

Board Office Use: Legislative File Info.	
File ID Number	21-2112
Introduction Date	10/13/2021
Enactment Number	21-1611
Enactment Date	10/13/2021 CJH



Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Laurel Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Laurel Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Laurel Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision: 5/14/2021

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Laurel Elementary School

Site Number: 131

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 14/2021

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

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|--|--|---|

Signatures:

John Stanbgl <i>Principal</i>	<i>John Stangl</i>	Signature	6/18/2021 6/18/21
Alma Piedras <i>SSC Chairperson</i>	<i>Alma Piedras</i>	Signature	Date
LaResha Martin <i>Network Superintendent</i>	<i>LaResha Martin</i>	Signature	6/20/2021
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	6/30/21 Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Laurel Elementary School**Site Number:** 131

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/16/2020	Staff	Shared rationale and overview of site plan.
2/8/2021	ILT	Review of student data and needs assessment.
2/15/2021	ILT	Discussion of instructional priorities, key teacher, leadership and organization practices. Developed plan for implementation
2/26/2021	SSC	Identified budget priorities and approved spending priorities for FY 2021-2022
4/23/2021	SSC	Reviewed draft of Site Plan. Review of recent student data and discussion of the adjustments needed for 2021-2022.
4/26/2021	PTA	Present draft of the Site Plan to PTA Executive Board for input
5/14/2021	SSC	Discussion and approval of final version of plan

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$141,040.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$633,175.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$129,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,140.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,440.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$300,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,600.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$141,040.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$492,135.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$633,175.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Laurel Elementary School**School ID:** 131**School Description**

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

School Mission and Vision

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

Laurel's mission is to:

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>In 2020-21 proficiency levels in reading remained steady as measured by Reading Inventory (RI) with approximately 40% of students in grades 3-5 At or Above. 3rd grade had highest levels of growth at 5pp, moving from 35% to 40% At or Above Proficient. YOY IAB Math shows that roughly the same percentage of students, 20%, are proficient in Math. In IAB Math there was a 7pp growth in scoring Above from Admin 1 to Admin 2 in 2020-2021.</p>	<p>During remote learning teachers provided rigorous whole class instruction that is standards aligned. Teacher practice is supported by our Instructional Coach who leads teacher teams in Professional Learning Communities and Professional Development. Teacher teams have benefited from collaborative work time planning lessons, analyzing student work and observing one another. Students are also supported by our Academic Mentors (one at every grade level) working with students in small groups on foundational skills. Early Literacy Tutors early literacy phonics instruction and progress monitoring.</p>
<p><i>Focal Student Supports</i></p>	<p>In 2020-21 there was an 8pp increase in the number African American students scoring Above Standard in IAB Math. In IAB ELA there was a 19pp increase in the number of African Americans in the Near and Above Standard categories. The number of ELs in the Near and Above Standard category in math increased by 9pps. In 2018-19 there was a 2.6 pp gain among African American students At or Above Standard and a 3.4 pp gain among Latinos in Math SBAC scores. In ELA there were similar strong gains 9 pp for Latinos and 4 pp for African Americans. English Language Learners saw an increase in number of students At or Above Standard of 6.7 pp in ELA and 8 pp in SBAC Math. Our Reclassification rate was 16.5% in 18/19 and was above the district average.</p>	<p>Teachers are using assessment data to be able to identify gaps in student learning and differentiate instruction accordingly. A focus of Laurel this year has also been using data to form small groups of students to provide targeted instruction. In addition we have been focused across all grade levels on citing evidence in writing and speaking with an emphasis on the academic vocabulary and language forms and functions. This year we have also had an English Language Coach who has provided additional support to our Newcomers (students that have been speaking english for less than a year).</p>

