

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

October 28, 2015

To:	Board of Education	File ID Number: <u>15-1873</u>
From:	Antwan Wilson, Superintendent Allen Smith, Chief of Schools Vernon Hal, Senior Business Officer Ruth Alahydoian, Chief Financial Officer Susana Ramirez Director, Office of Accountability Partners	Introduction Date: <u>10/14/15</u> Enactment Number: <u>15-1541</u> Enactment Date: <u>10/14/15</u> By: <u>[Signature]</u>
Re:	2015 - 2016 Single Plan for Student Achievement (SPSA)	

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

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



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Lafayette Elementary School
CDS Code: 1612596001978
Principal: Eddie Scruggs Smith
Date of this revision: 6/10/2015

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

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

Contact Person:	Eddie Scruggs Smith	Position:	Principal
Address:	1700 Market Street Oakland, CA 94607	Telephone Number:	510-874-7774
		Email Address:	eddie.scruggsmith@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 10/28/2015

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

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Lafayette Elementary School

Site Number: 129

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

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: 3-24-15

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|---|

Signatures:

Eddie Scruggs Smith

Print name of School Principal



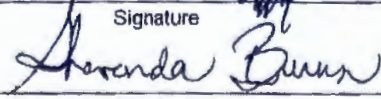
Signature

5/21/2015

Date

Shavonda Burns

Print name of SSC Chairperson



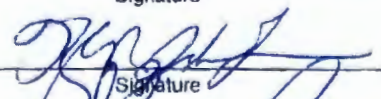
Signature

5/21/2015

Date

Kyla Johnson Trammell

Print name of Network Superintendent



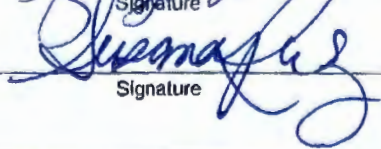
Signature

9/21/15

Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs



Signature

9/20/15

Date

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

School Site Name: Lafayette Elementary School

Site Number: 129

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

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/18/2014	Title I Meeting	Shared overview of Big Rocks
9/29/2014	SSC	Parent role of support and Parental Involvement Policy
2/13/2015	Family Engagement	One to one meetings with parents and teachers discussed schoolwide goals and partnership work
2/13/2015	PBIS PD	Lafayette PBIS Team presentation to faculty to review structures and principles best practices to support behavior in the classroom and strengthen positive relationships school wide
3/13/2015	Sip and Chat with the Principal	TSA powerpoint presentation on Balanced Literacy
4/1/2015	Oakland Reads 2020	Wednesday parent meetings (April-May 2015) to train parent leaders on how to promote reading success at home

2015-2016 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$39,900.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$86,869.41	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$323,648.58	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$44,349.78	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,107.35	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$45,457.13	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: **Balanced Literacy**

LCAP strategic priorities addressed by this Major Improvement Priority:

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

STUDENT GOAL(S) for Improvement Priority #1

- By June 2015, all students have grown at least one grade level in their reading level as demonstrated by F&P reading record data.
- By June 2015, all kindergarten students are reading at an instructional level D as demonstrated by F&P reading record data.
- By June 2015, we will increase by 5 percentage points the percent of students in grades 2-5 reading at or above grade level on SRI.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell	Percent of students showing accelerated, adequate, insufficient, and no growth on F&P	25.4% showed adequate growth toward Benchmark, 11% showed insufficient growth toward Benchmark, and 9.2% showed no growth toward Benchmark	35% At or Above Benchmark, 15% Approaching Benchmark, 50% Well Below Benchmark	85% At or Above Benchmark, 15% Approaching Benchmark
SRI	Percent of students in grades 2-5 increasing their SRI score by 5 percentage points	32.20%	37.20%	42.20%

Fountas & Pinnell

Percent of kindergarten students meeting instructional level D by June 2015 on F&P assessment

