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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Laurel Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Laurel Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision:

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: 4/18/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 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 checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/18/2023

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

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

Signatures:

John Stangl <hr/> <i>Principal</i>	<i>John Stangl</i> <hr/> Signature	5/3/2023 <hr/> Date
Cassie Perham <hr/> <i>SSC Chairperson</i>	<i>Cassie Perham</i> <hr/> Signature	5/11/2023 <hr/> Date
Leroy Gaines <hr/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr/> Signature	5/17/2023 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	5/17/2023 <hr/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/6/2022	Staff	Shared rationale and overview of site plan.
9/20/2022	ILT	Review of student data and needs assessment.
9/21/2021	ILT	Discussion of instructional priorities, key teacher, leadership and organization practices. Developed plan for implementation
1/16/2023	SSC	Identified budget priorities and approved spending priorities for FY 2023-24
2/21/2023	SSC	Reviewed draft of Site Plan. Review of recent student data and discussion of the adjustments needed for 2023-24
3/14/22	Staff	Review Site Plan draft
3/21/23	SSC	Reviewed draft of Site Plan. Review of recent student data and discussion of the adjustments needed for 2023-24
3/28/2022	Stakeholder Meeting	Present draft of the Site Plan to community stakeholders for input
4/18/2023	SSC	Discussion and approval of final version of plan

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

In addition to the actions outlined in this plan, Oakland Unified 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 in part through one-time COVID relief funds to enable OUSD 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$136,940.00
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	\$561,921.43

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)	\$125,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,480	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,340	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$269,255	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,350	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$136,940	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$424,981	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$561,921
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
48.9%	50.8%	23.2%	5.2%	1.2%	0.7%	83.0%	11.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
36.2%	4.7%	26.2%	21.0%	1.0%	2.6%	0.0%	5.0%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: By May 2024, 50% of Laurel students will be reading at or above mid grade level in reading and math as measured by iReady.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	51.7%	40.6%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	37.5%	27.3%	<i>not available until Fall 2023</i>	40.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	18.6%	23.9%	<i>not available until Fall 2023</i>	40.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-43.1	n/a	-57.6	<i>not available until Fall 2023</i>	-45.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	20.3%	19.6%	<i>not available until Fall 2023</i>	30.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-47.8	n/a	-78.5	<i>not available until Fall 2023</i>	-65.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	14.4%	<i>not available until Fall 2023</i>	25.0%
CAST (Science) at or above Standard	All Students	21.1%	n/a	16.4%	<i>not available until Fall 2023</i>	25.0%

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

School Goal for Targeted Supports for By May 2024, there will be a 14 point improvement in the SBAC ELA Focal Student Groups: Distance from Standard Met among African American students.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-109.3	n/a	-118.5	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-74.5	n/a	-84.0	<i>not available until Fall 2023</i>	-70.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	10.5%	6.1%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-126.7	n/a	-130.9	<i>not available until Fall 2023</i>	-125.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-81.9	n/a	-113.3	<i>not available until Fall 2023</i>	-80.0
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	11.1%	3.6%	9.3%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family By May 2024, there will be a 12.6pp drop in the rate of Chronic Engagement: Absenteeism among all students.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	68.9%	78.4%	74.2%	<i>not available until Fall 2023</i>	80.0%

Out-of-School Suspensions	All Students	1.9%	n/a	1.1%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	4.1%	n/a	1.1%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	2.7%	n/a	1.1%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	16.3%	23.5%	52.4%	<i>not available until Fall 2023</i>	35.0%
Chronic Absenteeism	African American Students	22.1%	32.5%	63.2%	<i>not available until Fall 2023</i>	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: By May 2024, there will be a 10pp increase in the one-year school teacher retention rate.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	82.6%	81.4%	80.0%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	We saw growth in MOY iReady Reading data across all grades levels from 21/22 to 22/23 of 2.5 pp. 1st and 2nd grades had the highest growth, 9 pp and 7 pp respectively. In 2021-22 49% percent of our 5th graders were At or Above Standard as measured by SBAC in ELA.	Teachers have 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), Early Literacy Tutors working with students in small groups on foundational skills, and the use of software licenses in the classroom.

