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Introduction Date	6/26/19
Enactment Number	19-1157
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Laurel Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Laurel Elementary School



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

Legislative File Id. No. 19-1310
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision: 4/25/2019

The School 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
Address: 3750 Brown Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-531-6868
Email: john.stangl@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Laurel Elementary School

Site Number: 131

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

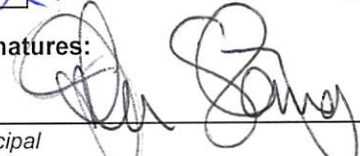
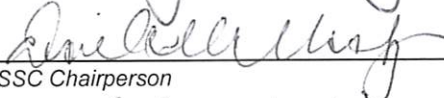

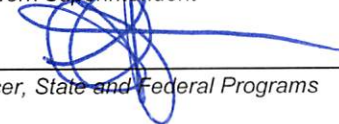
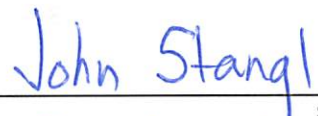
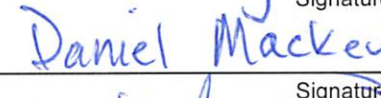
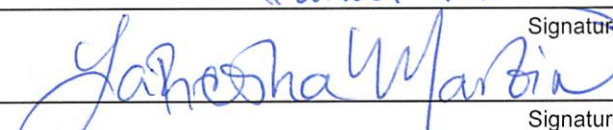

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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 School 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 School 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: 4-25-19

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:

<p> _____ Principal</p> <p> _____ SSC Chairperson</p> <p> _____ Network Superintendent</p> <p> _____ Officer, State and Federal Programs</p>	<p> _____ Signature</p> <p> _____ Signature</p> <p> _____ Signature</p> <p> _____ Signature</p>	<p style="text-align: center;"><u>5-14-19</u> _____ Date</p> <p style="text-align: center;"><u>5-14-2019 TUES.</u> _____ Date</p> <p style="text-align: center;"><u>5/20/19</u> _____ Date</p> <p style="text-align: center;"><u>5/21/19</u> _____ Date</p>
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2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/29/2018	SSC	Introduced draft of the SPSA and reviewed identified priorities. Discussed budget.
12/14/2019	Staff Meeting	Shared SPSA. Discussed proposed budget items
1/18/2019	SSC	Discussed and voted on proposed 2019-20 school budget
1/31/2019	SSC	Discussed and voted on proposed 2019-20 school budget
1/15/2019	ILT	Shared SPSA. Discussed priority areas and proposed budget items

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$350,644.04
Total Federal Funds Provided to the School from the LEA for CSI	\$231,840.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$892,533.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$116,563.94	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$52,533.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,240.10	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$312,892.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$231,840.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$350,644.04	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$501,346.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$851,990.04
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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 library, performing arts, 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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
<p>LANGUAGE & LITERACY There was a 2.8 pp gain in students At or Above Proficient as measure by SRI (mid year 2018 vs mid year 2019). All grades had gains in ELA according to 17-18 SBAC data.</p>	<p>Teachers are providing rigorous whole class instruction, small group work, one on one support with mentors and intervention specialists and after school support (MTSS).</p>
<p>MATHEMATICS All grades had gains in math according to 17-18 SBAC data. Overall a decrease in Distrance From Standard (DF3) of 0.8.</p>	<p>Teachers are providing rigorous whole class instruction, small group work, one on one support with mentors and intervention specialists and after school support (MTSS).</p>
<p>CLIMATE AND CULTURE 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 disuptions and office referrals. There has been a 57 pp reduction in office referrals.</p>	<p>Teachers and staff continue to implement with a high degree of fidelity Tier 1 PBIS practices</p>