<i>Student/Family Supports</i>	<p>There was a 11pp increase in students and families reporting they feel connected to the school compared to the previous year. There was a 2.7 pp gain in the percentage of students reporting that they feel safe at school. From 2017/18 to 2018/19 there was a 50% reduction in the number of students suspended. Tiered Fidelity Inventory (TFI) show that Tier 1 interventions and school-wide systems and supports for student behavior are in place. Students requiring more intensive supports have been identified using Student Risk Screening Survey (SRSS) and provided with available supports.</p>	<p>Students and Families at Laurel are supported by a team of dedicated and caring staff members that includes our Community School Manager, Attendance Specialist, a School Enrichment Recess Coach, Culture Climate Coach, a Youth Development Leader and Academic Mentors at every grade level. We have a Coordination of Services Team that meets biweekly to discuss students that have been referred for Academic and Behavioral concerns. We also have an Attendance team that meets every week to identify students who are at risk of becoming Chronically Absent or already are and work with families to create support plans and incentive plans to support improved student attendance. We also set aside time each year in November and December to conference with all families to update them on their students performance in school.</p>
<i>Staff Supports</i>	<p>Laurel's Teacher retention rate was 81%, higher than the district average of 74.9%. Teachers are able to meet twice per week to work collaboratively analyzing data, planning out units of instruction and observing best practices. Teachers are also support with regular observations (formal observations, informal observations and walkthroughs) and feedback from the principal and/or the Instructional Support Coach.</p>	<p>Laurel's Instructional Support Coach supports our teaching staff by leading them in their Professional Learning Community work, through weekly Professional Development times and one-on-one coaching. Our larger staff is supporting by our front office that efficiently handles requests for supplies and helps to meet a variety of other needs. Our Community School Manager is able to assist staff work through whatever conflict may arise with other staff members, families or students. Staff members are publically appreciated in a weekly bulletin and through Staff High Paw celebrations.</p>
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.</p>	<p>Laurel serves a diverse community that is made up of many families that have needs that we sometimes struggle to meet - students come to us having suffered trauma, that are struggling economically and that have limited english. A large percentage, between 10 and 20% of our families are also transient and may only stay at Laurel for a year or two and of those families that are enrolled, 15% of more are Chronically Absent. All of these factors combined with the limited resources we have to meet these needs have made it a challenge to ensure that every student thrives.</p>
<p><i>Focal Student Supports</i></p>	<p>In 2020-2021 there was a 7pp decrease in the percentage of African American students scoring Near or Above Standard in Math as measured by the IAB from Admin 1 to Admin 2. There was nearly a 20pp YOY decrease in students scoring Near or Above Standard in ELA for African American students as well, with biggest decreases in the Near Standard band. There was also a drop in African American students scoring proficient as measured by Reading Inventory, about 2pp drop in students scoring At or Above Grade Level.</p>	<p>Laurel serves a diverse community that is made up of many families that have needs that we sometimes struggle to meet - students come to us having suffered trauma, that are struggling economically and that have limited english. A large percentage, between 10 and 20% of our families are also transient and may only stay at Laurel for a year or two and of those families that are enrolled, 15% of more are chronically absent. All of these factors combined with the limited resources we have to meet these needs have made it a challenge to ensure that every student thrives.</p>

<i>Student/Family Supports</i>	We continue to struggle with high rates of Chronic Absenteeism. 2018/19 rates reached 31.8% (largely due to the teachers strike) and in 2019/20 we have reached rates of over 18%. In 2019/20 we are tracking to triple the number of office referrals from this time the previous year, 216 vs. 90. We have also exceeded the number of suspension compared to this time last year, 15 vs 10. In 2020-2021 during school closure daily attendance was 90% and 88% for African American students. 63 or 14% of our students were considered to be Severely Chronically Absent and another 7% where Moderately Chronically Absent.	Many of our families have negative experiences with school and lack the trust necessary to form close partnerships with teachers and other members of staff. There are also the language barriers that we are sometimes challenged to overcome. The trauma that are students and families suffer from often times exceeds are capacity to support which can lead to lack of engagement, high rates of absenteeism, and poor behavior.
<i>Staff Supports</i>	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	We are working with many students and families that are suffering from trauma - domestic violence, drug abuse, homelessness, and the incarceration of one or both parents - and other factors that can get in the way of a child's education. We are all committed to helping each and every child thrive despite these and other challenges and this can be exhausting and lead to burnout. The support the school does provide often does not feel like it is enough. Especially among the newer teachers and staff members. We need more time, more resources, more social workers, a nurse, and smaller class sizes.

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024:

By May 2024 40% of all students will meet or exceed standards grade level standards in reading as measured by iReady

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
---------	----------------------	-------------------------	----------------------	--------------------	--------------------

K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	72.0%	77.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	54.0%	59.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	30.0%	35.0%
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-43.1 (Spring 2019)	n/a	-30 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	58.8%	64.0%	69.0%
IAB ELA at or above Standard	All Students	n/a	69.0%	74.0%	79.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	na	na	na
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-32 DF3
IAB Math Above Standard	All Students	n/a	63.2%	68.2%	73.2%
CAST (Science) at or above Standard	All Students	n/a	21.1% (Spring 2019)	26.0%	31.0%

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a
--	--------------	-----	-----	-----	-----

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: By May 2024 50% African American will be meeting or exceeding state standards

