas for appreciations and provide staff with opportunities for in-service training on Social Emotional Learning	The Culture Climate Leadership Team will meet monthly to review attendance and suspension data as well as develop plan for support positive school-wide culture and climate
All teachers will implement 2nd Step curriculum with fidelity (2A.2 Facilitating Positive Interactions).	The Principal will lead a team of teachers attending PBIS trainings as well as bring back and share essential learnings.	The Culture Climate Leadership team will conduct classroom observations to identify patterns to share with the whole staff.
All teachers will implement tier 1 management using PBIS defined strategies and the Laurel Behavior Matrix (2A.2 Facilitating Positive Interactions).	The Principal will lead a Culture Climate Leadership team that meets monthly and that focuses on school culture and climate and the implementation of tier 1 practices.	The school will purchase refreshments for parent engagement meetings - SSC, Coffee with the Principal, Volunteer Appreciation
	The Principal will lead a COS team focused on coordinating tier 2 and 3 support services.	The school will purchase a copier maintenance agreement to make copies for families for improved communication and to achieve higher levels of parent engagement.
	The Principal will send out a monthly newsletter and community calendar highlighting ways family can engage with the school.	The school will contract with Mosaic to provide students with the opportunity for 4th grade students to attend week-long Outdoor School
		The school will contract with HERO (Help Everyone Reach One) to organize structured games and activities during recess and to assist the teacher with PE classes for 30 minutes each week for grades 4-5 and every other week for grades K-3

		The school will contract with Mission Springs to provide 5th grade students with the opportunity to attend 3-day science camp.
		The school will hire a Noon Supervisor to provide additional supervision of the yard during recess.
		The school will hire a Community Relations Assistant to increase rates of parent participation and reduce chronic absenteeism
		The school will provide after School Program support to provide students with opportunities for enrichment and extended learning time.
		The school will hire Counseling Interns to provide social and emotional support for students needing tier 2 and 3 support services.
		The school will host a Kindergarten orientation in August for the families of all incoming Kindergartners.
		The school will contract with Lincoln Child Services to provide tier 2 and tier 3 social emotional support to students.
		The school will hire a Clerk Typist to assist the Attendance Clerk and the Community Relations Assistant in the tracking of student attendance data.
		The school will purchase copying material to be able to send newsletters, notices and flyers home with the goal of increasing family engagement.



<b>MAJOR IMPROVEMENT PRIORITY #2:</b>	<b>Balanced Literacy</b>
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LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
  - 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
  - 4. Student Engagement (LCAP Goal 5)
  - 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #2**

- Main School Goal: Increase by 5 percentage points the percent of students (2nd-5th grade) reading At or Above Benchmark as measured by SRI
- Related Goal: Increase by 5 percentage points the percent of students (K-1st grade) scoring At or Above Benchmark in Oral Reading
- Related Goal: Students (grades 2nd-5th) one or more years below grade level will grow at an accelerated rate of 1.5 years as measured by SRI
- Related Goal: Reduce by 5 percentage points the percent of students (2nd-5th) reading One or More Years Below Grade Level

**STUDENT GOAL TARGET(S) for Improvement Priority #2**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	Proficiency - % At or Above Benchmark	51%	55%	60%
SRI	Proficiency - % One or More Grade Levels Below	47%	42%	37%
Other	Proficiency - DIBELS % of Students (Grade 1) At or Above Benchmark in Oral Proficiency	68%	73%	78%
Fountas & Pinnell	Proficiency - % At or Above Benchmark	na	55%	60%

**DATA ANALYSIS for Improvement Priority #2**

<b>Performance Strengths</b>	<b>Performance Challenges</b>
At mid year, 50.1% of all students scored At or Above Benchmark in Fountas and Pinnell reading assessments, an 11.6 percentage point increase over Fall results.	At mid year, only 18.8% of our 5th grade students scored At or Above Benchmark in Fountas and Pinnell reading assessments, unchanged compared to Fall assessment.

