

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Fred Laurel Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Laurel Elementary School  
**CDS Code:** 1612596001994  
**Principal:** John Stangl  
**Date of this revision:** 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

**Contact:** John Stangl  
**Address:** 3750 Brown Avenue  
Oakland, CA 94619

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

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

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

**2016-2017 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   |

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:** 4-14-16

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

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

**Signatures:**

<u>John Stangl</u> Print name of School Principal	 Signature	<u>5-20-16</u> Date
 Print name of SSC Chairperson	<u>GEORGE NASIR</u> Signature	<u>5/20/16</u> Date
<u>Lakesha Martin</u> Print name of Network Superintendent	 Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-26-16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/8/2015	SSC	Presented Focused Annual Plan and 2016-17 budget priorities
11/4/2015	School Staff/ILT	Reviewed Focused Annual Plan and conducted work session to develop teacher, leadership and organizational practices aligned to FAP goals
11/12/2015	SSC	Review district and site budget and allocations under LCAP. Opportunity for staff to provide input and identify spending priorities for 2016-17.
3/10/2016	SSC/PTA	Review District and site budget and allocations under LCAP. Opportunity for community provide input and identify spending priorities for 2016-17.
4/14/2016	SSC	Provided draft of 2016-17 SPSA and received feedback on plan

## 2016-2017 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	\$106,181.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$244,568.29	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$447,628.46</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$108,383.73	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,895.94	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$111,279.67</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Laurel Elementary is a K-5 school located in the foothills of East Oakland. Our campus serves a densely populated, ethnically diverse, working class neighborhood. Our student population mirrors the diversity of the surrounding community and is composed of students from numerous ethnic groups, the largest of which are Asian (37%) and African American (30%). Other groups of significant size are Latino (21%) and White (3%). 85% of our students qualify for Free/Reduced Lunch and 44% are designated as English Language Learners. Laurel currently has 22 classroom teachers grades TK-5 serving 545 students. Our average class size is 24 students in grades TK-3 and 30 students in grades 4 and 5. Laurel is also currently served by additional staff members who provide push-in and pull-out academic and social/emotional support for students including, a Resource Specialist teacher, a psychologist, and four counselors. Providing additional intervention and enrichment are our librarian, media teacher and art teacher. Academically, Laurel has established a trend of steady gains over the past few years.

### School Mission and Vision

Notes from Observation/Feedback and the School Quality Review from 2013/14 showed that Laurel has established school-wide systems that efficiently referred students to needed academic supports (Tier 2), monitored their effectiveness, and adjusted them, ensuring that students "got in and get out" as progress occurred. Observation/Feedback and notes from the most recent Extended Site Visit also showed that we were still in the emerging stages of BAL implementation. Although progress is being made, teachers still struggle to regularly differentiate instruction by conferring one-on-one with students and pulling small groups for targeted instruction (Tier 2). Leadership Reflection shows that we have dedicated Teacher Leaders that have created a professional development plan that focuses on BAL implementation and that attempts to support teachers as they engage in data driven collaborative cycles of inquiry and plan targeted instruction for individuals and small groups.

## MAJOR IMPROVEMENT PRIORITIES

**Major Improvement Priority #1:** Culturally Relevant Strategies

**Major Improvement Priority #2:** Balanced Literacy

**Major Improvement Priority #3:** Accelerated Learning

## MAJOR IMPROVEMENT PRIORITY #1: Culturally Relevant Strategies

### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Chronic Absenteeism currently averaging under 10% (tracking to meet goal)	Parent participation in school events remains low.
Off campus Suspension rate <1.5% (tracking to meet goal)	CHKS survey shows 63% of students feel "connected" to school

Parent Participation in CHKS survey exceed target.	High percentage of students being referred to COST (~20%) for Tier 2 and 3 services.
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**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Observation/Feedback and notes from our School Quality Review (2013/14) show that there is "substantial" evidence that Laurel has a broad menu of on-site strategies, services and partnerships that respond to student/family needs, including a Culture/Climate Leadership Team and a COS Team that meet monthly and bi-weekly, respectively. Laurel has also been implementing Second Step SEL curriculum the past 5 years and is in Year 3 of PBIS implementation. Additionally, Laurel is engaged in a number of partnerships with community-based organizations, including Lincoln Child Center, Faith Network, Alameda County Food Bank, Mosaic and HEROs, all designed to address the needs of students and their families and improve overall Climate/Climate.