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-109.3 (Spring 2019)	n/a	-90 DF3
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-74.5 (Spring 2019)	n/a	-54.5 DF3
IAB ELA at or above Standard	Students with Disabilities	tbd	54.0%	54.0%	59.0%
IAB ELA at or above Standard	African-American Students	Please choose a focal student group at left.	65.6%	65.6%	70.5%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	33.9%	Coming soon	30%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-126.7 (Spring 2019)	n/a	-106.7
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-81.9 (Spring 2019)	n/a	-61.9
IAB Math Above Standard	Students with Disabilities	n/a	43.2%	43.2%	48.2%

IAB Math Above Standard	African-American Students	n/a	54.0%	54.0%	59.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	16.5%	16.5%	16.5%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	50.0%	25.0%	25.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2024:		By May 2024 the percentage of students with Satisfactory Attendance will exceed 90%			
Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	73.0%	n/a	75.0%
Suspensions	All Students	-2pp	1.1%	n/a	0%
Suspensions	African-American Students	-2pp	3.2%	n/a	0%
Suspensions	Students with Disabilities	-2pp	1.4%	n/a	0.0%
Chronic Absence	All Students	-2pp	16.3%	n/a	<10%
Chronic Absence	African-American Students	-2pp	22.1%	n/a	<10%
UCP Complaints	All Students	n/a	n/a	n/a	0

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal for May 2024:		By May 2024 we will increase our score on the PLC Rubric in data driven instruction from 2 to 3.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

Staff Satisfaction on PD - Has PD made an impact on your practice?	All Staff	n/a	52.2%	52.2%	57.2%
Teacher Retention	All Teachers	n/a	81.4% (Fall 2020)	56.3%	60.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Laurel Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Culture Climate

Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal:	All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
School Closure during Covid had a major impact on how instruction was delivered. Still the overall implementation of key practices and priorities has been high. Teachers are supporting the development of SEL competencies through the implementation of Caring School Community and PBIS practices. Students and Families are supported by our Community School Manager, our Culture Climate Coach and Youth Leadership Development Coach reinforcing SEL competencies and implementing Restorative practices. To strengthen our partnership with families, we have minimum days set aside for teachers to conference with families twice per year. To address Chronic Absenteeism, our Attendance Team meets weekly to strategize how to reduce Chronic Absenteeism and target individual students and families in need of additional support.	
What evidence do you see that your practices are effective?	
Throughout the year engagement levels as measured by student attendance has been relatively high with over 90% of our students engaging daily with either synchronous or asynchronous work.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Due to School Closure, the challenges of shifting to distance learning and the economic hardship many of our families were facing it became necessary to rethink the kind of supports we were offering students, their families and staff. Our Attendance, Culture Climate and COST teams took the lead in reaching out to families to ensure they had the resources they needed to connect with distance learning. Our Instructional Leadership Team also had to shift its focus to distance learning. All teams began meeting weekly.	
20-21 Standards-Based Instruction Priority: Math	
Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELL, African American, Low Income, GATE, Newcomer, students with disabilities students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).

Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Even during school closure implementation of Literacy priorities and practices has been high. A key practice has been the formation of Professional Learning Communities at every grade level that meet for several hours each week to plan rigorous standards aligned lesson. Our Professional Learning Communities with the support of our Instructional Support Coach frequently analyze data to plan differentiated small group instruction to accelerate student learning. Additional support has been provided to our students by our Academic Mentors at each grade level and reading specialists.	
What evidence do you see that your practices are effective?	
Anecdotal and observation data show that teachers are delivering rigorous standards aligned instruction and using formative data to differentiate. A key practice that is being observed is teachers working with students in small groups.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
For 21-22 there are no major changes to the goals or the strategies that we will use to achieve student performance goals in math. Grade level teams will continue to backwards plan units of instruction, focusing on key standards, and regularly collect formative assessment data to identify and close learning gaps.	
20-21 Language & Literacy Priority: Literacy	
Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient ELL, African American, Low Income, GATE, newcomer, students with disabilities on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related School Goal:	We will reduce the Distance From Standard (DF3) for all students by 15 points.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Despite the disruption presented by school closure, Implementation of 19-20 Literacy priorities and practices has been high. A key practice has been the formation of Professional Learning Communities at every grade level that meet for several hours each week to plan rigorous standards aligned lesson. Our Professional Learning Communities with the support of our Instructional Support Coach collaboratively develop units of instruction and frequently analyze data to plan differentiated small group instruction to accelerate student learning. Additional support has been provided to our students by our Academic Mentors at each grade level and reading specialists.	
What evidence do you see that your practices are effective?	

We completed to Cycles of Inquiry focus on rigorous, higher-order thinking. Across all grade levels through academic discussions and writing teachers designed lessons that supported students making claims and supporting them by citing evidence from the text. Classroom level data showed evidence of students growth.