76.92% Below,
3.85%
Approaching,
11.54% At
Benchmark,
7.69% Above
Benchmark

100% At or
Above
Benchmark

100% At or
Above
Benchmark

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
54.3% of students showed accelerated growth between the Fall and Winter F&P assessment schoolwide	At Winter F&P, 70.0% of students were Below Benchmark schoolwide
The percent of students Below Benchmark schoolwide went from 75.9% in the Fall to 70.0% in the Winter	74.6% of English Learners scored Below Benchmark on Winter F&P assessment
The percentage of English Learners scoring Below Benchmark on F&P went from 83.9% in the Fall to 74.6% in the Winter	71.6% of African American students scored Below Benchmark on Winter F&P assessment
13% of students scored At or Above grade level on the midyear SRI administration	72% of African American students are multiple years below grade level as assessed in the midyear SRI administration
23.08% of kindergarteners are on track to meet level D expectation by June 2015	76.92% of kindergarteners scored Well Below Benchmark on midyear F&P

ROOT CAUSE ANALYSIS for Improvement Priority #1

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

Observation/Feedback shows that teachers are beginning to consistently implement Reader's Workshop and Guided Reading, though our data indicates that students need much more time on text to gain and build upon new reading behaviors.

Observation/Feedback shows that some teachers have had difficulties with administration of F&P Reading Records which impedes their ability to accurately gauge understanding of their students' levels and the effects of their instructional practices.

Observation/Feedback shows some growth in students' levels, especially those students who are being pulled out for Leveled Literacy Intervention (LLI) support.

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

Using a "5 Why's" protocol, our school identified the following Root Causes:

Why 1: All students do not receive the same high-quality balanced literacy instruction. Why 2: Some teachers are struggling with the transition to a Balanced Approach to Literacy by the district. Why 3: Teachers need to continue to observe high-quality balanced literacy instruction as well as have time to plan and implement balanced literacy lessons with help from the literacy coach and more seasoned teachers.

Why 1: Students should be reading for at least 15 minutes a night at home. Why 2: Most parents do not know their child's reading level nor do they know what text qualifies as independent level. Why 3: Our school has had a Family Literacy Night, literacy coach presentation powerpoint at Sip and Chat with Principal, and (3) meetings with Oakland Reads2020 to promote literacy with parents, though attendance was low.

Why 1: A bulk of the LLI reading intervention happened in first grade, leaving the upper grades with less chance for reading intervention. Why 2: There is a brand new teacher in first grade who is still learning how to create ability groups related to RTI and manage the classroom in order to create an atmosphere conducive to pull out groups. Why 3: The literacy coach has offered some assistance to the new teacher, however she has spent a bulk of time working outside of the classroom with the struggling students in Tier 2 intervention, leaving Tier 1 up to the classroom teacher.

MAJOR IMPROVEMENT STRATEGY #1

Implement key components of Balanced Literacy, especially Reader's Workshop and Guided Reading

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
All kindergarten through Fifth grade teachers will implement Reader's Workshop	Weekly BAL walkthroughs in classrooms using "look-for" document (created by Principal and literacy coach) followed by weekly check-in with literacy coach and Principal to monitor progress and identify PD needs and individual support.	Use of PLC and PD time to plan for and implement Reader's Workshop mini-lessons.
All kindergarten through Fifth grade teachers will implement guided reading	Organize parent engagement nights (family literacy night, BAL parent engagement & OR2020 "Winning with Reading" parent group at Open House) to inform parents about reading levels and how to find texts at the appropriate levels	Pull-out reading intervention by literacy coach
Implementing Writer's Workshop (3rd-5th focus in first trimester, K-2 gradual implementation starting in second trimester)	F&P and SRI progress monitoring. Lead ILT in analyzing data with focus on ELs and AAM's	Wednesday and Friday PD focus on Reader's Workshop and Guided Reading



MAJOR IMPROVEMENT PRIORITY #2:	Social-Emotional Learning
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LCAP strategic priorities addressed by this Major Improvement Priority:

