

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

June 27, 2018

Legislative File ID No: 18-1313
Introduction Date: 6/27/18
Enactment No.: 18-1117
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 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)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Laurel Elementary School.



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

Legislative File ID No: 18-1313
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision: 4/20/2018

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: John Stangl	Position: Principal
Address: 3750 Brown Avenue Oakland, CA 94619	Telephone: 510-531-6868 Email: john.stangl@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Laurel Elementary School

Site Number: 131

- | | | |
|--|---|---|
| <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 type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input 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: 4/26/18

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:

John Stangl, School Principal

John Stangl

Signature

4/27/18

Date

Danielle Mackey
Print name of SSC Chairperson

Danielle Mackey

Signature

4/27/2018

Date

LaResha Martin, Network Superintendent

LaResha Martin

Signature

5/16/18

Date

Marla Williams, Officer, State and Federal Programs

Marla Williams

Signature

5/24/18

Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Laurel Elementary School**Site Number:** 131

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/5/2018	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2016-17 Documented feedback for ILT review.
1/10/2018	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/7/2018	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.
4/26/2018	SSC	Presented SPSA to SSC for final review. Vote to approve.

2018-2019 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	\$87,500.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$323,960.77	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$516,979.47	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$100,278.62	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,466.27	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$102,744.89	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Laurel Elementary School

School ID: 131

School Description

Laurel Elementary is located in the foothills of East Oakland. Our campus serves a densely populated, ethnically-diverse, predominantly working-class neighborhood. Our mission is to improve students' academic achievement in a safe, stimulating, and nurturing environment where the needs of the whole child are met. In addition to our rigorous core instructional program, we offer enrichment classes including dance, music, art, and technology. Join our school community and be a part of Laurel Pride!

School Mission and Vision

Our vision of Laurel is to create a safe, nurturing and stimulating learning environment that will allow students to achieve their full potential, and to be poised for success in middle school and beyond. We will realize this vision through hard work, dedication and in partnership with all members of our school community – teachers, parents, students, staff and local community.

Laurel's mission is to:

- Provide rigorous, standards-based instruction differentiated to address multiple learning styles and needs.
- Emphasize depth of knowledge and focus on developing higher order thinking skills.
- Offer activities that tap students' creativity and instill a life-long love of learning.
- Foster the development of important social and emotional skills to create a community that is based on respect and values diversity.
- Become a community hub that provides a range of resources to allow our students and their families to thrive.

Family & Student Engagement

Laurel has an active PTA that organizes a number of different engagement and fundraising events over the course of the year including Family Movie Night, Walk a Thon and our Spring Carnival. Parent also actively participate in school governance - School Site Council, Culture and Climate Leadership Team and Subcommittee for English Language Learners - and have the option of attending a monthly Parent Support Group meetings that cover a range of topics including parenting skills and how to effectively partner with the school. Student engagement is encouraged and supported through an effort to build community both and out of the classroom. All students participate in a weekly school-wide community meeting and classroom meetings that occur daily. Students showing Laurel Pride are celebrated at our Excellence assemblies that occur three times per year and can earn Paw Bucks that they can be used to purchase extra privileges and items at our Paw Buck store.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	There was a 6 pp gain in students At or Above Proficient as measure by F/P (1 pp gain as measure by SRI). SBAC ELA data has been relatively flat year over year with about 28% of students meeting or exceeding standard compared to network average of 20%.	There is a 35 pp gap between our highest performing ethnic group and our lowest performing.	We need to more effectively use data to identify students that are struggling and provide them with more support during the day through rigorous whole class instruction, small group work, one on one support with mentors and intervention specialists and after school support (MTSS).

<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>SBAC Math data has been relatively flat year over year with about 24% of students meeting or exceeding standard compared to network average of 25%.</p>	<p>There is a 35 pp gap between our highest performing ethnic group and our lowest performing.</p>	<p>We need to more effectively use data to identify students that are struggling and provide them with more support during the day through rigorous whole class instruction, small group work, one on one support with mentors and intervention specialists and after school support (MTSS).</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>Our PBIS Tiered Fidelity Inventory shows that we have made significant gains in strengthening our Tier 1 supports that has led to a reduction in classroom disruptions and office referrals.</p>	<p>Each year 10%+ of our students are referred to our COST team due to academic and behavior concerns.</p>	<p>We are now in year 5 of implementation of PBIS practices which has brought about more clarity in and conformity to school-wide expectations. We serve a diverse community with a number of students coming to us not fully prepared to be successful in school. The resources that are needed for early intervention are often lacking.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>28% of ELs at Approach or Above as measure by SBAC in 2016-17 compared with 17% in 2015-16. There was a 5 pp year over year gain in ELs scoring At or Above proficient as measured by F/P</p>	<p>38% of ELs are Below Grade Level as measured by F/P. There was a 2 pp increase in ELs who are Multiple Years Below Grade Level</p>	<p>Our focus has been on an integrated approach to English Language Development with the expectation that teachers are using SEI practices throughout the day to support our English Learners. Teachers often have classes with students with a wide range of language needs, from newcomer to advanced, and often lack the resources to provide differentiated instruction.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Laurel Elementary School

