

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 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).

- 21st Century After School Programs
- 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 Lafayette Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Lafayette Elementary School
CDS Code: 1612596001978
Principal: LaDonna Williams
Date of this revision: 5/19/2016

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: LaDonna Williams
Address: 1700 Market Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-7774
ladonna.williams@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: 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"/> 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: 5-19-16

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:

LaDonna Williams

Print name of School Principal

LaDonna Williams

Signature

5/26/16

Date

Michelle Burton

Print name of SSC Chairperson

Michelle Burton

Signature

5/26/16

Date

Kyle R. Johnson-Trammell

Print name of Network Superintendent

Kyle R. Johnson-Trammell

Signature

5/24/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian

Signature

5-26-16

Date

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

School Site: 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, 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
12/4/2015	Coffee Chat Parent Group	Visioning around hopes and dreams for educational effectiveness
12/11/2015	Teachers/Staff	Visioning around hopes and dreams for educational effectiveness
1/8/2016	Coffee Chat Parent Group	Gingerbread baby activity: what skills do we want our children to have when they leave Lafayette and a list of resources that we would need to support these skills
1/13/2016	Teachers/Staff	Gingerbread baby activity: what skills do we want our children to have when they leave Lafayette and a list of resources that we would need to support these skills
1/14/2016	SSC(Parent/Community)	Ginger bread baby extension of resource list
2/16/2016	SSC	Review of resources/light consideration of SPSA funding Priorities for budget lock in

2/17/2016	ILT Meeting Staff	Review of resources/setting priorities for 3 big rocks
3/2/2016	Teacher Staff PD	Narrowing of priorities into categories associated with 5 pillars for quality schools to better determine our "3 Big Rocks"
3/23/2016	Staff Review of SPSA	Finalizing version 1 of document to be submitted
5/19/2016	SSC SPSA Approval	Final approval of SPSA

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	\$33,055.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$90,842.18	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:	\$320,776.85	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$41,118.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,054.02	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$74,724.41	TBD
TOTAL:	\$116,896.43	\$0.00

ABOUT THIS SCHOOL

School Description

Lafayette Elementary is a Full Service Community K-5 school located in West Oakland. The West Oakland community has a long standing history of revolution, service, and education, that is highlighted in many aspects of the neighborhood. The West Oakland community of schools is part of a STEAM Corridor where students at Lafayette are exposed to Art through the West Oakland Legacy Project, Science and Engineering through Project Lead the Way, and Music through OUSD and Oakland Living Jazz.

Lafayette Elementary provides high quality educational opportunities to all students. This is achieved by incorporating very specific programming to create quality options for students. All students, grades K-5, receive instruction 2 times per week in Science and Engineering. Teachers receive in-depth professional development in ELA and Math and weekly coaching to establish targets that aid us in reaching our goal of 70% of Kinder and First Grade students moving up at least one grade level in reading and math. It is our goal to provide high quality options, increased parent engagement, and incentivized learning that will transform school culture and academic success. As we enter the Fall and Spring Call, it is our goal to develop a vision team that will design the type of school that our West Oakland residents can benefit from.

School Mission and Vision

Mission: Lafayette Elementary is committed to providing quality educational options through a STEAM focus. We intend to leverage Science, Technology, Arts, and Mathematics through robust programs that prepare students to compete globally. Our goal is that every graduate of Lafayette will have the social, emotional, and academic skills that will equip them to become the world's future innovators.

Vision: A culture that promotes an inclusive community of staff, families, and supporters, who nurture and educate our students while embracing the diversity of West Oakland. We will display leadership that provides holistic educational experiences for Kindergarten to Fifth Grade students that address all learning styles and multiple intelligences. Our instructional focus is one that is challenging, creative, student-centered, and emphasizes the core curriculum. We strive to produce graduates who leave Lafayette with academic and social skills that provide the foundation for success in Middle School, High School, college, and for lifelong learning.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Personalized Learning
Major Improvement Priority #2:	PBIS: Strong School Culture
Major Improvement Priority #3:	Teacher Collaboration (Common Core Standards Planning)

MAJOR IMPROVEMENT PRIORITY #1: Personalized Learning

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
In each grade level, a significant number of students have shown growth of one reading level or above in F&P.	Many students are reading two or more grade levels below: they will need to catch up a great deal to read and write at grade level competencies
LLI Intervention is being administered to students working two grade levels below based on F&P and SRI data. These students have shown growth on F&P from the 1st trimester to the second.	Data from the SPF suggests that all students in our school could benefit from daily intervention during reader's and writer's workshop. LLI could be used for k-3 and SIPS for 4-5.