At mid year, 69.6% of kindergartners scored Proficient in First Sound Fluency.	At mid year, only 31% of 1st grade students scored At or Above Benchmark in Oral Reading Fluency.
All ethnic sub groups jumped in the percentage scoring At or Above Benchmark in Fountas and Pinnell, with our target African American population growing by 9.2 percentage points, increasing from 40.4% to 49.6%.	The African American subgroup had the lowest percentage of students scoring At or Above Benchmark, 44% versus 69.6% for all students, in First Sound Fluency
The percent of English Learners scoring At or Above Benchmark in Fountas and Pinnell grew 11.7 percentage points, from 23.7% to 35.1%	38.9% of English Language Learners (Kinder) scored Below Benchmark in First Sound Fluency
56.9% of all students grew at an accelerated rate in Fountas and Pinnell, with 66% of students who scored Below Benchmark in the Fall assessment growing at an accelerated rate.	22.4% of students experienced No Growth in Fountas and Pinnell.

## ROOT CAUSE ANALYSIS for Improvement Priority #2

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

Observation/Feedback and our Extended Site Visit has shown that teachers are implementing elements of Balanced Literacy although it is at an emergent level and implementation is inconsistent. There is inconsistent evidence of mini-lessons, and a lack of consistency to support teaching points with anchor charts.

Observation/Feedback and our Extended Site Visit has revealed there is a need to increase levels of rigor and alignment of individual lesson objectives to the goals of larger units of study. 4 out of 11 classrooms visited had objectives that were Clear, Concise, Consistent, Common Core Aligned and Communicated.

School Team Reflections indicate that there has been insufficient time and support given to teachers to collaborate, analyze student data and plan instruction.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

Given this analysis, we are still practicing at the "Developing" level with our Balanced Literacy implementation.

WHY1? We are in the first year of BAL implementation. This and the realignment of instruction to Common Core represents a significant shift in what we teach and how we teach it. It also represents a significant increase in the amount training, planning and preparation time required to teach it well. We have not always been successful in providing the supports necessary for full implementation and the conditions necessary for teachers and students to thrive.

WHY? Levels of implementation and teaching effectiveness varies greatly from one classroom to another, resulting in uneven levels of student performance. WHY? Laurel has a wide range of teachers with different levels of experience, motivation and commitment to making the shift to Common Core aligned instruction and full BAL implementation. WHY? Lack of support, lack of resources, unclear focus and expectations and a natural reluctance to undergo significant change in practice.

**MAJOR IMPROVEMENT STRATEGY #2**

**Support the full implement of Balanced Literacy school wide with clarity of expectation and required supports.**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
All teachers will implement a Balanced Literacy Program with an emphasis on Reading and Writing Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	The principal will provide clear instructional expectations, focusing on high leverage research-based strategies (BAL) , and support the implementation of those strategies by ensuring timely, focused and differentiated professional development (7.1.2)	The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.
All teachers will develop units of instruction that reflect a high level of rigor and student learning outcomes that are Common Core aligned, specific, clear, measurable and relevant (1A.1 - Selecting Rigorous Outcomes and 1A.2 - Establishing Measurable Instructional Outcomes).	The principal will provide teacher teams structured time to work together to analyze data, share best practices and plan lesson and units. (6.2.3 high functioning teams)	The school will provide substitute coverage for teachers for extended collaborative planning, assessments and peer observation
All teachers will assess students once per trimester with Fountas and Pinnell and twice per trimester using Scholastic Reading Inventory and use data to inform instruction (1B.1 - Using Data to Inform Instruction).	The principal will observe classroom instruction on a regular basis and provide teachers with immediate feedback focused on student outcomes and teacher growth (8.1.3)	Funding priority - ensure classroom libraries are robust and continue to be re-stocked. Ensure teachers have materials for centers, etc.
All teacher will facilitate Academic Discussions and Guided Reading as key levels to engage and support students, encourage diverse perspectives and advance higher level thinking (3B.2 Facilitating Authentic Discussions and 3C.2 Building Engaging and Challenging Learning Experiences).		In June & August, K teachers and the principal meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "read at home" program) with the aim of helping ease the transition into our K-5 program.
		The school will hire Library/Media Consultant to work with teachers to support student use of library