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Laurel's Focal Groups are our African American and Special Ed Students. Our MOY iReady Math assessment showed that African American students outperformed our Asian and Latino subgroups. Percentages Above Standard for AA, A and L subgroups were 24%, 23% and 6%, respectively. Our MOY IAB Reading assesment showed the number of African American students in Below Standard dropped by 28pp. 60 percent of SPED students were near Standard in Math. Our MOY IAB Reading assesment show a gain of 23 pp of SpEd students Above Standards in Reading.</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>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Our Chronic Absentism has dropped from 55% in 2021-22 to 45% in 2022-23 (as of March) and our Satisfactory Attendance has increase from 20% to 22%. Satisfactory Attendance around African American students increase by 19pp compared to last year. Our SpEd students increase Satisfactory Attendance by 15pp during this same time. Our SpEd students had a higher rate of Satisfactory Attendance than our non SpEd students, 33% vs 31%. 80% of our 5th graders report that they are "happy to be at this school".</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 other 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>LCAP Goal 4: Staff Supports</i>	2021-22 CHKS showed 98% of adults at the school believe that adults treat each other with respect. CHKS data shows that 100% of staff agree or strongly agree that they feel supported by their direct supervisor.	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.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	2022-23 MOY iReady Reading showed that 33 percent of our students K-5 were 3 or more grade levels below. In 2021-22, 19 percent of our 5th grade students tested At or Above standard is SBAC Math and 16 percent in Science.	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.
<i>LCAP Goal 2: Focal Student Group Supports</i>	As measured by our MOY Reading IAB, African American students were the lowest performing subgroup with 15% Above Standard, compared to 33% and 19% for our Asian and Latino subgroups. Our IAB MOY Math data shows that we did not have any SpEd students At or Above Standards in 4th grade (Number and Operations)	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>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Our African American and Latino students had the highest rates of Chronic Absenteeism, 50% and 55% respectively. There was a drop in the percent of students reporting that they "feel happy at this school" from 2020-21 to 2021-22.</p>	<p>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 our capacity to support which can lead to lack of engagement, high rates of absenteeism, and poor behavior. School closure due to COVID also negatively impacted the the connection the students and their families had with school.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>According to the California Healthy Kids survey 70% of staff believe that students disruptive student behavior is a moderate or severe problem.</p>	<p>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 feell 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.</p>

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Laurel Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Overall, the level of implementation has been high. We hired all six Academic Mentors and the Community School Manager, We opened contracts for Reading Partners and with the Youth Advocacy and Leadership Coach. Modification included shifting the funding that was set aside for teacher Extended Contracts (Title 1). Using that and all unallocated funding for Field Trips (\$12,000) Books (\$8,000) and Technology (\$10,000) and Sensory Paths (\$15,000). We also shift the funds set aside for Family Engagement (Title 1 Parent) to use for Paper (\$1,860) and and Light Refreshments (\$1,500).

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our Community School Manager (CSM) was effective in meeting the goal of providing students and their families additional supports by working one-on-one with students and leading groups of students. Our CSM was also effective in coordinating the academic and mental health support services provided by our school partners. Our Academic Mentors were effective in meeting the academic and mental health needs of students by pushing into the classroom and by supporting students on the playground. Our Youth Advocacy and Leadership Coach has been effective in holding leadership sessions with all classes grade 3-5 and by coordinating our student Community Champions.