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

Due to school closure, we are still unlikely to reach our accelerated growth goal for our targeted groups - African American students and English Language Learners. Our focus now is preparing for school reopening starting in March and developing strategies for making up for the Learning Loss that has been occurring for the past year. One key step was the opening of our Learning Hub which prioritized our students that were struggling most during school closure. They have been invited back to school to work in small groups with intensive supports. This summer Laurel will also be opening up a Summer Learning Hub to support up to 40 more priority students.

20-21 Conditions for Adult Professional Learning Priority:	Conditions for Adult Professional Learning
---	---

Theory of Change:	If the school provide a clear vision for how Laurel will function as a healthy school community and if staff and teachers are provided the necessary aligned Professional Development and support on key instructional and SEL practices staff, then the school will succeed in creating a positive school culture and climate in which all students and staff can thrive.
--------------------------	--

Related School Goal:	All Teachers and Staff will participate in and feel supported as members of a healthy and high functioning professional learning community focus on student learning.
-----------------------------	---

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Overall, the implementation of key praticies during school closure have been high. We have maintained our Professional Development calendar and successfully completed 2 out of the 3 planned Cycles of Inquiry. Teachers have also been supported in their weekly Professional Learning Community meetings where the focus has been on core content areas of Math, Reading and Writing as well as student engagement. During school closure we have also increased the frequency of our lead team meetings - Instructional Leadership Team, Culture Climate Team and Coordination of Services Team - to once per week rather than monthly. This was in response the perceived need to make up for limitations placed on communication between team members as a result of school closure and also the increase need for leadership and guidance during this challenging time.

What evidence do you see that your practices are effective?

The evidence is anecdotal but overall school culture and climate feels positive. Staff have overwhelmingly risen to the challenge presented by school closure and have been able to make the necessary adjustments as the moved from in person learning to distance learning and now to a hybrid model. Our Cycle of Inquiry work has also produced evidence of grade level teacher teams closely collaborating in planning and the collection and analysis of student data.

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

In large part, we will maintain the practices that we currently have in place with one important change, the need to prepare our teachers and support staff as they meet the challenge of addressing the learning gap once students return to in person learning. The focus of our professional development and PLC work will be to identify where the gaps are and support teachers and staff as they develop strategies to close them.

20-21 Conditions for English Language Learners Priority: English Language Development

Theory of Change: If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

Related School Goal: English Language Development

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of key practices identified in the 2019-20 site plan has been high. A key teaching practice now implemented is teachers designing lessons with the language demands of the task in mind and communicating the language requirements in the form of a posted Content language Objective. Teachers have been and will be supported in implementing this practice with ongoing professional development focused on the language needs of English Learners, in particular how to support and provide opportunities for academic talk, vocabulary development and elaboration. This year we have also invested in additional support for our Newcomer students (students that have been speaking English for less than one year) by hiring a part time consultant (a retired teacher) who can work with students individually or in small groups.

What evidence do you see that your practices are effective?

There is strong evidence of student growth as our Reclassification rate continues to surpass the district average. In 2019-2020 the Reclassification rate was 16.8%. The average for the past two years has been 23.4%. As for teacher practice, there is evidence of posted language objectives across all content areas and appropriate scaffolds that are visible and actively being used by students. There is also evidence that teachers are collecting data on ELs to determine individualized goals and track progress.

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

There are no significant changes planned as a result of this analysis.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

There were not significant differences between the actual and planned budgets.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Laurel Elementary School

School ID: 131

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"): Culture Climate

School Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	Principal and Culture Climate Leadership Team will meet monthly to evaluate the level of Caring School Communities implementation and adherence to PBIS practices as well as gauge overall school culture and climate. The principal will provide teachers and staff with specific, timely feedback on the implementation of standards PBIS practices.	Tiered Fidelity Inventory used to collect data in October showing evidence of PBIS practices and Caring School Communities instruction.	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 1