ENGLISH LANGUAGE LEARNERS Our reclassification rate for 2017-18 reached 30.2%	Teachers are identifying the language demands of tasks and explicitly teaching required language forms and functions. Students are provided with multiple opportunities throughout the day to engage in high level academic talk.
Priority Challenges	Root Causes of Challenges
LANGUAGE AND LITERACY There is a 45 pp gap between our highest performing fluency group and our lowest performing as measured by SRI	We need to more effectively use data to identify students that are struggling and differentiate instruction to meet individual needs.
MATHEMATICS There is a gap of 89 points (DF3) between our highest performing ethnic subgroup and our lowest performing subgroup.	We need to more effectively use data to identify students that are struggling and differentiate instruction to meet individual needs.
CULTURE AND CLIMATE Rates of chronic absenteeism continue to rise with a 4.9 pp increase year over year.	We are slow to initiate the SART/SARB process. We need to schedule more frequent SART meetings and move to SARB more quickly.
ENGLISH LANGUAGE LEARNERS There is a 45.7 difference between EOs and ELs on SBAC, an increase 1.7 points (DF3) from the previous year.	We need to more effectively use data to identify students that are struggling and differentiate instruction to meet individual needs.

1C: 19-20 STUDENT GOALS & TARGETS					
<i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)</i>					
School Goal:		We will increase by 5 points the number of students that have Satisfactory Attendance.			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	61.90%	66.90%	71.90%
Suspensions	African-American Students	+5pp	53.76%	58.76%	64.76%
Suspensions	Students with Disabilities	+5pp	52.31%	57.31%	62.31%
Chronic Absence	Latino	+5pp	60.16%	65.16%	70.16%
<i>District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)</i>					
School Goal:		We will reduce the Distance From Standard (DF3) for all students by 15 points.			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

ELA SBAC	All Students	+15 points DF3	-55.9	-40.9	-25.9
ELA SBAC	Students with Disabilities	+20 points DF3	-129.7	-109.7	-89.7
ELA SBAC	English Learners	+20 points DF3	-104.1	-84.1	-64.1
District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)					
School Goal:	We will reduce the Distance From Standard (DF3) for all students by 15 points.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-60.6	-45.6	-30.6
Math SBAC	Students with Disabilities	+20 points DF3	-129.5	-109.5	-89.5
Math SBAC	African-American Students	+20 points DF3	-92.8	-72.8	-52.8
District Goal: English Learners students continuously develop their language, reaching English fluency in se years or less (Linked to LCAP Goal4)					
School Goal:	We will meet or exceed each year the district Reclassification target of 16%.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	30.21%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	0.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	We will increase the percentage of students that are at grade level in reading by 5 points each year for the next 3 years.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	47.53%	52.53%	57.53%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	35.54%	30.54%	25.54%
K at or above Benchmark	All Kindergarten Students	+5pp	69.33%	74.33%	79.33%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	52.94%	57.94%	62.94%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

The California School Dashboard shows that Laurel is in red in two areas, chronic absenteeism and suspension. The Dashboard also shows that SBAC test scores have been flat and have shown little improvement in recent years. In 2017-18 we scored orange in both ELA and Math. There are different factors that have contributed to our current rankings, the most significant of which is that we are serving a large population of Title 1 students and families, many of whom come suffering from trauma and who have limited access to resources. The school has benefited from the additional Title 1 funds that we have received to bring in additional resources to support families, including supports for academic and social emotion growth. Our students and families, however, require more. CSI funds will help us to bring additional much needed resources. Our plans is to use these funds to increase reduce levels of chronic absenteeism by increasing the FTE of our Attendance Specialist and to accelerate students academic growth with extended contracts for teachers, hiring academic mentors and an intervention teacher.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Laurel Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		We will increase the number of students scoring At or Above Meeting Standard by 5 pp every year for the next 3 years.			
Theory of Change for Language & Literacy:		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).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		-44.7	-55.9
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Implementation of key practices identified in the 2018-19 site plan has been high. One of the key levers for driving student growth is the practice of having teacher meet twice weekly to work collaboratively in Professional Learning Communities. The first session is focus on collaboratively planning out units of instruction in the key content areas of math, science, ELA and reading. The second session is focused on teachers working collaboratively to refine their skill around research based high leverage practices.					
What evidence do you see that your practices are effective?					
There is evidence of growth in teacher practice. Teacher are working together collaboratively more frequently, they are collaboratively planning out rigorous lessons aligned to common core and they are differentiating lessons to accelerate the learning of all students. There is also evidence of student growth in reading (SRI) and slight improvement in math scores (SBAC)					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
There are still significant numbers of students that are not meeting standard in ELA and Math. We will stay the course on key practices with more emphasis on differentiation and individualization of student learning.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		We will increase the number of students scoring At or Above Meeting Standard by 5 pp every year for the next 3 years.			