School ID: 131

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	We will increase the number of students scoring At or Above Meeting Standard by 5 pp every year for the next 3 years.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-52.2	-44.7	-37.2
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient ELL, African American, Low Income, GATE, newcomer, students with disabilities on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>		EVIDENCE OF IMPACT <i>How will we know it's working?</i>	
1-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Instructional will be differentiated to meet the needs of all students, including from struggling learners to GATE students.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		E1: Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.	

1-2	T1 Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	E2: Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.
1-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Teacher practice will include weekly community meetings in the classroom, daily check ups and implementation of Second Step curriculum.	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	E3: Laurel will hold school wide community meetings weekly with a focus on promoting the Laurel Way. Teachers will also hold weekly classroom meetings and fully implement Second Step and align practices with PBIS. The Culture Climate Leadership Team will monitor ongoing needs of the school and identify goals for school as they arise.
1-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement at least two times per year and ensures a minimum of two family engagement workshops	E4: Teachers will meet with 100% of parents for Fall conferences. March conferences will be provided to parents of struggling students. Laurel parents will also have the opportunity to attend monthly Parent Support Group meetings as well as a number of Family Engagement opportunities including including Back To School Night and Open House
1-5	T5: Teachers collaborate to review standards curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will have two 50 minute PLC meetings weekly to plan units of instruction and engage in Lesson Study. This work will be aligned to the 6 week cycles aligned to content areas.
1-6	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	E6: Teachers will have weekly 90 min. PD aligned to our 6 week cycles of inquiry. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.

1-7	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	E7: Grade level and instructional plans for the year will be developed by June of 2018 based on student data. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.
1-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	E8: Teachers will submit schedule for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.
1-9		The school will partner with Reading Partners to provide students with additional opportunity to engage in guided reading practice. Focus will be on AA/Latino students, economically disadvantaged, homeless, and foster youth	

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	We will increase the number of students scoring At or Above Meeting Standard by 5 pp every year for the next 3 years.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-53.8	-43.8	-33.8
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELL, African American, Low Income, GATE, newcomer, students with disabilities students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).				

#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom?</i> <i>How will they plan and practice out of class?</i> <i>Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do?</i> <i>What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>
2-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Instructional will be differentiated to meet the needs of all students, including from struggling learners to GATE students.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	E1: Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks and bring to their PLC meeting.
2-2	T1 Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry and small group instruction targeted to address needs and gaps which allow for true differentiation (i.e. growth based on students current level)	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	E2: Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.
2-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	E3: Norms will be posted in all classrooms along with other artifacts from SEL instruction posted on the walls. There will be evidence of students using these norms and positively interacting with one another.
2-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement twice per year, in December and March, and ensures a minimum of two family engagement workshops	E4: Teachers will submit monthly phone logs, confirmed Parent/Teacher conference schedules and sign in sheets showing evidence of parent outreach and contact.

2-5	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	E5: Teachers will provide agendas and minutes of weekly collaboration.
2-6	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	E6: Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.
2-7	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	E7: Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.
2-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	E8: Teachers will submit schedule for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Culture & Climate	We will increase by 2 pp each year over the next 3 years the number of students that have Satisfactory Attendance.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	All Students	95.5%	96.0%	96.5%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.				

Theory of Action for Conditions for Student & Adult Learning Priority:		If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.	
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom?</i> <i>How will they plan and practice out of class?</i> <i>Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do?</i> <i>What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>
3-1	T1: Teachers will support the development of SEL competencies through implementation of Second Step and PBIS practices.	L1: Principal and Culture Climate Leadership Team will meet monthly to evaluate the level of Second Step implementation and adherence to PBIS practices as well as gauge overall school culture and climate. The principal will provide teachers and staff with specific, timely feedback on the implementation of standards PBIS practices.	E1: Tiered Fidelity Index used to collect data in October showing evidence of PBIS practices and Second Step instruction.
3-2	T2: Teachers conference with families to discuss areas of student strength and concern around SEL competencies.	L2: Principal Leadership Team allocates time for strategic teacher-parent engagement. Community Schools Manager and Community Relations Assistant support teacher-parent engagement and ensure a minimum of two family engagement workshops per year.	E2: Evidence of impact will be confirmed using parent schedules and sign in sheets.
3-3	T3: Teachers will complete SRSS survey for all students in their class to identify students with Tier 2 and Tier 3 needs.	L3: Principal will establish a COST team at the beginning of the year facilitated by our Community Schools Program Manager that will review SRSS data and allocate school resources and supports to students based upon identified need.	E3: A reduction of the number of office referrals by 25%.