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?

The data suggests that all students grades 1-5 are working one or more grade levels below. The data suggests that when students enter first grade their reading level stays stagnant, with limited growth through the second grade. The CCTL Position was created to provide LLI to all first grade students to assist in this very endeavor. However, while small group instruction was available, it was only on a limited basis for targeted instruction with the CCTL and Linda Stingily. Targeted First and Second grade students are receiving support daily. In mid-February, third and fourth grade students began receiving small group intervention with Bonnie Mozer, a reading specialist working at our site. We had eight new teachers in '15-'16 and one teacher who was on leave for three months. We have also had ongoing challenges around incorrect special education placement and inconsistent staffing that contributed to disciplinary and academic challenges.

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

We had a big challenge with teacher retention from '14-'15 to '15-'16, due in part to retirement of long-term staff and in part to high burnout of new teachers who may not have knowledge of instructional strategies and classroom management, or experience working with trauma-ridden students. When we have teacher vacancies or teachers out on leave, we are often filling these roles with substitutes who are not trained to deliver content, so we must use instructional coaches to supplement this. When our coaches are teaching, they are not coaching.

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
Academic Domain	By June 2017, 100% of students will receive data driven, standards aligned, collaboratively planned, instruction at each grade level on a daily basis in all content areas.	SBAC ELA	All Students	4.2% Standards Met or Exceeded	10% Standards Met or Exceeded	17% Standards Met or Exceeded	2: Students are proficient in state academic standards.
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	By June 2017, all kindergarten students will be reading at benchmark or above as demonstrated by F&P reading record data.	F&P	All Students	71.4% At Benchmark	95% At or Above Benchmark	Growth of 5%	3: Students are reading at or above grade level.
Academic	By June 2017, students in grades 2-5 will increase their lexile score by an average of 5 percentage points on SRI.	SRI	All Students	14.8% At or Above Grade Level	19.8% At or Above Grade Level	Growth of 13.2%	3: Students are reading at or above grade level.
Academic	By June of 2017 students will use ST Math daily to increase mathematical reasoning and understanding so that they increase by 5% on SBAC Math	SBAC Math	All Students	5% Standard Met	10% Standard Met or Exceeded	Growth of 5%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	<i>We will develop a personalized learning program that will fully implement key components of Balanced Literacy, especially Reader's Workshop, Guided Reading, and implement ST Math daily. The staff will also make an extended effort to utilize reader's and writer's workshop time to pilot blended learning programs that will provide computer-generated, targeted support at a student's reading and math level until they are able to work at grade level or above. Blended learning will give greater autonomy to teachers to diversify their instructional methods and create greater access to small group instruction.</i>
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KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
All Kindergarten through Fifth grade teachers will implement Reader's Workshop with fidelity and add scaffolds for ELL's and students with special needs.	Weekly BAL walkthroughs in classrooms using "look-for" document (created by Principal and literacy coach) followed by weekly check-ins with literacy coach and Principal to monitor progress and identify PD and individual support needs.	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 with fidelity.	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 level.	Coordination between classroom teachers and literacy coach for pull out reading intervention.
Implementing Writer's Workshop and full implementation of Blended Learning Programs such as Lexia and ST Math (3rd-5th focus in first trimester, K-2 gradual implementation starting in second trimester).	F&P and SRI progress monitoring. Lead ILT in analyzing reading data with focus on ELs and AAM's.	Wednesday PD focus on Reader's Workshop, Guided Reading, and Academic Conferencing. Monthly 1 to 1 coaching with the CCTL for ELA as an added support.

Teachers will attend regular PD to learn strategies for implementation of Blended Learning Programs.	Provide academic trainers to support teachers in creating interventions that produce measureable growth over time.	Use of PLC time to share best practices for Blended Learning Programs.
Teachers will implement ST Math daily with longitudinal growth goals .	School schedule will be adjusted to reflect designated ST Math time daily with support from a CCTL or central office math team one per month for PLC support.	Use of Mind Research support to add a data and intervention lense for advancement as indicated by CEOU Exams and SMI.
BACR ASP will use blended learning programs to provide additional acceleration.	An Academic Liaison will be assigned to monitor student growth and assign lessons in ST Math and Lexia that are based on the student's current level.	Intense support in extension of blended learning in the after school program will create 5-7% growth in SBAC data by the end of the year.
Provide Integrated and Systematic ELD Support through small group instruction/personalized learning.	Provide Integrated ELD and Systematic ELD PD training for all teachers and how to use small group instruction to support growth and increase reclassification rates through frequent analysis of the EL Snapshot.	CCTL ELA will monitor EL students coming in and those that are classified as LTEL and provide targeted support to teachers on how to increase growth during 1 to 1 coaching.
Administrator will work to identify funds to support instructional aide for Kindergarten .		
	Providing support for classroom management training for teachers	