		The school will hire Instructional Facilitator to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.
		The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.
		The school will hire Academic Mentors to support students in the classroom with a focus on literacy.
		Purchase supplies to support BAL literacy.



<b>MAJOR IMPROVEMENT PRIORITY #3:</b>	<b>Accelerated Learning</b>
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*LCAP strategic priorities addressed by this Major Improvement Priority:*

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #3**

- Main Goal: Decrease the percentage of students scoring 1 Year of More Below Grade Level as measured by SRI by 10 percentage points.
- Related Goal: Decrease the number of students that test at "Below" as measured by Fountas and Pinnell by 10 percentage points.
- Related Goal: Decrease the percentage of students testing "Below" as measured by Fountas and Pinnell who make "No Growth" at mid-year by 1- percentage points.

### STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	Percentage of students scoring "One or More Years Below Grade Level"	83%	na	<47%
Fountas & Pinnell	Percentage of students scoring "Below Grade Level"	52.60%	na	<42%
Fountas & Pinnell	Percentage of students testing "Below" in Fall who made "No Growth" at mid year	24%	na	<14%

### DATA ANALYSIS for Improvement Priority #3

<b>Performance Strengths</b>	<b>Performance Challenges</b>
77.1% of students experienced Adequate or Accelerated growth from the Fall to Winter Fountas and Pinnell assessment.	Fountas and Pinnell growth rates differed significantly from class to class, ranging from 87.5% growth to 0% growth.
The performance band that experienced the highest rates of growth (75.3%) were those students scoring "Below" at the start of the school year.	There is a significant gap in growth rates among ethnic sub groups with 24% of Asians scoring At or Above Benchmark and 15% of African Americans scoring At or Above.
Based on SRI data, the number of students scoring Multiple Years Below Grade Level shrunk from 58% to 42%, a difference of 16 percentage points.	Similarly, there was a 15 percentage point jump in the number of English Only students scoring At or Above Benchmark compared to an 11 percentage point increase for English Learners.

### ROOT CAUSE ANALYSIS for Improvement Priority #3

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

Observation/Feedback and the School Quality Review notes show that Laurel has established school-wide systems that efficiently referred students to needed academic supports (Tier 2), monitored their effectiveness, and adjusted them, ensuring that students "got in and get out" as progress occurred.

Observation/Feedback and notes from the most recent Extended Site Visit show that we are still in the emerging stages of BAL implementation and that there is growing but limited evidence that teachers are regularly differentiating instruction by conferring one-on-one with students and pulling small groups for targeted instruction (Tier 2)

Leadership Reflection shows that we have dedicated teacher leaders that have created a professional development plan that focused on BAL implementation and that attempts to support teachers as they engage in data driven collaborative cycles of inquiry

**Given this analysis of our practices, what are the key root causes for the performance challenges identified above?**

Given this analysis of our practices, it is clear that we are not meeting the needs of all students by providing targeted, differentiated instruction that is allowing them to learn at an accelerated rate.

WHY1: We are not consistently offering high quality differentiated instruction that targets specific needs. WHY2: We do not have a data driven culture firmly in place across that school and we are not using data effectively to identify specific areas of need nor are we planning instruction based on those identified needs. WHY3: We are not providing teachers with adequate professional development, support and collaboration time with grade level colleagues to analyze data and to plan out lessons and instructional units.