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

The changes in the plan have been limited to sources of funding. After the plan had been written, new funding became available that allowed us to fund activities that were previously funded out of Title 1. For example, extended contracts for teachers are now funded using Educator Effectiveness funding. We were unsuccessful in using the funding set aside for Extended Contracts for Family engagement as we were unable to find a qualified translator for meetings. Instead, we relied on our Administrative Assistande, who is flueny in Spanish, and our Newcomer Support Coach, who is fluent in Cantonese.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Academic Mentors	i-Ready Reading at or above Mid-Grade	Our Academic Mentors work closely with the classroom teachers to provide one-on-one and small group academic supports in the classrooms. They also provide supervision when students are on the playground at recess.	85% of Kindergartners are able to identify lower case letter and are considered SIPPS ready vs. 79% at this time last (March) last year.	Based on this evaluation, we will continue with these services because Academic Mentor provide critical support to students.
Community School Manager	Student Connectedness to School	Our Community School Manager (CSM) provides a range of services that support students and families, including - groups for girls that focus on building self esteem and restorative circles. Our CSM also coordinators the work of the many partners on campus that provide students with direct social emotional supports.	The number of classroom referrals is 60 compared to 78 at this time last year. There has ben a 10pp improvement in Satisfactory attendance this year over last year.	Based on this evaluation, we will continue with these services because our Community School Manager provides critical support to students and families.
Reading Partners Contract	i-Ready Reading at or above Mid-Grade	Reading Partners provides direct reading support services to students in grades 2-4.	55% of 4th grade student are on track to either meet or exceed their typical reading goal as measured by iReady	Based on this evaluation, we will continue with these services because Reading Partners provides an opportunity for students to grow in reading.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Laurel Elementary School

School ID: 131

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: 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).

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 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	<ul style="list-style-type: none"> - Weekly learning targets submitted and reviewed. - Monthly learning walks to 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. 	By May 2024, 50% of Laurel students will be reading at or above mid grade level in reading and math as measured by iReady.	Tier 1

1-2	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.	<ul style="list-style-type: none"> - Teachers will analyze student performance data to identify gaps in student learning and create individualized intervention plans for students furthest behind to accelerate student learning. - Teacher will choose focus students from sub groups and use benchmark data that will be monitored throughout the year. - 		
1-3	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 Parent/Teacher conference schedules and sign in sheets showing evidence of parent outreach and contact.		
1-4	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.		

1-5	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.		
1-6	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 and monitored by the ILT team at bimonthly ILT meetings.		
1-7	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 schedules 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.		
1-8	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.	Meet with the Academic Mentors monthly to provide any needed professional development and provide release time for mentors to collaborate.	Academic Mentor schedules showing small group and individualized interventions for targeted students.	By May 2024, 50% of Laurel students will be reading at or above mid grade level in reading and math as measured by iReady.	Tier 2

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

School Priority:	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).				
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	- Weekly learning targets submitted and reviewed. - Monthly learning walks to 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	By May 2024, 50% of Laurel students will be reading at or above mid grade level in reading and math as measured by iReady.	Tier 1

2-2	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	<ul style="list-style-type: none"> - Teachers will analyze student performance data to identify gaps in student learning and create individualized intervention plans for students furthest behind to accelerate student learning. - Teacher will choose focus students from sub groups and use benchmark data that will be monitored throughout the year. - 		
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 and economically disadvantaged 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		
2-4	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.		

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 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.		
2-6	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.		
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 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 schedules for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.		
2-8	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.	Meet with the Academic Mentors monthly to provide any needed professional development and provide release time for mentors to collaborate.	Academic Mentor schedules showing small group and individualized interventions for targeted students.	By May 2024, 50% of Laurel students will be reading at or above mid grade level in reading and math as measured by iReady.	Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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 September showing evidence of PBIS practices and Caring School Communities instruction.		

3-2	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.		
3-3	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.	Completed SRSS surveys		
3-4	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.	Agendas from biweekly attendance meetings.		

3-5	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.	Agendas from biweekly COST meetings	By May 2024, there will be a 12.6pp drop in the rate of Chronic Absenteeism among all students.	Tier 1
3-6	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.	Meet with the Academic Mentors monthly to provide any needed professional development and provide release time for mentors to collaborate.	Academic Mentor schedules showing small group and individualized interventions for targeted students.	By May 2024, 50% of Laurel students will be reading at or above mid grade level in reading and math as measured by iReady.	Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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		
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		
4-3	Teachers and staff practice the Laurel Way and SEL competencies aligned to Caring School Communities curriculum.	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.	ILT agenda and notes		
4-4	Teachers and staff practice the Laurel Way and SEL competencies aligned to Caring School Communities curriculum.	Develop with Instructional Leadership Team Cycles of Inquiry focused on the content and skills that teachers need to be successful.	ILT agenda and notes		