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

STUDENT GOAL(S) for Improvement Priority #2

- All students will be engaged in school as evidenced by zero suspensions and greater than 90% of the time spent in school and class.
- All students will feel respected/cared for by an adult at school as evidenced by data from the CHKS.
- All students will know and understand the 3 Be's as they relate to not only behavior and expectations in school, but also to important life skills.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Suspension	Rate of suspensions	2.80%	0%	0%
Other	Student response on CHKS related to how many students feel they are respected and cared for by at least one adult on campus.	64.7% (baseline from 2013/2014 CHKS survey)	100%	100%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
<p>Well over half (64.7%) of the students surveyed in 2014 for the CHKS felt cared for and/or respected by at least one adult or teacher at school all the time.</p> <p>The 2015 CHKS survey results showed that 48.3% of the students surveyed feel respected by an adult or teacher at school all the time.</p>	<p>The CHKS survey results showed that the amount of students surveyed who feel cared for and/or respected by an adult or teacher at school all the time dropped by 16.4% from 2014 to 2015.</p> <p>Of the 2.8% of students suspended in the 2014/2015 schoolyear, 100% are AAM.</p>

ROOT CAUSE ANALYSIS for Improvement Priority #2

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

Observation and feedback show that while the "3 Be's" are posted in the hallways and explicitly taught in Monday family circle, students are not consistently following all 3 of the Be's.

Observation and feedback show that while the leadership team has focused on promoting the SEL competencies and culturally responsive strategies in class, not all teachers are focusing on SEL or cultural responsiveness in the classroom consistently.

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

Why 1: Some students are more consistently referred to the office than others. Why 2: Some teachers have the tendency to send out the same students every day, even for infractions that could possibly be handled in the classroom. Why 3: All students are not feeling cared for or respected by at least one adult on campus.

Why 1: 100% of suspensions are of AAMs. Why 2: Some teachers are struggling to not think with a deficit mindset in terms of the more behaviorally challenging students. Why 3: Supports need to be leveraged even more to support our students with the highest need.

MAJOR IMPROVEMENT STRATEGY #2

Consistently focus on SEL competencies and culturally responsive strategies in the classroom every day.

Teaching Practices:	Leadership Practices:	Organizational Practices:
All classes in Kindergarten through Fifth grade participate in the Family Circle meetings on Mondays acting out one of the "3 Be's"	Provide a schedule of classes and when each class will present. Lead the Family Circle meetings.	Planning with PBIS team and leadership team.
Students are given the opportunity to earn Panther "Good News" notes for following the "3 Be's" on campus.	Read names in Monday meeting, provide small prize for award.	Teachers/staff members participate in noticing positive behavior in students and awarding "Good News" Panther notes
Focus on SEL competencies and culturally responsive teaching in grade levels K-5.	Focused PD on SEL competencies and culturally responsive teaching strategies.	PBIS team, leadership.



MAJOR IMPROVEMENT PRIORITY #3: Positive Attendance

LCAP strategic priorities addressed by this Major Improvement Priority:

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

STUDENT GOAL(S) for Improvement Priority #3

- 95% of all students will maintain positive attendance-greater than 90% of time spent in school.
- More than half of last years chronically absent students will establish positive attendance this year.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Average Daily Attendance	Percentage of students, schoolwide, who attend more than 90% of scheduled school days	75.6% (baseline is 2013-14 school year)	95%	96%
Chronic Absence	Percentage of previous year's chronically absent students who attend more than 90% of scheduled school days	70 chronically absent students in 2013-14	50%	50% of 2014-15 chronically absent students

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
<p>Lafayette currently has the best attendance record of all the West Oakland schools.</p> <p>Students with 20% or more absences has dropped from 3.9% to 2.9% as evidenced by the most current year to date report.</p>	<p>Students with satisfactory attendance (in school 95% or more of the time) dropped from 77.2% to 58.4% as evidenced by the most current year to date report.</p> <p>Students with 10% or more absences has risen from 10.8% to 19.7% as evidenced by the most current year to date report.</p>

ROOT CAUSE ANALYSIS for Improvement Priority #3

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

Observation & Feedback have shown that Lafayette has the highest rate of attendance in the West Oakland corridor, although there are still a number of families who continually pose attendance issues.