Observation/Feedback and notes from our Extended Site Visit show that although many classrooms had little or no behavioral challenges (8 out of 12), there were classrooms that needed additional direct support with classroom management and implementation of PBIS approaches. In addition, the sheer number of COS referrals, averaging close to 20 percent of the student population yearly, is out of balance with the expected rate of 5% based on the Rtl model. This number suggests more focus needs to be given to developing strong Tier 1 interventions, with a focus on teacher professional development, including Cultural Responsive Teaching strategies, and stronger implementation of classroom and school-wide PBIS practices and structures.

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

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

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

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
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Climate/ Culture Domain	Laurel will function as a safe, positive, and caring learning community that is conducive to academic success and that engages the entire school community - parents, staff, students and community partners - in support of the school vision.	Chronic Absence	All Students	16.1%	10.50%	8%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce the off campus suspension rate to less than 2.5%	Suspensions	All Students	2.4%	<2%	<2%	5: Students are engaged in school everyday.
Climate & Culture	Reduce Chronic Absenteeism to less than 10.5%	Chronic Absence	All Students	16.1%	10.5%	<8%	5: Students are engaged in school everyday.
Climate & Culture	CHKS survey results showing increase in the percent of students indicating they feel connected to the school from 60% to 65% or greater.	Culture/ Climate: Student	All Students	63.4%	65%	68%	5: Students are engaged in school everyday.
Climate & Culture	Increase the percentage of parents responding to CHKS to greater than 40%	Culture/ Climate: Parent	All Students	56.4%	>50%	>55%	6: Parents and families are engaged in school activities.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

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

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All teachers will hold weekly Community Meetings focused on building community within the classroom and across the school (2A.2 Facilitating Positive Interactions).	The principal will visit classrooms during Community Meeting time and provide teachers with observations and feedback.	The Culture Climate Leadership team will conduct classroom observations to identify patterns to share with the whole staff.
All teachers will implement 2nd Step curriculum with fidelity (2A.2 Facilitating Positive Interactions).	The principal will provide staff with opportunities for in-service training in 2nd Step curriculum.	Teachers will be provided time to work together in collaborative teams, to unpack 2nd Step curriculum and to plan and prepare lessons.



All teachers will implement tier 1 management using PBIS defined strategies and the Laurel Behavior Matrix (2A.2 Facilitating Positive Interactions).	The Principal will lead a Culture Climate Leadership team that meets monthly and that focuses on school culture and climate and the implementation of Tier 1 practices.	The Culture Climate Leadership Team will organize a Culture Climate Assembly at the start of each trimester to reinforce the Laurel Behavior Matrix and expectations for student conduct.
Teachers will work toward establishing and being a part of high-functioning collaborative teams that model SEL competencies.	The Principal will create space in PD/Staff Meeting agendas for appreciations and provide staff with team building opportunities.	The school will partner with MOSAIC to facilitate team building twice per year.
All teachers will regularly talk with students about the importance of regular attendance and reach out to families of with attendance issues.	The principal will lead an Attendance Team, made up of the Community Relations Assistant, Attendance Clerk and Admin. Assistant that will meet weekly to review attendance data, track changes over time, provide data to teachers, hold SARTs, and reach out to families.	The Culture Climate Leadership Team will meet monthly to review attendance and suspension data and develop a plan to support positive school-wide culture and climate
	The Principal will send out a monthly newsletter and community calendar highlighting ways family can engage with the school.	The school will purchase refreshments for parent engagement meetings - SSC, Coffee with the Principal, Volunteer Appreciation
		The school will purchase a copier maintenance agreement to make copies for families for improved communication and to achieve higher levels of parent engagement.
		The school will contract with Mosaic to provide students with the opportunity for 4th grade students to attend week-long Outdoor School
		The school will contract with HERO (Help Everyone Reach One) to organize structured games and activities during recess and to assist the teacher with PE classes for 30 minutes each week for grades 4-5 and every other week for grades K-3
		The school will contract with Mission Springs to provide 5th grade students with the opportunity to attend 3-day science camp.
		The school will hire an additional .7 FTE Noon Supervisor position to provide additional supervision on the yard during recess.
		The school will hire a .5 FTE Community Relations Assistant to increase rates of parent participation, reduce chronic absenteeism and identify resources for foster and homeless youth.