WHY1: We do not have sufficient resources, eg leveled libraries, in place to allow for targeted, differentiated instruction and those resources we do have in place are not being fully utilized. WHY2: We have not provided sufficient professional development to teachers on formative assessments and small group instruction. WHY2: We have not fully utilized the software licenses that we have purchased in the past. WHY2: We have not provided our Academic Mentors with adequate training nor identified how they can be effectively used to support accelerated learning.

**MAJOR IMPROVEMENT STRATEGY #3**

**Implement Tier 2 and Tier 3 strategies to support accelerated academic and social emotional growth. Offer a range of tiered interventions that support the academic development of all students while strategically focusing on Low-Performing students**

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
All teachers will differentiate based on reading levels to form and meet with small groups of students daily, targeting low-performing students.	The principal will provide focused PD on Tier 1 and tier 2 strategies for accelerating student academic growth.	Monthly COS Team meetings to align resources with student needs.
All teachers will collect and analyze student achievement data and use it to plan targeted interventions.	The principal will lead a Coordination of Services Team meeting that will convene twice monthly to review student referrals for academic concerns. Low Performing students, tudents who are Chronically Absent and Foster Youth will be monitored for academic achievement, attendance and social emotional health and given priority access to support services.	Provide classroom software licenses, Achieve 3000 and Reading A-Z, as a reading intervention tool that will allow for greater differentiation for both low performing and GATE students.
Teachers will engage with families of low-performing students and hold formal parent teachers conferences at least twice per year.		The school will hire Academic Tutors to push into the classroom and provide direct support to students.
		The school will hire Academic Tutors to push into the classroom and provide direct support to students.



		The school will offer teachers extended contracts for a 10-week afterschool tutoring program, beginning in January that will target low performing students.
		The school will purchase supplies to support BAL literacy goals for all students.
		Surplus - Discretionary
		Surplus - Supplemental



**Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

**Title I Centralized Services**

<b>Centralized Services</b>	<b>Title I Projected Allocation</b>
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

<b>School: Laurel Elementary School</b>												
<b>BUDGET ACTIONS &amp; FUNDING: IMPROVEMENT PRIORITY #1 (Culture Climate)</b>										<a href="#">Click here for the full list of LCAP strategies.</a>		
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All teachers will hold weekly Community Meetings focused on building community within the classroom and across the school (2A.2 Facilitating Positive Interactions).	Chronic Absence	Low-Income Students	na		na			na	na	131-1A		
All teachers will implement 2nd Step curriculum with fidelity (2A.2 Facilitating Positive Interactions).	Chronic Absence	Low-Income Students	na		na			na	na	131-1B		
All teachers will implement tier 1 management using PBIS defined strategies and the Laurel Behavior Matrix (2A.2 Facilitating Positive Interactions).	Chronic Absence	Low-Income Students	na		na			na	na	131-1C		
The Principal will create space in PD/Staff Meeting agendas for appreciations and provide staff with opportunities for in-service training on Social Emotional Learning	Other	Low-Income Students	na		na			na	na	131-1D		
The Principal will lead a team of teachers attending PBIS trainings as well as bring back and share essential learnings.	Other	Low-Income Students	na		na			na	na	131-1E		
The Principal will lead a Culture Climate Leadership team that meets monthly and that focuses on school culture and climate and the implementation of tier 1 practices.	Chronic Absence	Low-Income Students	na		na			na	na	131-1F		
The Principal will lead a COS team focused on coordinating tier 2 and 3 support services.	Chronic Absence	Low-Income Students	na		na			na	na	131-1G		
The Principal will send out a monthly newsletter and community calendar highlighting ways family can engage with the school.	Parent survey participation rate	Low-Income Students	na		na			na	na	131-1H		
The Culture Climate Leadership Team will meet monthly to review attendance and suspension data as well as develop plan for support positive school-wide culture and climate	Chronic Absence	Low-Income Students	na		na			na	na	131-1I		
The Culture Climate Leadership team will conduct classroom observations to identify patterns to share with the whole staff.	Other	Low-Income Students	na		na			na	na	131-1J		
The school will purchase refreshments for parent engagement meetings - SSC, Coffee with the Principal, Volunteer Appreciation	Parent survey participation rate	Low-Income Students	Refreshments	General Purpose Discretionary	4311			na	\$2,000.00	131-1K		
The school will purchase a copier maintenance agreement to make copies for families for improved communication and to achieve higher levels of parent engagement.	Parent survey participation rate	Low-Income Students	Maintenance Agreement	General Purpose Discretionary	5610			na	\$3,000.00	131-1L		
The school will contract with Mosaic to provide students with the opportunity for 4th grade students to attend week-long Outdoor School	Chronic Absence	Low-Income Students	Mosaic Contract	General Purpose Discretionary	5825			na	\$7,500.00	131-1M		