Observation & Feedback have shown that students with 20% or more absences has dropped 1%, though students with 10% or more absences has risen 8.9%.

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

Why 1: Students with a chronic absence rate of 10% or more has risen from last year to this year. Why 2: Students with satisfactory attendance dropped 18.8% from last year to this year. Why 3: Parents and family members are not taking these children to school consistently, regardless of SART and SARB notices.

MAJOR IMPROVEMENT STRATEGY #3

Lower chronic absence rates.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Consistent attendance accounting by 10:00 am everyday	Consistent reminders of the expectations surrounding accurate attendance accounting.	Attendance clerk, administrative assistant
Discuss absences with families to create a relationship with families.	Principal to hire a community relations assistant to work with attendance clerk.	Community Relations assistant and Attendance clerk work with teachers to promote attendance.



Centralized Services for Planned Improvements in Student Performance

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

Title I Centralized Services

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

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

School: Lafayette Elementary School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Balanced Literacy)											Click here for the full list of LCAP strategies	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All kindergarten through Fifth grade teachers will implement Reader's Workshop	Fountas & Pinnell	Low-Income Students	books other than textbooks	General Purpose Discretionary	4200				\$5,000.00	129-1A		A2.3: Standards-Aligned Learning Materials
All kindergarten through Fifth grade teachers will implement guided reading	Fountas & Pinnell	Low-Income Students	pay conference expense for teacher professional development	General Purpose Discretionary	5220				\$4,000.00	129-1B		A3.4: Teacher Professional Development focused on Literacy
Implementing Writer's Workshop (3rd-5th focus in first trimester, K-2 gradual implementation starting in second trimester)	Fountas & Pinnell	Low-Income Students								129-1C		
Purchase of materials to support teaching and learning for all core subjects (Bal (reading/writing), math, science, physical education, social studies)	Fountas & Pinnell	Low-Income Students	Supplies	General Purpose Discretionary	4310				\$4,311.50	129-1D		A2.3: Standards-Aligned Learning Materials
Admission fees to support teaching and learning for all core subjects (Bal (reading/writing), math, science, physical education, social studies)	Fountas & Pinnell	Low-Income Students	admission fees	General Purpose Discretionary	5829				\$3,000.00	129-1E		A2.1: Implementation of CCSS & NGSS
Oakland Reads 20 20: A workshop for parents to train them on how to support balanced literacy at home. Parents are trained to make presentations to K-5th grade classes as well as lead summer reading workshops at the West Oakland Branch of the Oakland Library.	SRI	Low-Income Students	Provide parent workshops, community resources, and monitor attendance.	Title I Parent	4399				\$553.85	129-1F	Family Engagement	A3.2: Reading Intervention
Family Engagement: Sara Nuno and Brandon Sturdivant will support parents by doing deep dives into school policies, strengthen parent leadership, and conduct one to one meetings with teachers.	Fountas & Pinnell	Low-Income Students	Specialist will also work with parents individually to help them understand school policies and procedures.	Title I Parent	4399				\$553.50	129-1G	Family Engagement	A6.1: Parent/Guardian Leadership Development
Maintenance of copiers	Fountas & Pinnell	Low-Income Students	Equipment maintenance	General Purpose Discretionary	5610				\$8,000.00	129-1H		A2.3: Standards-Aligned Learning Materials