MAJOR IMPROVEMENT PRIORITY #2: PBIS: Strong School Culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
A PBIS system is currently being implemented and student suspensions have been reduced significantly from September to the present.	Students with behavioral challenges must be encouraged to follow school rules daily by teachers, staff, and the principal. A school culture plan must be in place that offers constant reminders of what the rules entail, how to follow them, and in which designated areas this is most important.
90% of students can recite and demonstrate the 3 BE Rules when prompted.	Students need to take ownership of 3 Be Rules and begin to institute them as a daily practice that they are proud to follow. The PBIS Team will continue to formulate a climate and culture plan that makes it easy to do so.
We were able to reduce suspensions by addressing our special education placement issues, improving teacher PD and coaching support, ensuring consistent teacher presence, implementing the Mindful Life project mid-year, and using our COST and SST teams to support students with serious Tier 1 concerns.	Late implementation of COST, SST, a School Community Relations Assistant position, Mindful Life Project and increased improvements in SPED Placement contributed to a spike in students suspensions and referrals that were unable to be addressed until the Winter of 2016.

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?

The data reflects that shifting teacher focus to PD around Positive reinforcements has had a direct impact on suspension, referrals, and disciplinary consequences: Suspension data for '15-'16 began high and was motivated by far too many negative consequences. Research shows that students who are motivated by positive consequences usually perform better behaviorally. There is a need to leverage positive behavior over negative consequences to promote positive discipline.

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

Some of the root causes for the performance challenges were: high teacher turnover, new principal, 8 of 12 teachers being novice with 1 or less years of teaching experience, high leverage SPED students were in the wrong placement and contributed to a significant portion of the suspension data, and most importantly a significant number of students are affected by complex trauma that has gone untreated. A late start of COST, SST's, and a comprehensive PBIS system contributed to a missed opportunity to capitalize on levels of support for our most needy students. Rising cost of housing in the neighborhood and increasing economic stress on families served by our school is and may be contributing to chronic absenteeism and higher rates of disciplinary incidents. Both staff and students sometimes come to our school after encountering challenges at other schools.

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
Climate/ Culture Domain	All students will be engaged in school as evidenced by less than 30 suspensions and greater than 90% of the time spent in school and class.	Suspensions	African- American Students	3.0% suspensions	3.0% suspensions by June 2016	2.0% suspensions	5: Students are engaged in school everyday.
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
Climate & Culture	All students will feel respected/cared for by an adult at school as evidenced by data from the CHKS.	Culture/ Climate: Student	All Students	Yes (some, most or all of the time): 97.1%	Yes (all of the time): 100%	1.33%	5: Students are engaged in school everyday.
Climate & Culture	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.	Culture/ Climate: Student	All Students	16% culture/climate status	28% culture/climate status	40% culture/climate status	5: Students are engaged in school everyday.

Climate & Culture	With the addition of the Mindful Life Project, AAMA, an additional counselor, and a PBIS Coach, our climate and culture matrix will assist students who are prone to trauma and need a greater degree of targeted support, reducing suspension to 30 or less per year. Referrals and expulsions will drastically decrease as teachers are provided targeted PD to address common schoolwide disciplinary concerns.	Culture/ Climate: Student	African- American Students	100% (11 logged) were African American students	88% (53 logged) were African American students	>30 suspensions for African American students	5: Students are engaged in school everyday.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Consistently focus on SEL competencies and culturally responsive strategies in the classroom every day.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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 Bucks 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 Panther Bucks.
Focus on SEL competencies and culturally responsive teaching in grade levels K-5.	Focused PD on SEL competencies and culturally responsive teaching strategies incorporating, The Mindful Life Project, Cultural Competencies and trauma informed practices.	PBIS team, ILT leadership will create and implement a PD calendar to address trauma informed practices.
A PBIS Coach will be hired for the 2016-17 school year during the redesign process to further address climate and culture goals. Additional supports will be added to support foster and homeless youth.	A robust climate and culture plan will be created to address overall climate and culture goals to incorporate incentives that leverage positive behavior over negative behavior.	A PBIS Team will continue to monitor climate and culture data throughout the year to set targeted Tier 1, 2, and 3 supports.
A TK- K Orientation will take place in August of 2016 to help make connections for incoming Kindergarteners.	Principal will support teacher in providing guidance to parents about Kindergarten readiness and goals for the school year.	ELA CCTL and Kinder teacher will work together to create growth goals that will ensure all Kinder are proficient by June 2017.