Theory of Change for Standards-Based Instruction:	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).		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-43.8	-74.3
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Implementation of key practices identified in the 2018-19 site plan has been high. One of the key levers for driving student growth is the practice of having teacher meet twice weekly to work collaboratively in Professional Learning Communities. The first session is focus on collaboartively planning out units of instruction in the key content areas of math, science, ELA and reading. The second session is focused on teacher working collaboratively to refine their skill around research based high leverage practices.			
What evidence do you see that your practices are effective?			
There is evidence of growth in teacher practice. Teacher are working together collaboratively more frequently, they are collaboratively planning out rigorous lessons aligned to common core and they are differentiating lessons to accelerate the learning of all students. There is also evidence of student growth in reading (SRI) and slight improvement in math scores (SBAC)			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
There are still significant numbers of students that are not meeting standard in ELA and Math. We will stay the course on key practices with more emphasis on differentiation and individualization of student learning.			
18-19 Conditions for Student & Adult Learning Priority:	Culture & Climate		
June 2021 Conditions for Student & Adult Learning Goal:	We will increase by 2 pp each year over the next 3 years the number of students that have Satisfactory Attendance.		
Theory of Change for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:

Attendance Rate		All Students		96.0%	94.50%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Implementation of key practices identified in the 2018-19 site plan has been high. A key leadership action has been the hiring of a Community School Manager who works in close partnership with the principal to ensure our school teams focused on culture and climate - Coordination of Services Team, Student Success Team and Culture Climate Leadership Team - are functioning at a high level. A key teacher practices from the 2018-19 Site Plan that have successfully are the implementation of SEL curriculum and school-wide PBIS practices and the strengthening of family partnerships with twice yearly parent teacher conferences.					
What evidence do you see that your practices are effective?					
There is evidence in the Tiered Fidelity Inventory (TFI) data that teachers have put in place PBIS practices with a high degree of fidelity. There has also been a reduction in office referrals in each month so far this year save Decemer.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
Although there has been a reduction in office referrals, we still continue to struggle with Tier 2 and Tier 3 behaviors that exceed our ability to provide effective support and intervention. Providing direct student supports will continue to be a priority of the Community School Manager and a newly created part-time position of Social Emotional Learning Teacher.					
18-19 Conditions for English Language Learners Priority:		English Language Development			
June 2021 Conditions for English Language Learners Goal:		We will increase by 2 pp the number of ELs reclassified each year.			
Theory of Change for Conditions for English Language Learners:		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.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification		All Students		19.0%	30.20%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Implementation of key practices identified in the 2018-19 site plan has been high. A key teaching practice now implemented is teachers designing lessons with the language demands of the task in mind and communicating the language requirements in the form of a posted Content Language Objective. Teachers have been and will be supported in implementing this practice with ongoing professional development focused on the language needs of English Learners, in particular how to support and provide opportunities for academic talk, vocabulary development and elaboration.					
What evidence do you see that your practices are effective?					

There is strong evidence of student growth as our Reclassification rate has grown to over 30%, exceeding our target of 19%. As for teacher practice, there is evidence of posted language objectives across all content areas and appropriate scaffolds that are visible and actively being used by students. There is also evidence that teachers are collecting data on ELs to determine individualized goals and track progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An area of need that we will focus more on in the coming year is how to more effectively support our newcomers. We have thus written into the plan a part time EL teacher who will work exclusively with our newcomers to accelerate their development of functional and academic english.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

With unspent Title 1 funds we are purchasing additional technology (chromebook carts, document cameras), additional newcomer teaching materials teaching materials equipment (poster maker and laminator) and additional help for our struggling Kinder students (part time consultant contract).