Substitute clerical will support registration	Fountas & Pinnell	Low-Income Students	Substitute Clerical	General Purpose Discretionary	2450				\$1,000.00	129-1I		A5.1: School Culture & Climate (Safe & Supportive Schools)
OTET Administration I Asst	Fountas & Pinnell	Low-Income Students	Admin I	General Purpose Discretionary	2420				\$3,000.00	129-1J		A5.1: School Culture & Climate (Safe & Supportive Schools)
Benefits	Fountas & Pinnell	Low-Income Students	Benefits	General Purpose Discretionary	3000				\$1,588.50	129-1K		A5.1: School Culture & Climate (Safe & Supportive Schools)
Refreshments for school wide family events: SSC Meetings, Kindergarten Orientation, Family Literacy Night, Family Science Night, Family Math Night, Back to School Night, Open House, and monthly Sip and Chat Meetings with the Principal.	Fountas & Pinnell	Low-Income Students	Refreshments	General Purpose Discretionary	4311				\$5,000.00	129-1L		A6.5: Academic Parent-Teacher Communication & Workshops
Weekly BAL walkthroughs in classrooms using "look-for" document (created by Principal and literacy coach) followed by weekly check-in with literacy coach and Principal to monitor progress and identify PD needs and individual support.	Fountas & Pinnell	Low-Income Students	BAL Coach	Title I Basic	1905	TSA		0.5	\$25,272.34	129-1M	Targeted Approaches	A3.4: Teacher Professional Development focused on Literacy
Organize parent engagement nights (family literacy night, BAL parent engagement & OR2020 "Winning with Reading" parent group at Open House) to inform parents about reading levels and how to find texts at the appropriate levels	Fountas & Pinnell	Low-Income Students	BAL Coach	Title I Basic	3000				\$10,017.99	129-1N		A3.3: Family Engagement focused on Literacy
Organize parent engagement nights (family literacy night, BAL parent engagement & OR2020 "Winning with Reading" parent group at Open House) to inform parents about reading levels and how to find texts at the appropriate levels	Fountas & Pinnell	English Language Learners	BAL Coach	LCFF Supplemental	1105	TSA		0.5	\$37,963.12	129-1O		A3.3: Family Engagement focused on Literacy
Use of PLC and PD time to plan for and implement Reader's Workshop mini-lessons.	Fountas & Pinnell	Low-Income Students	substitute teachers	General Purpose Discretionary	1150	Substitute Teachers			\$5,000.00	129-1P		A3.4: Teacher Professional Development focused on Literacy
Raise Reserve			TSA	Title I Basic	4399	TSA				129-1Q		
Intervention program for reading to support K-5th to be used during their computer lab time and in the classroom.	Fountas & Pinnell	Low-Income Students	A to Z License	Title I Basic	4200				\$3,000.00	129-1R	Targeted Approaches	A3.1: Blended Learning
Computer supplies/printer purchases	Fountas & Pinnell	Low-Income Students	Printer Purchases/Computer							129-1S		