3-4	T4 Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	L4 Increase family engagement via attendance monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings; SART meetings with families; attendance workshops; hiring Family Engagement Coordinator to coordinate SART and SARB processes and work with families on attendance issues	E4 Chronic absenteeism will decline by 5pp, tardies will decrease by 10pp and positive attendance will increase by 10pp.
3-5	Community Relations Assistant and Community Schools Program Manager will identify, monitor and support students and families students that are struggling with attendance, academics and/or behavior. The focus will be on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers.	The Principal will meet with the Community Relations Assistant and the Community Schools Program Manager each month to review student data, identify struggling students and create support plans for students and families.	Struggling students with a focus on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers, will be identified by the end of the first trimester and support plans will be developed for each student that addresses the area of concern. Student progress will be monitored throughout the year and adjustments will be made as necessary.
3-6		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.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Language Development	We will increase by 2 pp the number of ELs reclassified each year.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	16.0%	19.0%	22.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor ELPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				

Theory of Action for English Language Learners Priority:		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
#	TEACHING PRACTICES & PROGRAMS <i>What will teachers do in the classroom? How will they plan and practice out of class? Which programs will we implement?</i>	LEADERSHIP ACTIONS <i>What will school leaders do? What staffing and resources are needed?</i>	EVIDENCE OF IMPACT <i>How will we know it's working?</i>
4-1	T1: Teachers design and implement complex tasks across all content areas that have explicit language objectives and appropriate scaffolds to support ELs.	L1: Principal and Leadership Team observe and provide specific, timely feedback on appropriateness of supports and instructional effectiveness at meeting the needs of ELs.	E1: There will be evidence of posted language objectives across all content areas and appropriate scaffolds that are visible and actively being used by students.
4-2	T2: Teachers provide 30 minutes per day of targeted differentiated English Language Development (ELD) instruction at the appropriate level to ELs. Newcomers will receive 30 minutes of individualized support daily from the Academic Mentor and/or STIP teachers.	L2: Principal and Instructional Teacher Leader will provide professional development in support of the effective implementation of ELD curriculum and strategies.	E2: Schedules showing 30 minutes of targeted daily differentiated ELD instruction.
4-3	T3: Teachers collect data on ELs to determine individualized goals and to track progress toward meeting yearly growth targets. Support plans for ELs that are at risk of becoming Long Term ELs are developed.	L3: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	E3: Support plans for individual students that are at risk of becoming LTELs.
4-4	T4: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L4: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	E4: Notes from goal setting conference

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Culture & Climate	A1.6 After School Programs	5825				131-1
\$9,287.78	General Purpose Discretionary	Teacher Extended Contracts (ILT and Planning)	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1120				131-2
\$6,191.85	General Purpose Discretionary	Sub/Planning	Mathematics	A2.5 Teacher Professional Development for CCSS & NGSS	1150				131-3
\$3,095.93	General Purpose Discretionary	Clerical Extra Time	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				131-4
\$33,238.13	General Purpose Discretionary	Supplies	Literacy	A3.3 Family Engagement focused on Literacy Development	4310				131-5
\$1,500.00	General Purpose Discretionary	Refreshments	Culture & Climate	A6.4 Parent/Guardian Volunteer Support	4311				131-6
\$5,000.00	General Purpose Discretionary	Technology Equipment	Literacy	A3.2 Reading Intervention	4420				131-7
\$3,500.00	General Purpose Discretionary	Copier Maintenance	Literacy	A3.3 Family Engagement focused on Literacy Development	5610				131-8
\$500.00	General Purpose Discretionary	Postage	Literacy	A3.3 Family Engagement focused on Literacy Development	5910				131-9