1-2	Teachers conference with families to discuss areas of student strength and concern around SEL competencies.	Principal Leadership Team allocates time for strategic teacher-parent engagement. Community Schools Manager supports teacher-parent engagement and ensures a minimum of two family engagement workshops per year.	Evidence of impact will be confirmed using parent schedules and sign in sheets.	We continue to struggle with high rates of Chronic Absenteeism. 2018/19 rates reached 31.8% (largely due to the teachers strike) and in 2019/20 we have reached rates of over 18%. In 2019/20 we are tracking to triple the number of office referrals from this time the previous year, 216 vs. 90. We have also exceeded the number of suspension compared to this time last year, 15 vs 10. In 2020-2021 during school closure daily attendance was 90% and 88% for African American students. 63 or 14% of our students were considered to be Severely Chronically Absent and another 7% where Moderately Chronically Absent.	Tier 1
1-3	Teachers will complete SRSS survey for all students in their class to identify students with Tier 2 and Tier 3 needs.	Principal will establish a COST team at the beginning of the year facilitated by our Community Schools Manager that will review SRSS data and allocate school resources and supports to students based upon identified need.	A reduction of the number of office referrals by 25%.	We continue to struggle with high rates of Chronic Absenteeism. 2018/19 rates reached 31.8% (largely due to the teachers strike) and in 2019/20 we have reached rates of over 18%. In 2019/20 we are tracking to triple the number of office referrals from this time the previous year, 216 vs. 90. We have also exceeded the number of suspension compared to this time last year, 15 vs 10. In 2020-2021 during school closure daily attendance was 90% and 88% for African American students. 63 or 14% of our students were considered to be Severely Chronically Absent and another 7% where Moderately Chronically Absent.	Tier 1
1-4	Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	Increase family engagement via attendance monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings to happen weekly to develop strategies for increasing positive school attendance.	Chronic absenteeism will decline by 5pp, tardies will decrease by 10pp and positive attendance will increase by 10pp.	We continue to struggle with high rates of Chronic Absenteeism. 2018/19 rates reached 31.8% (largely due to the teachers strike) and in 2019/20 we have reached rates of over 18%. In 2019/20 we are tracking to triple the number of office referrals from this time the previous year, 216 vs. 90. We have also exceeded the number of suspension compared to this time last year, 15 vs 10. In 2020-2021 during school closure daily attendance was 90% and 88% for African American students. 63 or 14% of our students were considered to be Severely Chronically Absent and another 7% where Moderately Chronically Absent.	Tier 2

1-5	Community Schools Manager will facilitate Coordination of Services Team (COST) meetings to identify, monitor and support students and families that are struggling with attendance, academics and/or behavior. The focus will be on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers.	The Principal will meet with the Community Schools Program Manager each month to review student data, identify struggling students and create support plans for students and families.	Struggling students with a focus on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers, will be identified by the end of the first trimester and support plans will be developed for each student that addresses the area of concern. Student progress will be monitored throughout the year and adjustments will be made as necessary.	We continue to struggle with high rates of Chronic Absenteeism. 2018/19 rates reached 31.8% (largely due to the teachers strike) and in 2019/20 we have reached rates of over 18%. In 2019/20 we are tracking to triple the number of office referrals from this time the previous year, 216 vs. 90. We have also exceeded the number of suspension compared to this time last year, 15 vs 10. In 2020-2021 during school closure daily attendance was 90% and 88% for African American students. 63 or 14% of our students were considered to be Severely Chronically Absent and another 7% where Moderately Chronically Absent.	Tier 2
1-6	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	In June & August, K teachers and the principal meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "Read At Home" program) with the aim of helping ease the transition into our K-5 program.		In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 2
1-7	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Teacher practice will include weekly community meetings in the classroom, daily check ups and implementation of Caring School Community.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Laurel will hold school wide community meetings weekly with a focus on promoting the Laurel Way. Teachers will also hold weekly classroom meetings and fully implement Caring School Community and align practices with PBIS. The Culture Climate Leadership Team will monitor ongoing needs of the school and identify goals for school as they arise.	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 2

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Math				
School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELL, African American, Low Income, GATE, Newcomer, students with disabilities students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Instruction will be differentiated to meet the needs of all students, including from struggling learners to GATE students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks and bring to their PLC meeting.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
2-2	Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data driven cycles of inquiry and small group instruction targeted to address needs and gaps which allow for true differentiation (i.e. growth based on students current level)	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Teachers will choose focus students from sub groups and identify benchmark data that will be monitored throughout the year.	In 2020-2021 there was a 7pp decrease in the percentage of African American students scoring Near or Above Standard in Math as measured by the IAB from Admin 1 to Admin 2. There was nearly a 20pp YOY decrease n students scoring Near or Above Standard in ELA for African American students as well, with biggest decreases in the Near Standard band. There was also a drop in African American students scoring proficient as measured by Reading Inventory, about 2pp drop in students scoring At or Above Grade Level.	Tier 2

2-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning including low performing students.	Principal and Leadership Team allocates time for strategic teacher-parent engagement twice per year, in December and March, and ensures a minimum of two family engagement workshops	Teachers will submit monthly phone logs, confirmed Parent/Teacher conference schedules and sign in sheets showing evidence of parent outreach and contact.	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 1
2-4	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will provide agendas and minutes of weekly collaboration.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
2-5	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1