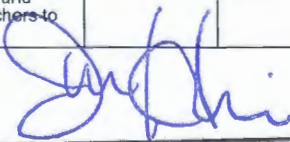
Will provide Leveled Literacy Intervention support for students who are multiple levels below their grade for students in 3rd, 4th, and 5th grades.	Fountas & Pinnell	Foster Youth	STIP NEW	LCFF Supplemental	1905	STIP		1.5	\$25,272.34	129-1T		A3.2: Reading Intervention
Will provide Leveled Literacy Intervention support for students who are multiple levels below their grade for students in 3rd, 4th, and 5th grades.	Fountas & Pinnell	English Language Learners	Benefits	LCFF Supplemental	3000				\$23,564.77	129-1U		A3.2: Reading Intervention
Raise Reserve	Fountas & Pinnell	Low-Income Students	Raise for TSA	LCFF Supplemental	4399				\$69.18	129-1V		A3.2: Reading Intervention
EEIP to support sciene and technology (PLTW)	Fountas & Pinnell	Low-Income Students	EEIP	LCFF Concentration	1105	EEIP		0.6	\$42,803.30	129-1W		A2.1: Implementation of CCSS & NGSS
EEIP to support sciene and technology (PLTW)	Fountas & Pinnell	Low-Income Students	EEIP	LCFF Concentration	3000				\$17,394.56	129-1X		A2.1: Implementation of CCSS & NGSS
STIP- Tier 2 intervention - Blended Learning to support differentiation including GATE, Foster Youth, and EL groups.	Fountas & Pinnell	Foster Youth	stipends	Title I Basic	1120				\$2,732.00	129-1Y	Targeted Approaches	A3.1: Blended Learning
Contracted service for PD on unconscious bias	Fountas & Pinnell	Low-Income Students	Contracted Service	LCFF Concentration	5825				\$10,000.00	129-1Z	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Raise Reserve	SRI	Low-Income Students	TSA/STIP	LCFF Concentration	4399	TSA/STIP			\$7,000.00	129-1AA		A3.2: Reading Intervention
Supplies	Fountas & Pinnell	Low-Income Students	Supplies							129-1AB		
Supplies	Fountas & Pinnell	Low-Income Students	Supplies							129-1AC		
Supplies	Fountas & Pinnell	Low-Income Students	Supplies	LCFF Concentration	4310				\$22,802.14	129-1AD		A2.3: Standards-Aligned Learning Materials
Supplies	Fountas & Pinnell	Low-Income Students								129-1AE		
Professional Services Contract for After School Program	Fountas & Pinnell	Low-Income Students	contract with ASP lead agency	21st Century	5825				\$96,446.14	129-1AF	Extended Learning Time	A1.6: After School Programs
Professional Services Contract for After School Program	Fountas & Pinnell	Low-Income Students	contract with ASP lead agency	After School Education & Safety (ASES)	5825				\$96,879.17	129-1AG	Extended Learning Time	A1.6: After School Programs
Teachers meet with incoming kindergarten families on literacy goals, assessments, and key strategies.	Fountas & Pinnell	Low-Income Students								129-1AH	K Transition	

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Social-Emotional Learning)

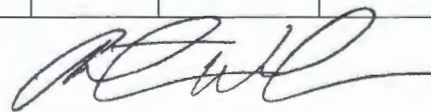
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All classes in Kindergarten through Fifth grade participate in the Family Circle meetings on Mondays acting out one of the "3 Be's"	Other	Low-Income Students								129-2A		
Students are given the opportunity to earn Panther "Good News" notes for following the "3 Be's" on campus.	Other	Low-Income Students								129-2B		
Focus on SEL competencies and culturally responsive teaching in grade levels K-5.	Other	Low-Income Students								129-2C		
Provide a schedule of classes and when each class will present. Lead the Family Circle meetings.	Other	Low-Income Students								129-2D		
Read names in Monday meeting, provide small prize for award.	Other	Low-Income Students								129-2E		
Focused PD on SEL competencies and culturally responsive teaching strategies.	Other	Low-Income Students	pay conference expense for teacher professional development	General Purpose Discretionary	5220				\$4,000.00	129-2F	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Planning with PBIS team and leadership team.	Other	Low-Income Students								129-2G		
Teachers/staff members participate in noticing positive behavior in students and awarding "Good News" Panther notes	Other	Low-Income Students								129-2H		
PBIS team, leadership.	Other	Low-Income Students								129-2Z		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Positive Attendance)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Consistent attendance accounting by 10:00 am everyday	Average Daily Attendance									129-3A		
Discuss absences with families to create a relationship with families.	Average Daily Attendance									129-3B		
Consistent reminders of the expectations surrounding accurate attendance accounting.										129-3C		
Principal to hire a community relations assistant to work with attendance clerk.										129-3D		
Attendance clerk, administrative assistant										129-3E		
Community Relations assistant and Attendance clerk work with teachers to promote attendance.										129-3F		



James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

Lafayette Elementary Title I School Parental Involvement Policy 2014-2015

Lafayette Elementary has developed a written Title I parental involvement policy with input from Title I parents. We began with electing our School Site Council members who must consist of parents, teachers, classified staff, and the principal. Together we reviewed the School Quality Improvement Goals to support teaching and learning at Lafayette Elementary and distributed the policy to parents of Title I students. The policy is sent home via memo to parents and discussed with parents at the Sip and Chat with the Principal Meeting. Finally, parents receive information about the policy through our School Messenger system. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Lafayette Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.