		The school will provide After School Program support to provide students with opportunities for enrichment and extended learning time.
		The school will hire Counseling Interns to provide social and emotional support for students needing tier 2 and 3 support services.
		The school will host a Kindergarten orientation in August for the families of all incoming Kindergartners.
		The school will contract with Lincoln Child Services to provide Tier 2 and Tier 3 social emotional support to students.
		The school will hire a P/T Admin Assistant to assist the Attendance Clerk and the Community Relations Assistant in the tracking of student attendance data.
		The school will purchase copying material to be able to send newsletters, notices and flyers home with the goal of increasing family engagement.
		The school will offer Front Office staff additional hours to work hours beyond their contract for student registration and to set up the office.

**MAJOR IMPROVEMENT PRIORITY #2:                   Balanced Literacy**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #2</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
Percentage of students in all grades reading at or above grade level rising by 10%, exceeding target.	Over 70% of students taking SBAC did not meet standard.
Percentage of students in 3rd grade reading at or above grade level rising 7 percentage points, exceeding growth target.	56.9% of students not making annual growth of 1 or More Years.
52% of student At or Above Benchmark in Reading as measured by F&P in 2014/15 (37% in Winter 2015/16)	72% of students making Insufficient or No Growth from Fall to Winter 2015/16

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Observation/Feedback and our Extended Site Visit from the 2013/14 school year showed that teachers were implementing elements of Balanced Literacy at an emergent level and that implementation was inconsistent. Since then we have seen more consistent implementation and there is more evidence that BAL is being implemented at a higher level of fidelity, placing us at the Developing stage of implementation. Observation/Feedback and our Extended Site Visit data also revealed a need to increase levels of rigor and alignment of individual lesson objectives to the goals of larger units of study. Teachers are now provided with additional time to work together in Professional Learning Communities. More attention and support needs to be given to how we are using this time to positively impact student learning outcomes.

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

Given this analysis, we are still practicing at the "Developing" level with our Balanced Literacy implementation. WHY1? We are in the second year of BAL implementation. This and the realignment of instruction to Common Core represents a significant shift in what we teach and how we teach it. It also represents a significant increase in the amount training, planning and preparation time required to teach it well. We have not always been successful in providing the supports necessary for full implementation and the conditions necessary for teachers and students to thrive. WHY? Levels of implementation and teaching effectiveness vary from one classroom to another, resulting in uneven levels of student performance. WHY? Laurel has a wide range of teachers with different levels of experience, motivation and commitment to making the shift to Common Core aligned instruction and full BAL implementation. WHY? Limited support, limited resources and a natural reluctance to undergo significant change in practice.

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

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 5 percentage points the percent of students (2nd-5th grade) reading At or Above Benchmark as measured by SRI	SRI	All Students	45.4%	49.9%	54.9%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the number of students At or Above Benchmark (grades K-5) by 5 pp as measure by F&P	F&P	All Students	52.6%	55.6%	60.6%	3: Students are reading at or above grade level.
Academic	Increase the number of ELLs At or Above Benchmark by 7.5 pp as measured by SRI	SRI	English Learners	13.9%	21.4%	28.9%	3: Students are reading at or above grade level.
Academic	Increase the number of AAs At or Above Benchmark by 7.5 pp as measured by SRI	SRI	African- American Students	39.7%	47.2%	54.7%	3: Students are reading at or above grade level.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Improve literacy. Support the full implement of Balanced Literacy school wide with clarity of expectation and required supports.*