Teachers will pass out a school contract and handbook that explains school rules to include how students are to behave in school, general school protocols, and the uniform policy	The Lafayette PBIS and Summer Design team will create content needed for a school handbook and students contract.	A school Community Relations Assistant will support the SEL goals through monitoring of COST, SST, SART, suspensions and referral data and SARB processes related to students growth.
		Parent Liaisons and SCRAII will set up practices for parent education classes to reinforce school rules at home. Families of homeless and foster youth will receive additional support from Family Engagement Department and appropriate CBO's.

MAJOR IMPROVEMENT PRIORITY #3: Teacher Collaboration (Common Core Standards Planning)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Students are exposed to Common Core teaching strategies through classroom instruction in Balanced Literacy and Math Expressions.	Students may struggle with instructional methods because much of Balanced Literacy is not Common Core Aligned.
Two years of Common Core instruction has informed the learning process for students. CCTL's in ELA and Math have aided in teacher support in this area.	SWABT will include standard that Students will be responsible for learning. The learning intention will be a new skill that students will have to be taught.
Teachers will use designated PLC time to plan CCSS alignment for Balanced Literacy and Math Expressions.	There is no current PD calendar that gives ample planning time for grade level teams or cohorts. This will need to be created and followed in the 2016-17 school year.

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?

The data suggests that students grade 2-5 are scoring below grade level on SBAC and SRI exams. Thus, greater support in CCSS aligned planning will increase student knowledge in CC like scenarios in all subject areas and assessments.

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

Many of our teachers are teaching Balanced Literacy and other curricula that may not be aligned to Common Core standards but many of our assessments are Common Core based. Students must be exposed to Common Core-aligned content in order to be successful on standards-based assessments.

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	By June 2017, all 2-5 grade students will show SRI Lexile Score Proficiency growth of at least 200 points.	SRI	All Students	16.7% At or Above Benchmark	19.5% At or Above Benchmark	21% At or Above Benchmark	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	By June 2017 100% of students will show measurable growth by 1 or more reading levels as measured by F&P benchmark assessment data.	F&P	All Students	n/a	n/a	100%	3: Students are reading at or above grade level.
Academic	By June 2017, 16% of all students will meet or exceed EOY grade level proficiency on Math CCSS as measured by the summative district benchmark assessments and SBAC.	SBAC Math	All Students	5%	8%	12%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3	
Major Improvement Strategy for this priority:	<i>PLC's, 1 to 1 coaching, Teacher PD, and support from CCTL will support strategies for CCSS based instruction aligned to best practices and implemented daily through the use of, Culturally relevant pedagogy, engaging teaching strategies, and trauma informed practices that focus on improved student progress and measureable growth. Balanced Literacy Lessons must have CCSS alignment when teaching reader's and writer's workshop and during small group instruction and blended learning. Guided reading groups with leveled books must be implemented daily in all classes.</i>

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Lesson Objectives will be written on boards daily with CCSS listed.	Weekly Lesson Plans will be collected that highlight CCSS taught and what students have learned.	1 to 1 CCTL meeting: lesson content/planning related to CCSS
Teachers will align BAL Lessons to CCSS with added supports for ELL's.	1 to 1 coaching with CCTL's and PLC designated time will be used to assist teachers in CCSS Alignment and Teaching Strategies that effectively inform learning.	group teacher planning time to work on alignment : PD Coach to work on CCSS strategies/CRP Strategies
Teachers will use CCSS in classroom instruction.	Teachers will receive periodic support on CCSS Instruction/Blended learning programs.	CCTL will provide support in CC CRP strategies necessary for student growth.