The agenda for each Title I meeting is sent out to the entire school community 72 hours prior to the SSC.

- Offer a flexible number of meetings for parents: *SSC meetings are held the third Friday of every month. A minimum of 3 meetings must be held. These key meetings are the following: September (establish SSC); January (review Title I funds); March (approve next school year's site plan)*
- 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. *Title I parents review program changes at our weekly Family Engagement meetings as well as the monthly Sip and Chat with the Principal Meetings.*
- Provides parents of Title I students with timely information about Title I programs. *The agenda for each Title I meeting is sent out to the entire school community 72 hours prior to the SSC. Parents also receive reminders about the upcoming SSC meetings via School Messenger.*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *This information is provided during the Title I meeting held at Back to School Night with a power point presentation by the principal.*
- 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 have the opportunity to attend weekly Family Engagement meetings as well as monthly Sip and Chat with the Principal Meetings to participate in decisions pertaining to the education of their students.*

Lafayette Elementary 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 California content standards.

Building Parent Capacity for Involvement

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

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

Parents receive information content standards, assessments, and improvement strategies through the following notifications: Report cards, progress reports, and parent teacher conferences (held in December and March).

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Parents are provided with grade level expectations for core subjects as well as SRI/DIBELS letters are sent home to all parents (listing the child's reading level and a lists of books for the students identified reading level).*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *The Parent Organization host weekly meetings and has a teacher liaison attends; parents volunteers of the PO met with teachers to identify key areas where parents may provide support in the classroom.*
- 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. *Notices are sent home with students; announcements are made during Monday morning Family Circles, as well as messages are provided with the assistance of the School Messenger system to keep parents informed.*
- 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. *Documentation is sent home as needed (weekly or bi-weekly) and is translated in Spanish and Arabic (parent volunteer).*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Parents receive support from the Community Liaison (who is also the Spanish translator for the meetings) and Principal to identify resources requested by families; babysitting is provided.*

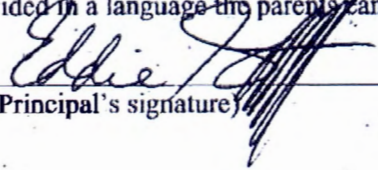
Accessibility

- 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. *Documentation is sent home as needed (weekly or bi-weekly) and is translated in Spanish and Arabic (parent volunteer).*

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

This policy was adopted by the **Lafayette Elementary** School Site Council on September 12, 2014 and will be in effect for the period of the 2014-2015 school year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before September 19, 2014. It will be made available to the local community on or before September 19, 2014. The **Lafayette Elementary** 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)



(Date)

Lafayette 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 to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

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

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

Family/Parent Pledge:

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

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

Teacher

Student

Parent/Guardian

Date

School Site Council Membership Roster – Elementary School

School Name: Lafayette Elementary School

School Year 2014-2015

Chairperson: Shevonda Burns	Vice Chairperson: Carolina Hacho
Secretary: Tanisha Silas	<u>LCAP Parent Advisory Nominee:</u>
<u>LCAP EL Parent Advisory Nominee:</u>	<u>LCAP Student Nominee:</u>

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm
Eddie Scruggs Smith	X			
Evelyn Delgado			X	
Shevonda Burns				X
Tanisha Silas				X
Olga Fernandez				X
Angelica Landin				X
Sharon Travers		X		
Carolina Hacho				X
Carmen Hendon		X		
James Jacobs		X		

Meeting Schedule	2nd Thursday of each Month
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SSC Legal Requirements:

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