The school will contract with HERO (Help Everyone Reach One) to organize structured games and activities during recess and to assist the teacher with PE classes for 30 minutes each week for grades 4-5 and every other week for grades K-3	Chronic Absence	Low-Income Students	HEROs Contract	General Purpose Discretionary	5825			na	\$30,000.00	131-1N		
The school will contract with Mission Springs to provide 5th grade students with the opportunity to attend 3-day science camp.	Chronic Absence	Low-Income Students	Mission Springs Contract	General Purpose Discretionary	5825			na	\$7,500.00	131-1O		
The school will hire a Noon Supervisor to provide additional supervision of the yard during recess.	Other	Low-Income Students	Noon Sup (Salary and Benefits)	LCFF Supplemental	2905	Noon Sup	NOONSV0119	0.5	\$13,435.95	131-1P		
The school will hire a Community Relations Assistant to increase rates of parent participation and reduce chronic absenteeism	Parent survey participation rate	Low-Income Students	Community Relations Asst. 1 (Salary and Benefits)	Title I Basic	2205	Community Relations Assistant	COMRA19999	0.2	\$9,846.20	131-1Q		
The school will provide after School Program support to provide students with opportunities for enrichment and extended learning time.	Chronic Absence	Low-Income Students	After School Program	After School Education & Safety (ASES)	5825			na	\$96,879.17	131-1R		
The school will hire Counseling Interns to provide social and emotional support for students needing tier 2 and 3 support services.	Chronic Absence	Low-Income Students	Counseling Interns (Salary and Benefits)	General Purpose Discretionary	5739			na	\$15,000.00	131-1S		
The school will host a Kindergarten orientation in August for the families of all incoming Kindergartners.	Other	Low-Income Students	na		na			na	na	131-1T		
The school will hire a Clerk Typist to assist the Attendance Clerk and the Community Relations Assistant in the tracking of student attendance data.	Chronic Absence	Low-Income Students	Lincoln Contract	General Purpose Discretionary	5825			na	\$10,000.00	131-1U		
	Chronic Absence	Low-Income Students	Clerk Typist Position (Salary and Benefits)	LCFF Supplemental	2405	Clerk Typist	CLKTYP0005	0.5	\$15,386.61	131-1V		
The school will purchase copying material to be able to send newsletters, notices and flyers home with the goal of increasing family engagement.	Chronic Absence	Low-Income Students	Purchase copying material					na		131-1W		

**BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Balanced Literacy)**

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All teachers will implement a Balanced Literacy Program with an emphasis on Reading and Writing Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	Fountas & Pinnell	Low-Income Students	na						na	131-2A		
All teachers will develop units of instruction that reflect a high level of rigor and student learning outcomes that are Common Core aligned, specific, clear, measurable and relevant (1A.1 - Selecting Rigorous Outcomes and 1A.2 - Establishing Measurable Instructional Outcomes).	Fountas & Pinnell	Low-Income Students	na						na	131-2B		