2-6	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans including students with disabilities.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.	In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
2-7	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback and extended learning opportunities with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Teachers will submit schedule for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 1
2-8	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.			In 2020-2021 there was a 7pp decrease in the percentage of African American students scoring Near or Above Standard in Math as measured by the IAB from Admin 1 to Admin 2. There was nearly a 20pp YOY decrease in students scoring Near or Above Standard in ELA for African American students as well, with biggest decreases in the Near Standard band. There was also a drop in African American students scoring proficient as measured by Reading Inventory, about 2pp drop in students scoring At or Above Grade Level.	Tier 2

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for ELLs, African American, Low Income, GATE, newcomers, students with disabilities and receive consistent coaching support and feedback, then there will be an increase in the number of proficient ELL, African American, Low Income, GATE, newcomer, students with disabilities on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions: *All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Instruction will be differentiated to meet the needs of all students, including from struggling learners to GATE students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.	In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
3-2	Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.	In 2020-2021 there was a 7pp decrease in the percentage of African American students scoring Near or Above Standard in Math as measured by the IAB from Admin 1 to Admin 2. There was nearly a 20pp YOY decrease in students scoring Near or Above Standard in ELA for African American students as well, with biggest decreases in the Near Standard band. There was also a drop in African American students scoring proficient as measured by Reading Inventory, about 2pp drop in students scoring At or Above Grade Level.	Tier 2
3-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning and economically disadvantages students.	Principal and Leadership Team allocates time for strategic teacher-parent engagement at least two times per year and ensures a minimum of two family engagement workshops	Teachers will meet with 100% of parents for Fall conferences. March conferences will be provided to parents of struggling students. Laurel parents will also have the opportunity to attend monthly Parent Support Group meetings as well as a number of Family Engagement opportunities including including Back To School Night and Open House	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 1

3-4	Teachers collaborate to review standards curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will have two 50 minute PLC meetings weekly to plan units of instruction and engage in Lesson Study. This work will be aligned to the 6 week cycles aligned to content areas.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
3-5	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 90 min. PD aligned to our Cycles of Inquiry. Plan will be created and monitored by the ILT team at bimonthly ILT meetings.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
3-6	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Grade level and instructional plans for the year will be developed by the ILT based on student data. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.		

3-7	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Teachers will submit schedule for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 1
3-8	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	The school will partner with Reading Partners to provide students with additional opportunity to engage in guided reading practice. Focus will be on AA/Latino students, economically disadvantaged, homeless, and foster youth		In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Conditions for Adult Professional Learning				
School Theory of Change:	If the school provide a clear vision for how Laurel will function as a healthy school community and if staff and teachers are provided the necessary aligned Professional Development and support on key instructional and SEL practices staff, then the school will succeed in creating a positive school culture and climate in which all students and staff can thrive.				
Related Goal(s):	All Teachers and Staff will participate in and feel supported as members of a healthy and high functioning professional learning community focus on student learning.				
Students to be served by these actions:	<i>All Teachers and Staff</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Teachers meet in PLCs weekly and engage in collaborative student-focused learning and cycles of inquiry.	Teachers are provided time to meet in PLCs weekly with support from the Instructional Support Provider.	Agenda notes	In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
4-2	Teachers and staff practice the Laurel Way and SEL competencies aligned to Caring School Communities curriculum.	Using available district and site resources, coaching supports are provided for individual teachers as needed, with a focus on new and struggling teachers.	Lesson plans showing implementatin of Caring School Communities SEL curriculum	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	Tier 1
4-3		Supports provided to site based teams (e.g. grade level PLCs, ILTs, Culture and Climate Teams, SSC) utilizing district resources as necessary to ensure high level functioning.		In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1

4-4		Develop with Instructional Leadership Team Cycles of Inquiry focused on the content and skills that teachers need to be successful.		In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
4-5		Identify district-level content area specialists and utilize the Academic Guidance Document to build the content area knowledge of all staff		In 2020-2021 25% of students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Development
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers design and implement complex tasks across all content areas that have explicit language objectives and appropriate scaffolds to support ELs.	Principal and Leadership Team observe and provide specific, timely feedback on appropriateness of supports and instructional effectiveness at meeting the needs of ELs.	There will be evidence of posted language objectives across all content areas and appropriate scaffolds that are visible and actively being used by students.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
5-2	Teachers provide 30 minutes per day of targeted differentiated English Language Development (ELD) instruction at the appropriate level to ELs. Newcomers will receive 30 minutes of individualized support daily from the Academic Mentor and/or STIP teachers.	Principal and Instructional Teacher Leader will provide professional development in support of the effective implementation of ELD curriculum and strategies.	Schedules showing 30 minutes of targeted daily differentiated ELD instruction.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1