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Laurel Elementary School

School ID: 131

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Culture & Climate
School Theory of Change:	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.
Related School Goal(s):	We will increase by 5 points the number of students that have Satisfactory Attendance.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T1: Teachers will support the development of SEL competencies through implementation of Second Step and PBIS practices including for homeless/foster youth.	L1: Principal and Culture Climate Leadership Team will meet monthly to evaluate the level of Caring School Communities 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 Inventory used to collect data in October showing evidence of PBIS practices and Second Step instruction.
1-2	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.

1-3	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%.
1-4	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.
1-5	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 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.
1-6	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	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.	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
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School Theory of Change:		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).	
Related School Goal(s):		We will reduce the Distance From Standard (DF3) for all students by 15 points.	
Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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 including for African American and Latino students.	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 including low performing students.	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 including students with disabilities.	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 and extended learning opportunities 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.
2-9	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.		

School Priority ("Big Rock"):	Literacy		
School Theory of Change:	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).		
Related School Goal(s):	We will reduce the Distance From Standard (DF3) for all students by 15 points. We will increase the percentage of students that are at grade level in reading by 5 points each year for the next 3 years.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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. Instruction 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.
3-2	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.
3-3	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 Caring School Community 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.

3-4	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 and economically disadvantages students.	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
3-5	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.
3-6	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.
3-7	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.
3-8	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.

3-9	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	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	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Development
School Theory of Change:	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.
Related School Goal(s):	We will meet or exceed each year the district Reclassification target of 16%.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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
4-5	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.		

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Laurel's After School Program will serve 130 students in grades TK-5th Grade. The program is designed to provide academic support and enrichment. We will target those students that are most vulnerable, including those who are low performing academically, who would benefit socially and emotionally and who are chronically absent	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback and extended learning opportunities with corrective action plans for students.	131-1
\$40,327.00	Base	Community Schools Program Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager	4901	Program Mgr Community School	0.35	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.	131-2
\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Attendance Specialist (0.5 FTE) will work alongside the Community School Manger to reduce Chronic Absenteeism.	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries		n/a		T4 Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	131-3
\$75,000.00	Comprehensive Support & Improvement (CSI) Grant	Academic Mentors (5 x 1.0 FTE) will work closely with teachers to provide one on one support and small group reading intervention	Goal 3: Students are reading at or above grade level.	2928	Other Classified Salaries: Hourly		n/a		Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	131-4
\$20,000.00	Comprehensive Support & Improvement (CSI) Grant	Funds will be used to expand each classroom's leveled library to provide a wider range of reading material.	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		We will reduce the Distance From Standard (DF3) for all students by 15 points. We will increase the percentage of students that are at grade level in reading by 5 points each year for the next 3 years.	131-5

\$5,000.00	Comprehensive Support & Improvement (CSI) Grant	Reading intervention materials	Goal 3: Students are reading at or above grade level.		n/a					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	131-6
\$11,840.00	Comprehensive Support & Improvement (CSI) Grant	Chromebook carts	Goal 3: Students are reading at or above grade level.		n/a					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	131-7
\$45,000.00	Comprehensive Support & Improvement (CSI) Grant	Extended Contract - Funding for teachers to work extended contracts before or after school to provide academic intervention to small groups.	Goal 3: Students are reading at or above grade level.		n/a					n/a	131-8
\$45,000.00	Comprehensive Support & Improvement (CSI) Grant	STIP sub (1.0 FTE) will provide small group reading intervention using Leveled Library Intervention materials.	Goal 3: Students are reading at or above grade level.		n/a						131-9
\$2,000.00	General Purpose Discretionary	Clerical Overtime	Goal 6: Parents and families are engaged in school activities.	2225	Classified Support Salaries: Overtime				n/a	Overall support for academic and social-emotional practices	131-10
\$17,526.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	6652	Noon Supervisor	0.50		Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	131-11
\$22,749.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies				n/a	Overall support for academic and social-emotional practices	131-12
\$6,758.00	General Purpose Discretionary	Surplus	n/a	4399	Surplus				n/a	n/a	131-13
\$3,500.00	General Purpose Discretionary	Copier Maintenance		5610	Equip Maintenance Agreemt				n/a	Overall support for academic and social-emotional practices	131-14