All teachers will assess students once per trimester with Fountas and Pinnell and twice per trimester using Scholastic Reading Inventory and use data to inform instruction (1B.1 - Using Data to Inform Instruction).	Fountas & Pinnell	Low-Income Students	na						na	131-2C		
All teacher will facilitate Academic Discussions and Guided Reading as key levels to engage and support students, encourage diverse perspectives and advance higher level thinking (3B.2 Facilitating Authentic Discussions and 3C.2 Building Engaging and Challenging Learning Experiences).	Fountas & Pinnell	Low-Income Students	na						na	131-2D		
The principal will provide clear instructional expectations, focusing on high leverage research-based strategies (BAL) , and support the implementation of those strategies by ensuring timely, focused and differentiated professional development (7.1.2)	Fountas & Pinnell	Low-Income Students	na						na	131-2E		
The principal will provide teacher teams structured time to work together to analyze data, share best practices and plan lesson and units. (6.2.3 high functioning teams)	Fountas & Pinnell	Low-Income Students	na						na	131-2F		
The principal will observe classroom instruction on a regular basis and provide teachers with immediate feedback focused on student outcomes and teacher growth (8.1.3)	Fountas & Pinnell	Low-Income Students	na						na	131-2G		
The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.	Fountas & Pinnell	Low-Income Students	na					na	na	131-2H		
The school will provide substitute coverage for teachers for extended collaborative planning, assessments and peer observation	Fountas & Pinnell	Low-Income Students	Substitute Cost	General Purpose Discretionary	1150			na	\$5,400.00	131-2I		
Funding priority - ensure classroom libraries are robust and continue to be re-stocked. Ensure teachers have materials for centers, etc.	Fountas & Pinnell	Low-Income Students	Books Other Than Textbooks for classroom libraries	General Purpose Discretionary					\$1,000.00	131-2J		
In June & August, K teachers and the principal meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "read at home" program) with the aim of helping ease the transition into our K-5 program.	Fountas & Pinnell	Low-Income Students	na							131-2K		
The school will hire Library/Media Consultant to work with teachers to support student use of library	Fountas & Pinnell	Low-Income Students	Hire Media Consultant	LCFF Supplemental	5825			na	\$28,000.00	131-2L		
The school will hire Instructional Facilitator to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	Fountas & Pinnell	Low-Income Students	Hire TSA (.60) (Salary and Benefits)	LCFF Supplemental	1105			0.6	\$50,426.01	131-2M		
The school will hire Instructional Facilitator to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	SRI	Low-Income Students	Hire TSA (.40) (Salary and Benefits)	Title I Basic	1105			0.4	\$34,621.12	131-2N		

The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.	SRI	Low-Income Students	Hire STIP Sub (Salary and Benefits)	LCFF Supplemental	1150			1	\$34,086.00	131-2O		
Purchase supplies to support BAL literacy.	SRI	Low-Income Students	Supplies	LCFF Supplemental	4310				\$8,001.00	131-2P		

**BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Accelerated Learning)**

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All teachers will differentiate based on reading levels to form and meet with small groups of students daily, targeting low-performing students.	SRI	Low-Income Students	na						na	131-3A		
All teachers will collect and analyze student achievement data and use it to plan targeted interventions.	SRI	Low-Income Students	na						na	131-3B		
Teachers will engage with families of low-performing students and hold formal parent teachers conferences at least twice per year.	SRI	Low-Income Students	na						na	131-3C		
The principal will provide focused PD on Tier 1 and tier 2 strategies for accelerating student academic growth.	SRI	Low-Income Students	na						na	131-3D		
The principal will lead a Coordination of Services Team meeting that will convene twice monthly to review student referrals for academic concerns. Low Performing students, tudents who are Chronically Absent and Foster Youth will be monitored for academic achievement, attendance and social emotional health and given priority access to support services.	SRI	Foster Youth	na						na	131-3E		
Monthly COS Team meetings to align resources with student needs.	SRI	Low-Income Students	na					na	na	131-3F		
Provide classroom software licenses, Achieve 3000 and Reading A-Z, as a reading intervention tool that will allow for greater differentiation for both low performing and GATE students.	SRI	Low-Income Students	Purchase software license	General Purpose Discretionary	5846			na	\$5,000.00	131-3G		
The school will hire Academic Tutors to push into the classroom and provide direct support to students.	SRI	Low-Income Students	Hire Academic Mentors	Title I Basic	1905			4	\$40,092.00	131-3H		
The school will hire Academic Tutors to push into the classroom and provide direct support to students.	SRI	Low-Income Students	Hire Academic Mentors	LCFF Supplemental	1905			3	\$30,069.00	131-3I		
The school will offer teachers extended contracts for a 10-week afterschool tutoring program, beginning in January that will target low performing students.	SRI	Low-Income Students	Extended Contracts (salaries and benefits)	LCFF Supplemental	1120			na	\$10,000.00	131-3J		
The school will purchase supplies to support BAL literacy goals for all students.	SRI	Low-Income Students	Supplies	General Purpose Discretionary	4310				\$2,130.00	131-3K		
Surplus - Discretionary			Surplus	General Purpose Discretionary					\$11,757.00	131-3L		
Surplus - Supplemental			Surplus	LCFF Supplemental					\$15,270.26	131-3M		

Surplus - Title 1			Surplus	Title I Basic	4399				\$4,554.73	131-3N		
Surplus - Title 1 Parent Ed			Surplus	Title I Parent	4399				\$2,225.04	131-3O		



## **Laurel Elementary School Compact**

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.

### **Staff 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, including nightly reading, 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.

### **Student Pledge:**

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

- Do your best to come to school every day and arrive on time.
- 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.

**Family/Parent 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 TK-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern or a question.
- Ensure that my child attends school every day, arrives on time, 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.

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Staff

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Parent/Guardian

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Student



# Title I School Parental Involvement Policy 2014-15

**Laurel Elementary School has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy describes the means for carrying out the following Title I parental involvement requirements.**

## **Involvement of Parents in the Title I Program**

Laurel agrees to implement the following statutory requirements:

- 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 1 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 1 Plan.  
*Parents will have the opportunity to participate in the development of Laurel's Title 1 plan by attending our monthly School Site Council meetings. Meetings happen on the fourth Thursday of each month from 5:30-7:00pm.*
  
- Offer a flexible number of meetings for parents. *In addition to our School Site Council meetings, parents are invited to attend our Coffee with the Principal event that happens on the second Monday of each month from 8:30-9:00am. Parents are also welcome to ask to schedule a meeting with the principal at a time of their convenience during regular school hours.*
  
- 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.  
*Parents will have the opportunity to participate in the development of Laurel's Title 1 plan by attending our monthly School Site Council meetings. Meetings happen on the fourth Thursday of each month from 5:30-7:00pm.*
  
- Provide parents of Title I students with timely information about Title I programs. *Parents will receive a monthly newsletter translated into all three main home languages – Spanish, Cantonese and English. Robo-calls using School Messenger will also go out translated in all languages with information on upcoming events. There will also be dedicated space on the community bulletin board for Title 1 issues.*
  
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *Parents will have the opportunity to participate in the development of Laurel's Title 1 plan by attending our monthly School Site Council meetings. Meetings happen on the fourth Thursday of each month from 5:30-7:00*
  
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *Parents will have the opportunity to participate in the development of Laurel's Title 1 plan by attending our monthly School Site Council meetings. Meetings happen on the fourth Thursday of each month from 5:30-7:00pm. In addition to our School Site Council meetings, parents are invited to attend our Coffee with the Principal event that happens on the second Monday of each month from 8:30-9:00am. Parents are also welcome to ask to schedule a meeting with the principal at a time of their convenience during regular school hours.*

## School-Parent Compact

Laurel has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the Common Core State Standards.