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All teachers will implement a Balanced Literacy Program with an emphasis on Reading and Writing Workshop (1C.1 - planning a coherent lesson cycle and 3C.1 - Facilitating a successful lesson cycle)	The principal will provide clear instructional expectations, focusing on high leverage research-based strategies (BAL), and support the implementation of those strategies by ensuring timely, focused and differentiated professional development (7.1.2)	The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.
All teachers will develop units of instruction that reflect a high level of rigor and student learning outcomes that are Common Core aligned, specific, clear, measurable and relevant (1A.1 - Selecting Rigorous Outcomes and 1A.2 - Establishing Measurable Instructional Outcomes).	The principal will provide the curricular blueprints, planning tools and ensure dedicated planning time is given. The principal will observe and meet with teachers at least once per six-week cycle to review unit goals and student outcomes.	The school will offer extended contracts to teachers to plan out units of instruction over the summer. A STIP sub will be hired in order to allow teachers to work collaboratively for additional 50 minutes per week analyzing data and planning instruction.
All teachers will assess students once per trimester with Fountas and Pinnell and twice per trimester using Scholastic Reading Inventory and use data to inform instruction (1B.1 - Using Data to Inform Instruction).	The principal will meet with teacher teams to analyze data, consider implications and plan out next steps.	The school will provide teachers with release time once per trimester to assess students using Fountas and Pinnell.
All teachers will: 1. facilitate Academic Discussions and Guided Reading as key levers to engage and support students, 2. encourage diverse perspectives and 3. advance higher level thinking (3B.2 Facilitating Authentic Discussions and 3C.2 Building Engaging and Challenging Learning Experiences).	The principal will monitor and provide feedback to teachers.	The ILT will develop and include in the professional development plan an Academic Discussion strand that will run through all Cycles of Inquiry topics.
All teachers will support ELs through a daily 30 minute ELD block using a range of discussion structures and strategies and support students in using discipline-specific academic language.	The principal will monitor and provide feedback to teachers.	The school will adopt appropriate ELD curriculum and provide professional development on essential ELL practices (the Get A Box Plus approach)
		Funding priority - ensure classroom libraries are robust and continue to be re-stocked. Ensure teachers have materials for centers, etc.

		In June & August, K teachers and the principal meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "Read At Home" program) with the aim of helping ease the transition into our K-5 program.
		The school will hire Library/Media Consultant to work with teachers to support student use of library
		The school will hire Instructional Facilitator to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.
		The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.
		The school will hire Academic Mentors to support students in the classroom with a focus on literacy.
		Purchase supplies to support BAL literacy.
		The school will hire a STIP sub to release teachers for TGDS work
		The school will purchase technology for the classroom to support the implementation of BAL

**MAJOR IMPROVEMENT PRIORITY #3: Accelerated Learning**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Decreased by 10 percentage points the number of students Multiple Years Below Grade Level from Mid Year 2014/15 to Mid Year 2015/16	53% of students in 2014/15 had annual growth of less than 1 year in reading as measured by SRI
Decreased by 9 percentage points the number of African American students Multiple Years Below Grade Level from Mid Year 2014/15 to Mid Year 2015/16	56% English Learners versus 51% of English Only students experience 0 or negative growth in reading as measured by SRI
AA Students had the highest percentage of students with 1 or more years of growth (46%) as measured by SRI	Increase of 8pp from Fall to Winter in the number of students Multiple Years Below Grade Level as measured by F&P

### ROOT CAUSE ANALYSIS for Priority #3

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Notes from Observation/Feedback And the School Quality Review from 2013/14 showed that Laurel has established school-wide systems that efficiently referred students to needed academic supports (Tier 2), monitored their effectiveness, and adjusted them, ensuring that students "got in and get out" as progress occurred. Observation/Feedback and notes from the most recent Extended Site Visit also showed that we were still in the emerging stages of BAL implementation. Although progress is being made teachers still struggle to regularly differentiate instruction by conferring one-on-one with students and pulling small groups for targeted instruction (Tier 2). Leadership Reflection shows that we have dedicated Teacher Leaders that have created a professional development plan that focuses on BAL implementation and that attempts to support teachers as they engage in data driven collaborative cycles of inquiry and plan targeted instruction for individuals and small groups.