Teachers will use Blended Learning programs to reinforce CCSS that students are not mastering.	Targeted PD will be provided to help teachers make connections between BAL Literacy and CCSS gaps.	Teachers will receive monthly coaching with ELA CCTL to address alignment.
GLAD Training for teachers for scaffolding and engagement strategies.	Provide Glad PD one monthly to support teachers in CCSS alignment and blended learning .	Teachers will utilize Glad strategies in their classrooms to enhance CCSS instruction.
Purchase classroom library books that are reflective of students' home language and culture.	CCTL will ensure that classroom libraries are labeled and accessible for students.	Teachers will be given time during PLC and 1 to 1 coaching to set up classroom libraries that are sufficient for student learning and growth.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$74,724.41	21st Century	Contract with BACR to provide staffing	An Academic Liaison will be assigned to monitor student growth and assign lessons in ST Math and Lexia that are based on the student's current level	A1.6: After School Programs	5825	n/a	n/a	n/a	129-1	129
\$96,879.17	After School Education & Safety (ASES)	Contract with BACR	BACR ASP will use blended learning programs to provide additional acceleration	A1.6: After School Programs	5825	n/a	n/a	n/a	129-2	129
\$5,000.00	General Purpose Discretionary	Extended contract for staff to accelerate growth in students	GLAD Training for teachers for scaffolding and engagement strategie	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	129-3	129
\$5,000.00	General Purpose Discretionary	STIP Sub to provide extra time for teacher professional growth and collaboration	Coordination between classroom teachers and literacy coach for pull out reading intervention.	A3.2: Reading Intervention	1150	n/a	n/a	n/a	129-4	129
\$3,000.00	General Purpose Discretionary	Clerical	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 level.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2450	n/a	n/a	n/a	129-5	129
\$1,941.45	General Purpose Discretionary	Books	Targeted PD will be provided to help teachers make connections between BAL Literacy and CCSS gaps	A3.2: Reading Intervention	4200	n/a	n/a	n/a	129-6	129
\$5,000.00	General Purpose Discretionary	supplies	All Kindergarten through Fifth grade teachers will implement Reader's Workshop with fidelity and add scaffolds for ELL's	A3.2: Reading Intervention	4310	n/a	n/a	n/a	129-7	129
\$8,000.00	General Purpose Discretionary	Equipment maintenance agreement	Implementing Writer's Workshop and full implementation of Blended Learning Programs such as Lexia and ST Math (3rd-5th focus in first trimester, K-2 gradual implementation starting in second trimester).	A3.1: Blended Learning	5610	n/a	n/a	n/a	129-8	129
\$2,114.05	General Purpose Discretionary	Consultants	Provide Integrated ELD and Systematic ELD PD training for all teachers and how to use small group instruction to support growth and increase reclassification rates through frequent analysis of the EL Snapshot	A4.1: English Learner Reclassification	5825	n/a	n/a	n/a	129-9	129
\$1,000.00	General Purpose Discretionary	Assemblies and classroom presentations	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 level.	A3.2: Reading Intervention	5828	n/a	n/a	n/a	129-10	129
\$2,000.00	General Purpose Discretionary	Admission fees	Focus on SEL competencies and culturally responsive teaching in grade levels K-5.	A2.2: Social Emotional Learning	5829	n/a	n/a	n/a	129-11	129
\$33,954.80	LCFF Concentration	Hire EEIP teacher for Project Lead the Way	Teachers will attend regular PD to learn strategies for implementation of Blended Learning Programs	A3.1: Blended Learning	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0104	0.45	129-12	129
\$12,270.86	LCFF Concentration	To create equitable outcomes for our AAMs and increase achievement	A PBIS Coach will be hired for the 2016-17 school year during the redesign process to further address climate and culture goals	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	129-13	129
\$53,774.35	LCFF Concentration	Consultants			5825	n/a	n/a	n/a	129-14	129
\$29,501.34	LCFF Supplemental	0.5 Family Engagement Coordinator to support COST and partnerships with West Oakland community	A school Community Relations Assistant will support the SEL goals through monitoring of COST, SST, SART, Suspension and referral data and SARB processes related to students growth	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMMUNITY RELATIONS ASSIST II	CMRAII0018	0.5	129-15	129
\$9,981.52	LCFF Supplemental	Increase noon supervision in order to improve our work around school culture	will reinforce and reward students for following the 3 Be rules daily	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.2	129-16	129
\$37,905.18	LCFF Supplemental	STIP Sub to provide extra time for teacher professional growth and collaboration	Coordination between classroom teachers and literacy coach for pull out reading intervention.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0184	0.75	129-17	129
\$13,454.14	LCFF Supplemental	To create equitable outcomes for our AAMs and increase achievement	A PBIS Coach will be hired for the 2016-17 school year during the redesign process to further address climate and culture goals	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	129-18	129
\$21,000.00	Measure G (School Libraries)	To purchase books to build the new school library	Purchase classroom library books that are reflective of students' home language and culture	A3.2: Reading Intervention	4200	n/a	n/a	n/a	129-19	129
\$12,635.06	Measure G (TGDS)	STIP Sub to provide extra time for teacher professional growth and collaboration	Coordination between classroom teachers and literacy coach for pull out reading intervention.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0184	0.25	129-20	129