*School-Parent Compact attached*

### Building Parent Capacity for Involvement

Laurel 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 Common Core State Standards
  - 2) The Common Core and Oakland Unified School District's academic assessments, including alternate assessments
  - 3) Academic proficiency levels students are expected to achieve
  - 4) How to monitor their child's progress

*Parent education will be a focus of all SSC and Title I meetings. The focus will be to build the capacity of parents to understand academic content standards, assessments, and strategies for supporting the achievement on their children. Money has also been set aside in this year's budget to pay registration fees for parents to attend this year's Title I conference.*
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *In addition to the training opportunities providing through our SSC and Title I meetings, money has also been set aside in this year's budget to pay registration fees for parents to attend this year's Title I conference.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Teachers will have multiple trainings this year on the importance of and strategies for building strong relationships with parents. In addition, we have set aside two full weeks, one at the end of each of the first two report card periods, for parent teacher conferences.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *Title I parents are invited to become involved in all of Laurel's school activities which are coordinated in partnership with Laurel's PTA and SSC. Invitations are translated and activities reflect the diversity of the Laurel school community.*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *All parents will receive a monthly newsletter and reminders, as necessary, of upcoming events translated in all major languages.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *All SSC and Title I meetings will support parents in the following ways: provide translation, child-care and dinner.*

## Accessibility

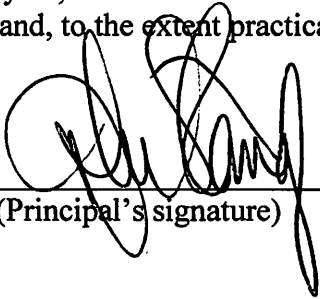
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *All parents will receive a monthly newsletter and reminders, as necessary, of upcoming events translated in all major languages.*

## 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:

- Title 1 meeting – October 23<sup>rd</sup>, 2014
- SSC Meeting - October 23<sup>rd</sup>, 2014

This policy was adopted by the Laurel School Site Council on 10/23/2014 and will be in effect for the period of the 2014-15 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before January 1<sup>st</sup>, 2015. It will be made available to the local community on or before January 1<sup>st</sup>, 2015. Laurel'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)

12-9-14  
(Date)

## School Site Council Membership Roster – Elementary

School Name: Laurel Elem.

School Year: 2014-15

Chairperson: <u>George Nasir</u>	Vice Chairperson: <u>Carlos Castellanos</u>
Secretary: <u>Erin Proudfoot</u>	*LCAP Parent Advisory Nominee: <u>Leticia Perez</u>
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

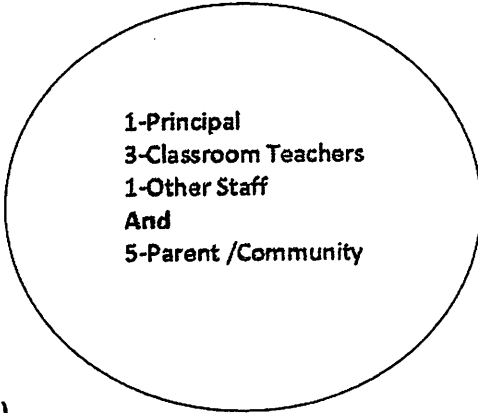
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Beatriz Gutierrez</u>				X
<u>George Nasir</u>				X
<u>Carlos Castellanos</u>				X
<u>Erin Proudfoot</u>				X
<u>Leticia Perez</u>				X
<u>Grace Tse</u>		X		
<u>Felicity Buxton</u>		X		
<u>Helen Gartinkle</u>		X		
<u>Johanna Moultrie</u>			X	
<u>John Stangl</u>	X			

Meeting Schedule (day/month/time)	<u>3<sup>rd</sup> Thursday of month</u>
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**SSC Legal Requirements: (Ed. Code 52352)**

- 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 at the site.



(Once filled, this document can be placed on your school site's letterhead)

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.