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

Given this analysis of our practices, it is clear that we are not yet meeting the needs of all students by providing targeted, differentiated instruction that is allowing them to learn at an accelerated rate. WHY1: We are not consistently offering high quality differentiated instruction that targets specific needs. WHY2: We do not have a data driven culture firmly in place across the school and we are not using data effectively to identify specific areas of need nor are we planning instruction based on those identified needs. WHY3: We are not providing teachers with adequate professional development and support to more fully analyze data and to plan out lessons and instructional units. WHY1: We do not have sufficient resources, eg leveled libraries, in place to allow for targeted, differentiated instruction and those resources we do have in place are not being fully utilized. WHY2: We have not provided sufficient professional development to teachers on formative assessments and small group instruction. WHY2: We have not fully utilized the software licenses that we have purchased in the past. WHY2: We have not provided our Academic Mentors with adequate training nor identified how they can be effectively used to support accelerated learning.

### STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Decrease the percentage of students scoring Multiple Years Below Grade Level as measured by SRI by 5 percentage points.	SRI	All Students	35.3%	30.3%	25.3%	
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Decrease the number of students that test at "Below" as measured by Fountas and Pinnell by 5 percentage points.	F&P	All Students	28.6%	23.6%	18.6%	3: Students are reading at or above grade level.
Academic	Decrease the percentage of AA students scoring Multiple Years Below Grade Level as measured by SRI by 7.5 percentage points (accelerated rate).	SRI	African- American Students	40.5%	43%	35.5%	3: Students are reading at or above grade level.

Academic	Decrease the percentage of Latino students scoring Multiple Years Below Grade Level as measured by SRI by 7.5 percentage points (accelerated rate).	SRI	English Learners	63%	55.5%	48%	3: Students are reading at or above grade level.
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<b>MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3</b>	
<b>Major Improvement Strategy for this priority:</b>	<b>Implement Tier 2 and Tier 3 strategies to support accelerated academic and social emotional growth. Offer a range of tiered interventions that support the academic development of all students while strategically focusing on Low-Performing students</b>

<b>KEY PRACTICES FOR PRIORITY #3</b>		
<b>Teaching Practices</b>	<b>Leadership Practices</b>	<b>Organizational Practices</b> <i>People   Teams   Time   Resources</i>
All teachers will differentiate based on reading levels to form and meet with small groups of students daily, targeting low-performing students.	The principal will provide focused PD on Tier 1 and tier 2 strategies, including conferring and forming Strategy and Guided Reading groups to accelerate student academic growth.	Twice monthly COST meetings to align resources with student needs.
All teachers will collect and analyze student achievement data and use it to plan targeted interventions.	The principal will facilitate data conferences with teachers once per trimester.	The school will hire substitute teachers to release teachers to attend data conferences at least once per trimester.
Teachers will engage with families of low-performing students and hold formal parent teachers conferences at least twice per year.	The principal will create a school calendar with minimum days at the end of the 1st and 2nd trimester to allow time for the conferences to occur.	The school will provide teachers with training and support in how to engage families and provide them with additional resources and strategies for how they can support their children at home.
Teachers will identify students not responding to Tier 1 strategies and refer students in need of high levels of support to COST.	The principal will lead a Coordination of Services Team meeting that will convene twice monthly to review student referrals for academic concerns. Low Performing students, students who are Chronically Absent and Foster Youth will be monitored for academic achievement, attendance and social emotional health and given priority access to support services.	COST will coordinate the services of all the school's partners who provide students with academic and mental health support and identify new resources when needed.
		The school will offer teachers extended contracts for a 10-week afterschool tutoring program, beginning in January that will target low performing students.