\$4,704.95	General Purpose Discretionary	Noon Supervisor	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0184	0.20	131-10
\$5,046.22	General Purpose Discretionary	Noon Supervisor	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0173	0.20	131-11
\$15,435.15	General Purpose Discretionary	Noon Supervisor	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0018	0.50	131-12
\$7,500.00	LCFF Supplemental	Books other than Textbooks to support reading acceleration and intervention	Literacy	A3.2 Reading Intervention	4200				131-13
\$2,686.32	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A3.3 Family Engagement focused on Literacy Development	4310				131-14
\$32,000.00	LCFF Supplemental	Playworks	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	5825				131-15
\$743.61	LCFF Supplemental	Site License for reading and math intervention programs.	Literacy	A3.2 Reading Intervention	5846				131-16
\$15,000.00	LCFF Supplemental	Site Licenses to support academic acceleration	Literacy	A3.2 Reading Intervention	5846				131-17
\$35,532.95	LCFF Supplemental	Community Schools Program Manager		A2.9 Targeted School Improvement Support	2305	PROGRAMMA NAGERCOMMUNITYSCHOOLS	PMCMSC0005	0.30	131-18
\$45,333.81	LCFF Supplemental	STIP Sub will release teachers for collaboration twice per week.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0612	1.00	131-19
\$45,348.21	LCFF Supplemental	STIP Sub will release teachers for collaboration twice per week.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0409	1.00	131-20
\$46,657.28	LCFF Supplemental	Library clerk to support reading intervention.	Literacy	A3.2 Reading Intervention	2205	LIBRARY CLERK	LIBCLK9999	0.80	131-21

\$93,158.59	LCFF Supplemental	Teacher on Special Assignment will lead professional development and the work of the Professional Learning Community	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	1.00	131-22
\$16,098.81	Title I: Basic	Academic Mentors (hourly)	Literacy	A3.2 Reading Intervention	2928				131-23
\$58,970.06	Title I: Basic	Contracts (RP, Lincoln, Intervention)	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				131-24
\$25,209.75	Title I: Basic	Community Relations Assistant 1	Culture & Climate	A5.4 Root Causes of Chronic Absence	2205	COMMUNITY RELATIONS ASST I	COMRAI0013	0.50	131-25
\$1,000.00	Title I: Parent Participation	Supplies	Literacy	A3.3 Family Engagement focused on Literacy Development	4310				131-26
\$1,466.27	Title I: Parent Participation	Refreshments	Culture & Climate	A6.4 Parent/Guardian Volunteer Support	4311				131-27

Title I School Parental Involvement Policy 2017-18

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 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.
*Parents will have the opportunity to participate in the development of Laurel's Title I plan by attending our monthly **School Site Council** meetings. Meetings happen on the fourth Thursday of each month from 3:00-4:30.*
- Offer a flexible number of meetings for parents. *In addition to our **School Site Council** meetings, parents are invited to attend our **Parent Support Group** event that happens on the third Friday 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 I plan by attending our monthly **School Site Council** meetings.*
- Provide parents of Title I students with timely information about Title I programs. *Parents will receive a **monthly newsletter**. **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 I 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 I plan by attending our monthly **School Site Council** meetings.
- 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 I plan by attending our monthly **School Site Council** meetings. Meetings happen on the third Thursday of each month from 6:00-7:30pm. *In addition to our **School Site Council** meetings, parents are invited to attend our **Parent Support Group** 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 to purchase supplies to improve home school communication and parent engagement.*
- 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 time periods, 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.*
- 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

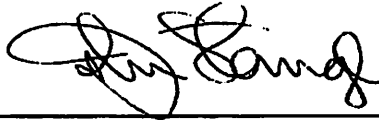
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *All parents will receive 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:

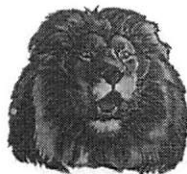
- Title I meeting – October 26, 2017
- SSC Meeting - October 26, 2017

This policy was adopted by the Laurel School Site Council on 10/26/2017 and will be in effect for the period of the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before January 15, 2017. It will be made available to the local community on or before January 1st, 2017. 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)

10/26/2017 _____
(Date)



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.
- 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 screen time 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.

Staff

Parent/Guardian

Student



2017-2018
School Site Council Membership Roster – Elementary

School Name: Laurel Elementary

Chairperson : Danielle Makcey
Vice Chairperson:
Secretary: Jamie Williams

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Bryce Stammerjohn				X
Danielle Makcey				X
James Glen				X
Lourdes Castellanos				X
Catherine Payne				X
Lena Why		X		
Grace Tse		X		
Sarah Elbeck		X		
John Stangl	X			
Jamie Williams			X	

Meeting Schedule (day/month/time) 3-4 pm 4th Thursday of Month

SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community