5-3	Teachers collect data on ELs to determine individualized goals and to track progress toward meeting yearly growth targets. Support plans for ELs that are at risk of becoming Long Term ELs are developed.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Support plans for individual students that are at risk of becoming LTELs.	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
5-4	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Notes from goal setting conference	In 2020-2021 25% or students were Below Standard in ELA and 41% were Below Standard in Math as measured by the IAB Admin 2. 40% of students in grades 3-4 were One or More Years Below Grade Level as measured by Reading Inventory (RI). 40% of students did not make adequate growth in reading as measured by RI. This data reflects similar trends in previous years. In 2019 a significant percentage of students were still Not At Standard as measured by SBAC, 69.3% and 72.3% in ELA and Math respectively. According to 2018-19 results 34.4% of students in grades 3-5 did not make adequate growth in Reading as measured by the Reading Inventory (RI) assessment. Fountas and Pinell Reading Assessments shows that only students in second and third grades met or exceeded growth targets.	Tier 1
5-5	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.			In 2020-2021 there was a 7pp decrease in the percentage of African American students scoring Near or Above Standard in Math as measured by the IAB from Admin 1 to Admin 2. There was nearly a 20pp YOY decrease n students scoring Near or Above Standard in ELA for African American students as well, with biggest decreases in the Near Standard band. There was also a drop in African American students scoring proficient as measured by Reading Inventory, about 2pp drop in students scoring At or Above Grade Level.	Tier 2

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Clerical Overtime	\$3,010	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	131-1
Supplies	\$18,539	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	131-2
Copier Maintenance	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	131-3
1.0 TSA	\$134,848	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6108	10-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers are provided time to meet in PLCs weekly with support from the Instructional Support Provider.	131-4
1.0 Library Tech	\$9,832	LCFF Supplemental	1105	Certificated Teachers' Salaries	tbd	Lib Tech	0.15	Goal 1: All students graduate college, career, and community ready.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Instruction will be differentiated to meet the needs of all students, including from struggling learners to GATE students.	131-5
STIP	\$60,311	LCFF Supplemental	1100	Certificated Teachers' Salaries	1546	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers conference with families to discuss areas of student strength and concern around SEL competencies.	131-6
Adademic Mentors	\$26,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	131-7

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Community School Manager	\$17,724	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	4901	Program Mgr Community School	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Community Schools Manager will facilitate Coordination of Services Team (COST) meetings to identify, monitor and support students and families that are struggling with attendance, academics and/or behavior. The focus will be on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers.	131-8
Newcomer Support	\$10,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	131-9
Supplies	\$2,536	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning including low performing students.	131-10
Community School Manager	\$55,367	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	4901	Program Mgr Community School	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Community Schools Manager will facilitate Coordination of Services Team (COST) meetings to identify, monitor and support students and families that are struggling with attendance, academics and/or behavior. The focus will be on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers.	131-11
Teacher Prof Development	\$8,500	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teacher Professional Development (paid inservice)	131-12
Collaboration	\$1,500	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers conference with families to discuss areas of student strength and concern around SEL competencies.	131-13
Reading Partners	\$10,000	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collect data on ELs to determine individualized goals and to track progress toward meeting yearly growth targets. Support plans for ELs that are at risk of becoming Long Term ELs are developed.	131-14

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Academic Mentors	\$60,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	131-15
Family Engagement - Extended Contracts	\$3,440	Title I: Parent Participation	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning including low performing students.	131-16
Youth Advocacy and Leadership	\$8,600	Title IV: Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	131-17
Library Tech	\$55,000	Measure G: Library	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	0.85	Goal 1: All students graduate college, career, and community ready.	In June & August, K teachers and the principal meet with incoming Kindergarten families on Literacy goals, assessments, and key strategies (especially "Read At Home" program) with the aim of helping ease the transition into our K-5 program.	131-18
Social Worker Intern	\$15,000	Other Donations	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Teacher practice will include weekly community meetings in the classroom, daily check ups and implementation of Caring School Community.	131-19
Youth Advocacy and Leadership	\$28,350	Other Donations	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal and Culture Climate Leadership Team will meet monthly to evaluate the level of Caring School Communities implementation and adherence to PBIS practices as well as gauge overall school culture and climate. The principal will provide teachers and staff with specific, timely feedback on the implementation of standards PBIS practices.	131-20
Youth Sports and Fitness	\$35,000	Other Donations	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	131-21



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Laurel

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Laurel offers parents the opportunity to conference with teachers throughout the year. We have two formal conference times scheduled, at the end of the 1st trimester and the end of the 2nd trimester.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Laurel has an active School Site Council that meets monthly to discuss the Single Plan for Student Achievement. Parents will have the opportunity to review student performance data and create a plan to support student achievement.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Present the plan to the Laurel Parent Teacher Association and offer opportunities for input.