		The school will purchase supplies to support BAL literacy goals for all students.
		The school will hold Excellence Assemblies at the end of each trimester to celebrate students who have met the academic, attendance and behavioral goals.
		Provide classroom software licenses, Achieve 3000 and Reading A-Z, and Imagine Learning as a reading intervention tools that will allow for greater differentiation for ELLs, low performing and GATE students.
		The school will hire and provide appropriate training to Academic Tutors to push into the classroom and provide direct support to students.
		The school will hire a STIP substitute to provide LLI reading intervention.
		The school will hire a psychologist to assist with COST, coordinate SSTs and provide direct services to students.



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Consultants	The school will provide After School Program support to provide students with opportunities for enrichment and extended learning time.	A1.6: After School Programs	5825	n/a	n/a	n/a	131-1	131
\$5,000.00	General Purpose Discretionary	Computers	The school will purchase technology for the classroom to support the implementation of BAL	A2.1: Implementation of CCSS & NGSS	4420	n/a	n/a	n/a	131-2	131
\$18,000.00	General Purpose Discretionary	Interprogram Mental Health	The school will hire Counseling Interns to provide social and emotional support for students needing tier 2 and 3 support services.	A2.2: Social Emotional Learning	5739	n/a	n/a	n/a	131-3	131
\$67,000.00	General Purpose Discretionary	Consultants - HEROS, Media Consultant	The school will contract with HERO (Help Everyone Reach One) to organize structured games and activities during recess and to assist the teacher with PE classes for 30 minutes each week for grades 4-5 and every other week for grades K-3	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	131-4	131
\$3,000.00	General Purpose Discretionary	Books Other Than Textbooks - Learning Software	Provide classroom software licenses, Achieve 3000 and Reading A-Z, and Imagine Learning as a reading intervention tools that will allow for greater differentiation for ELLs, low performing and GATE students.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	131-5	131
\$1,125.00	General Purpose Discretionary	Supplies	Purchase supplies to support BAL literacy.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	131-6	131
\$3,000.00	General Purpose Discretionary	Meeting Refreshments	The Principal will create space in PD/Staff Meeting agendas for appreciations and provide staff with team building opportunities.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311	n/a	n/a	n/a	131-7	131
\$9,056.00	General Purpose Discretionary	Surplus			4399	n/a	n/a	n/a	131-8	131
\$41,779.35	LCFF Supplemental	Salary	The school will hire Instructional Facilitator to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	A2.9: Targeted School Improvement Support	n/a	10 MONTH CLASSROOM TSA	C10TSA0180	0.4	131-9	131
\$3,661.05	LCFF Supplemental	Salary	The school will hire a .5 FTE Community Relations Assistant to increase rates of parent participation and reduce chronic absenteeism	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMMUNITY RELATIONS ASST I	COMRAI0013	0.1	131-10	131
\$9,981.52	LCFF Supplemental	Salary	The Principal will send out a monthly newsletter and community calendar highlighting ways family can engage with the school.	A3.3: Family Engagement focused on Literacy Development	n/a	NOON SUPERVISOR	NOONSV9999	0.2	131-11	131
\$13,363.26	LCFF Supplemental	Salary	The school will hire an additional .7 FTE Noon Supervisor position to provide additional supervision on the yard during recess.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0119	0.5	131-12	131
\$42,666.00	LCFF Supplemental	Salary	The school will hire a STIP substitute to release teachers for 50 additional minutes per week of collaboration time.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0409	1	131-13	131
\$21,411.41	LCFF Supplemental	Salary	The school will hire a STIP substitute to provide LLI reading intervention.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0612	0.48	131-14	131
\$2,205.70	LCFF Supplemental	Supplies	Purchase supplies to support BAL literacy.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	131-15	131
\$7,000.00	LCFF Supplemental	Consultants			5825	n/a	n/a	n/a	131-16	131
\$5,000.00	LCFF Supplemental	Classified Stipends	The school will offer Front Office staff additional hours to work hours beyond their contract for student registration and to set up the office.	A3.3: Family Engagement focused on Literacy Development	2420	n/a	n/a	n/a	131-17	131
\$65,000.00	LCFF Supplemental	Classified Salaries Other - Academic Mentors	The school will hire Academic Mentors to support students in the classroom with a focus on literacy.	A3.2: Reading Intervention	2928	n/a	n/a	n/a	131-18	131
\$17,500.00	LCFF Supplemental	Teacher Salary Stipends	The school will offer teachers extended contracts for a 10-week afterschool tutoring program, beginning in January that will target low performing students.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	131-19	131
\$15,000.00	LCFF Supplemental	Teacher Substitutes	The school will hire substitute teachers to release teachers to attend data conferences at least once per trimester.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	131-20	131
\$21,000.00	Measure G (School Libraries)	Consultants	The school will hire Library/Media Consultant to work with teachers to support student use of library	A3.2: Reading Intervention	5825	n/a	n/a	n/a	131-21	131