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$494.94	Measure G (TGDS)	Consultants	F&P and SRI progress monitoring. Lead ILT in analyzing reading data with focus on ELs and AAM's	A2.8: Data & Assessment	5825	n/a	n/a	n/a	129-21	129
\$19,190.00	Program Investment	Hire Manhood Development Facilitator to support African-American Male achievement	A PBIS Team will continue to monitor climate and culture data throughout the year to set targeted tier 1, 2, and 3 supports	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	129-22	129
\$29,501.34	Title I Basic	0.5 Family Engagement Coordinator to support COST and partnerships with West Oakland community	A school Community Relations Assistant will support the SEL goals through monitoring of COST, SST, SART, Suspension and referral data and SARB processes related to students growth	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMMUNITY RELATIONS ASSIST II	CMRAII0018	0.5	129-23	129
\$11,616.66	Title I Basic	Consultants for Mindful Life project	A PBIS Team will continue to monitor climate and culture data throughout the year to set targeted tier 1, 2, and 3 supports	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	129-24	129
\$500.00	Title I Parent Participation	Supplies	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 level.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	129-25	129
\$554.02	Title I Parent Participation	Meeting refreshments	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 level.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	129-26	129

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:

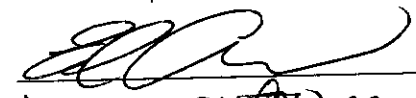
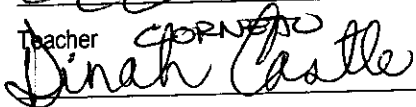
I agree to carry out the following responsibilities to the best of my ability:

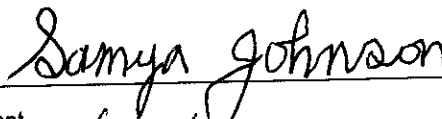
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful 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 
Parent/Guardian


Student
9/24/2015
Date



Title I School Parental Involvement Policy 2015-16

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Lafayette Elementary School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

The SSC votes on items that are Title I related. In the September meeting they were given information on the uses of the Title I program. SSC has approved the creation of a new Position through Title I funding.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

We have Coffee & Chat with the Principal once a month, SSC meets once a month as well. Parents meet with District Community Engagement department for Parents raising the Bar.

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents informed of Title I meetings (what is Title I , what is my role)
Parent invited to SSC to review budgets and discuss how Title I funds are spent.



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- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC meetings are open to all parents to discuss how funds are spent. SSC voting members approve funding decisions monthly.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Title I parent meetings.
Each SSC member where Title I is considered has a data point to review.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC-monthly
Coffee & Chat -monthly

School-Parent Compact

(Name of school) Lafayette Elementary School :
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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



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Building Parent Capacity for Involvement

(Name of school) Lafayette Elementary School :

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(In the box below, briefly describe or bullet how this happens at your school.)

Review SPSA - Principal's focus/Big Rocks
Review Common Core Standard, Parent tips
Parent classes/Parent meetings (conferences)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Content Standards are available in classrooms
Parent conferences
Parent classes

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Community Relations Assistant will set up room parents that can assist with academic support. Parent volunteers meet with teachers to offer support with students who are struggling academically.



OFFICE OF ACCOUNTABILITY PARTNERS

- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Family Nights - Literacy, Math & Science. Book Fairs to promote reading.
Alignment to BACR After-school program. BOOST West Oakland Mentoring Program.
Oakland Reads 20/20

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

Fliers, parent meetings, newsletters & automated phone calls.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

SSC
Coffee & Chat
Weekly Parent Meetings

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.

(In the box below, briefly describe or bullet how this happens at your school.)

Flier/messages translated into various languages. Translation services at all parent meetings. Any level of need parents may have -food baskets, toy give away, etc.



OFFICE OF ACCOUNTABILITY PARTNERS

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Lafayette Elementary School Site Council on (Date) 9/24/2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.
The (Name of school) Lafayette Elementary '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.

Selma Williams
(Principal's Signature)

9/24/2015
(Date)

Revised 9/2/2015



School Site Council Membership Roster – Elementary

School Name: _____

School Year: _____

Chairperson :	Vice Chairperson:
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.

Meeting Schedule (day/month/time)	
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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 for participation in district elections.

Revised 9/2/15