The school communicates to families about the school's Title I, Part A programs by:

- The schools' Title 1 plan will be presented at our annual Title 1 meeting
- The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by scheduling parent meetings at least twice each school year.
- The school will hold monthly parent support meetings to cover a range of topics that include information on the curriculum being used and the different assessments that are used to measure student progress.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- A school newsletter will go home monthly describing the different events happening at the school during the month. Messages will be translated into all 3 major languages spoken at the school.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- The school welcomes volunteers. Parents and community members are encouraged to come to the office to receive a copy of the Volunteer Protocol and Guidelines as well as to learn where the volunteer opportunities exist.
- Parent Volunteer activities will be coordinated by our Community School Manager.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- The school will hold monthly parent support meetings to cover a range of topics that include information on the curriculum being used and the different assessments that are used to measure student progress.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- The school will hold monthly parent support meetings to cover a range of topics that include information on the curriculum being used and the different assessments that are used to measure student progress.
- The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by hosting School Site Council meetings monthly and Subcommittee for English Language Learner meetings every other month.. The school will hold meetings at different times and on different days of the week to accommodate parent schedules.
- The school will schedule parent teacher conferences twice each year based on parent availability.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Laurel's School Site Council will meet monthly to review students performance data and create a plan for student achievement.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Laurel's Subcommittee for English Language Learners (SELL) will meet every other month to review performance data or English Language Learners and create a plan for their achievement.

The school provides support for parent and family engagement activities requested by parents by:

- Laurel Culture Climate Leadership Team will meet monthly to discuss school culture climate and provide families with opportunities to participate in the planning of parent engagement activities.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Laurel's School Site Council will meet monthly to review students performance data, create a plan for student achievement and monitor the plan to ensure implementation.

Adoption

This policy was adopted by the Laurel School Site Council on September 24th and will be in effect for the period of August 10, 2020 through May 20, 2021.

The school will distribute this policy to all parents on or before September 24, 2020.

Name of Principal
John Stangl

Signature of Principal
John Stangl

Date 9/1/2020

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Laurel

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

At Laurel, teacher grade level teams will be release twice per week for 50 minutes each to collaboratively plan high-quality curriculum and instruction in professional learning communities. Teachers will also have 2 hours of professional development each week with the same focus.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

At Laurel there will be two formal conference periods, the first in October and the second in March. The goal will to conference with 100% of our families.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

At Laurel, parents will be provided with reports on their child's progress at the end of each trimester. Parents will also have the oppportunity to conference with their child's teacher each time they receive a report card to understand their child's strengths and areas where improvement is needed. Each month Laurel will also hold

Parent Support Group meetings where parents will receive information on how they can support their child's learning at home.

- 4) Provide parents reasonable access to staff.**

At Laurel, parents are always welcome. Teachers are available before and after school to meet with parents to discuss their child's learning. Parents can also work with our Community School Manager to receive help with matters that are affecting their child's learning outside of the classroom.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

At Laurel, we have formed a Subcommittee for English Language Learners (SELL) made up of the parents of our English Language Learners that meets every month. The SELL advises the School Site Council on improving outcomes for our English Learners and creates opportunities for their families to participate in their education. At Laurel, the parents of English Learners are also welcome to participate directly in their child's education by volunteering in the classroom.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

At Laurel, we have a Community School Manager and a Parent Resource Coordinator who are responsible for providing parents with training opportunities throughout the year. We also have a parent resource room with books for parents to check out.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

At Laurel we emphasize the importance of the partnership between the school and families. Teachers are encouraged and provided with the time to make contact with all their families at the beginning of the year. Teachers are also asked to use the app SeeSaw as a way to communicate with families and encourage their involvement.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

At Laurel, we regularly communicate with families using School Messenger which translates all communication into all the major languages spoken at our school. Translation is also available for Parent Teachers conferences.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time in the following ways
 - Limit television watching and the playing of video games
 - Ensure 20 minutes of reading nightly

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Laurel School Site Council on September 24th, and will be in effect for the period of August 10, 2020 to May 30, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 24th.

Signature of Principal

John Stangl

Date

9/1/2020



Strategic Resource Planning (SRP)

**Laurel Elementary
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Alma Piedras
Vice Chairperson:	Carolyn Bimms
Secretary:	Cassie Perham

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
John Stangl	X			
Natalya Narine		X		
Shireen Ali		X		
Crystal Copes		X		
Pearl Thompson			X	
Carolyn Bims				X
Alma Piedras				X
Lala Wynn				X
Mozelle Hall				X
Cassie Perham				X

SSC Meeting Schedule: (Day/Month/Time)	3rd Friday of the month at 2:45
--	---------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