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$23,195.70	Measure G (TGDS)	Salary - STIP	The school will hire a STIP sub to release teachers for TGDS work	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0612	0.52	131-22	131
\$436.55	Measure G (TGDS)	Supplies	Purchase supplies to support BAL literacy.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	131-23	131
\$3,500.00	Measure G (TGDS)	Teacher Salary Stipends	The Laurel Instructional Leadership team will meet and create/adjust the Professional Development Calendar for the school and develop long-term plans for teacher professional development.	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	131-24	131
\$4,495.00	Program Investment	Supplies	The school will purchase copying material to be able to send newsletters, notices and flyers home with the goal of increasing family engagement.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	131-25	131
\$25,000.00	Program Investment	Equipment Maintenance	The school will purchase a copier maintenance agreement to make copies for families for improved communication and to achieve higher levels of parent engagement.	A3.3: Family Engagement focused on Literacy Development	5610	n/a	n/a	n/a	131-26	131
\$12,130.00	Program Investment	Salary - School Psych	The school will hire a psychologist to assist with COST, coordinate SSTs and provide direct services to students.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	131-27	131
\$14,644.20	Title I Basic	Salary	The school will hire a .5 FTE Community Relations Assistant to increase rates of parent participation and reduce chronic absenteeism	A5.4: Root Causes of Chronic Absence	n/a	COMMUNITY RELATIONS ASST I	COMRAI0013	0.4	131-28	131
\$62,669.05	Title I Basic	Salary	The school will hire Instructional Facilitator to support the implementation of BAL by leading professional development, supporting teachers in the classroom modeling lessons, observing and providing feedback.	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR INST FACILITATOR 10 PAY	TC10IF0021	0.6	131-29	131
\$5,070.48	Title I Basic	Books Other Than Textbooks - Learning Software	Provide classroom software licenses, Achieve 3000 and Reading A-Z, and Imagine Learning as a reading intervention tools that will allow for greater differentiation for ELLs, low performing and GATE students.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	131-30	131
\$26,000.00	Title I Basic	Salaries - Academic Mentors	The school will hire Academic Mentors to support students in the classroom with a focus on literacy.	A3.2: Reading Intervention	2928	n/a	n/a	n/a	131-31	131
\$2,895.94	Title I Parent Participation	Supplies - Paper	Teachers will engage with families of low-performing students and hold formal parent teachers conferences at least twice per year.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4310	n/a	n/a	n/a	131-32	131



## Laurel Elementary School Compact 2015-16

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.

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Staff

## **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.

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Student

## **Family/Parent Pledge:**

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

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

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Parent/Guardian

Laurel Elementary • 3750 Brown Ave. • Oakland, Ca 94619 • (510)531-6868

# Title I School Parental Involvement Policy 2015-16

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.

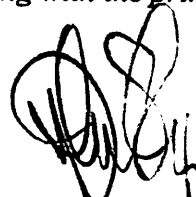
## **Involvement of Parents in the Title I Program**

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.