\$0.00	General Purpose Discretionary	Junior Library Guild	Goal 3: Students are reading at or above grade level.		n/a		n/a		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.	131-15
\$29,970.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	1546	STIP Teacher	1.00	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.	131-16
\$48,572.00	LCFF Supplemental	STIP	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	2459	STIP Teacher	1.00	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.	131-17
\$111,705.00	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6108	10-Month Classroom TSA	1.00	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.	131-18

\$27,381.00	LCFF Supplemental	Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	6404	Library Clerk	0.80	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.	131-19
\$14,480.00	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	131-20
\$10,000.00	LCFF Supplemental	Newcomer Support	Goal 4: English Learners are reaching fluency.	5825	Consultants		n/a		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.	131-21
\$25,000.00	LCFF Supplemental	Reading Intervention/Tutoring	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		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	131-22
\$36,000.00	LCFF Supplemental	Playworks	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice including for African American and Latino students.	131-23

\$10,000.00	LCFF Supplemental	Software	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		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.	131-24
\$20,000.00	Measure G	Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	6404	Library Clerk		We will reduce the Distance From Standard (DF3) for all students by 15 points. We will increase the percentage of students that are at grade level in reading by 5 points each year for the next 3 years.	131-25
\$10,373.00	Measure G	Library Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		We will reduce the Distance From Standard (DF3) for all students by 15 points. We will increase the percentage of students that are at grade level in reading by 5 points each year for the next 3 years.	131-26
\$6,443.00	Title I: Basic	SEL Teacher .05 FTE	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.05	T1: Teachers will support the development of SEL competencies through implementation of Second Step and PBIS practices including for homeless/foster youth.	131-27
\$6,500.00	Title I: Basic	Teacher salary stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a			131-28
\$47,309.00	Title I: Basic	Community School Program Manager	Goal 5: Students are engaged in school every day.	2305	Classified Supervisors' and Administrators' Salaries	4901	Program Mgr Community School	0.45	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.	131-29

\$26,089.00	Title I: Basic	Academic Mentors (2)	Goal 3: Students are reading at or above grade level.	2928	Other Classified Salaries: Hourly		n/a		Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	131-30
\$10,223.00	Title I: Basic	Technology	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a			
\$10,000.00	Title I: Basic	Lincoln Family Center	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		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.	131-32
\$10,000.00	Title I: Basic	Reading Partners	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		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	
\$2,240.00	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	131-34

Title I School Parental Involvement Policy 2018-19

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 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 1 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 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.

- 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 third Thursday of each month from 3:00-4:30pm. *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 1 meeting – November 29th, 2018
- SSC Meeting - November 29th, 2018

This policy was adopted by the Laurel School Site Council on 11/29/18 and will be in effect for the period of the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before January 1st, 2019. It will be made available to the local community on or before January 1st, 2019. 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)

11/29/2018

(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



2018-2019

School Site Council Membership Roster – Elementary

School Name: Laurel

Chairperson : Danelle Mackey
Vice Chairperson: Alma Piedras
Secretary: Hannah Rose

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
John Stangl	x			
Mozelle Hall				x
Gui Ni Yanf				x
Lena Why				x
Esmeralda Hernandez				x
Alma Piedras				x
Randy Sherren		x		
Hannah Rose		x		
Penny Smith		x		
Danielle Mackey			x	

Meeting Schedule (day/month/time)	4th Thursday of the Month 3:00pm
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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