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  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 second Thursday of each month from 6:00-7:30pm.*
- Offer a flexible number of meetings for parents. *In addition to our School Site Council meetings, parents are invited to attend our Coffee with the Principal event that happens on the second Monday of each month from 8:30-9:00am. Parents are also welcome to ask to schedule a meeting with the principal at a time of their convenience during regular school hours.*
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. *Parents will have the opportunity to participate in the development of Laurel's Title 1 plan by attending our monthly School Site Council meetings. Meetings happen on the second Thursday of each month from 6:00-7:30pm.*
- 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. Meetings happen on the second Thursday of each month from 6:00-7:30pm
- 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 second Thursday of each month from 6:00-7:30pm. *In addition to our School Site Council meetings, parents are invited to attend our Coffee with the Principal event that happens on the second Monday of each month from 8:30-9:00am. Parents are also welcome to ask to schedule a meeting with the principal at a time of their convenience during regular school hours.*



## School-Parent Compact

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

*School-Parent Compact attached*

### Building Parent Capacity for Involvement

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

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- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The Common Core State Standards
  - 2) The Common Core and Oakland Unified School District's academic assessments, including alternate assessments
  - 3) Academic proficiency levels students are expected to achieve
  - 4) How to monitor their child's progress

*Parent education will be a focus of all SSC and Title I meetings. The focus will be to build the capacity of parents to understand academic content standards, assessments, and strategies for supporting the achievement on their children. Money has also been set aside in this year's budget to pay registration fees for parents to attend this year's Title I conference.*
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *In addition to the training opportunities providing through our SSC and Title I meetings, money has also been set aside in this year's budget to pay registration fees for parents to attend this year's Title I conference.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Teachers will have multiple trainings this year on the importance of and strategies for building strong relationships with parents. In addition, we have set aside 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

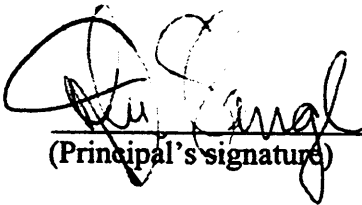
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *All parents will receive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

- Title 1 meeting – October 8<sup>th</sup>, 2015
- SSC Meeting - October 8<sup>th</sup>, 2015

This policy was adopted by the Laurel School Site Council on 10/8/2015 and will be in effect for the period of the 2015-16 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before January 1<sup>st</sup>, 2016. It will be made available to the local community on or before January 1<sup>st</sup>, 2016. 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)

Oct. 8, 2015  
(Date)

# Title I School Parental Involvement Policy 2015-16

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.

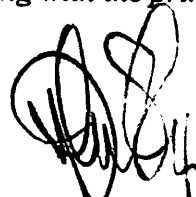
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  2. Explain the requirements of the Title 1 Program.

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  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 second Thursday of each month from 6:00-7:30pm.*
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  - 1) The Common Core State Standards
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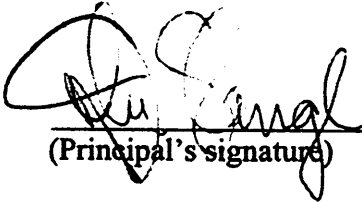
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## Adoption

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

- Title 1 meeting – October 8<sup>th</sup>, 2015
- SSC Meeting - October 8<sup>th</sup>, 2015

This policy was adopted by the Laurel School Site Council on 10/8/2015 and will be in effect for the period of the 2015-16 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before January 1<sup>st</sup>, 2016. It will be made available to the local community on or before January 1<sup>st</sup>, 2016. 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)

Oct. 8, 2015  
(Date)



## School Site Council Membership Roster – Elementary

**School Name:** Laurel Elementary

**School Year:** 2015-16

<b>Chairperson :</b> George Nasir	<b>Vice Chairperson:</b> Claude Crudup
<b>Secretary:</b> Felicity Buxton	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
John Stangl	X			
George Nasir				X
Claude Crudup				X
Paw Boh				X
Beatriz Gutierrez				X
Maria Lourdes P. Castellanos				X
Felicity Buxton		X		
Johanna Moultrie			X	
Helen Garfinkle		X		
Grace Tse		X		

<b>Meeting Schedule</b> (day/month/time)	4th Thursday of each month @ 6pm
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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

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

Revised 9/2/15