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Conditions for Black Students
School Theory of Change:	If the school focuses on developing and strengthening partnerships with Black students and their families and provides students with classroom experiences and academic tasks that are rigorous, relevant and meaningful Black students and their families will feel connected to the school and work with us to close the achievement gap.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Teachers will be provided with time the 2nd week of school to schedule virtual home visits with all families for the purpose of relationship building and goal setting.	Teachers virtual home visit schedules	By May 2024, there will be a 12.6pp drop in the rate of Chronic Absenteeism among all students.	Tier 2
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	COST meeting notes and notes from follow up Student Success Team meetings.		
5-3	Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Daily lesson plans submitted and reviewed. Professional development plans show and making tasks meaningful in diverse classroom settings.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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.		
6-2	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.		

6-3	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.	Notes from goal setting conferences		
6-4	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 conferences.		

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Facilitator Manhood Development Program	\$62,381	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Facilitator Manhood Development Program	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Using available district and site resources, coaching supports are provided for individual teachers as needed, with a focus on new and struggling teachers.	131-1
Early Literacy Tutor	\$40,339	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-2
12-Month Community School Manager	\$34,313	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4901	12-Month Community School Manager	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	131-3
Reading Partners	\$15,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	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.	131-4

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Newcomer Support	\$25,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	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)	131-5
Coaches	\$37,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	131-6
Reading Intervention	\$40,967	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	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.	131-7
Field trips (Mission Springs)	\$10,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	131-8
Buses (Mission Springs)	\$5,000	California Community Schools Partnership Program	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	131-9

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	131-10
STIP Teacher	\$95,041	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	1546	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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.	131-11
Early Literacy Tutor	\$29,061	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	5267	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-12
Early Literacy Tutor	\$32,477	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8019	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-13

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$32,532	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7984	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-14
Early Literacy Tutor	\$32,594	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8031	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-15
Supplies	\$19,780	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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)	131-16
Copy Maintenance	\$4,700	LCFF Discretionary	5610	Equip Maintenance Agreeem	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-17

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$76,138	LCFF Supplemental	1105	Certificated Teachers' Salaries	8685	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	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.	131-18
10-Month Classroom Teacher on Special Assignment (TSA)	\$145,994	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6108	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Principal and Instructional Teacher Leader will provide professional development in support of the effective implementation of ELD curriculum and strategies.	131-19
Academic Mentors	\$47,123	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.	SBAC Math Distance from Standard Met	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.	131-20
Library Technician	\$96,686	Measure G, Library Support	2205	Classified Support Salaries	8554	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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)	131-21
Academic Mentors	\$25,000	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.	i-Ready Math at or above Mid-Grade	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.	131-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,152	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	5267	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-23
Early Literacy Tutor	\$4,640	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8019	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-24
Early Literacy Tutor	\$4,647	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7984	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-25
Early Literacy Tutor	\$4,656	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8031	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$27,949	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4450	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-27
Noon Supervisor	\$7,908	Taylor Charitable Foundation Grant	2905	Other Classified Salaries	9059	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	131-28
Supplies	\$1,840	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Using available district and site resources, coaching supports are provided for individual teachers as needed, with a focus on new and struggling teachers.	131-29
Refreshments	\$1,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	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	131-30
Attendance Specialist	\$27,391	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3673	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	131-31
12-Month Community School Manager	\$68,626	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	4901	12-Month Community School Manager	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	131-32

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Academic Mentors	\$24,303	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	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.	131-33
Learning Software	\$4,930	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	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)	131-34
Coaches	\$8,350	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	131-35
Early Literacy Tutor	\$27,949	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	4450	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	131-36



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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 jointly developed and adopted by Laurel on 8/29/2022 and will be in effect for the period 8/8/22 through 5/26/23.

The school will distribute this policy to all parents on or before September 15, 2022.

**Name of Principal
John Stangl**

**Signature of Principal
*John Stangl***

Date 08/29/2022

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Laurel

2022-23

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 2022-23 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 Laurel Elementary on 8/29/22, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 9th.

Signature of Principal

John Stangl

Date

8/29/22



Strategic Resource Planning (SRP)

LAUREL ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-23

SSC - Officers

Chairperson:	Shireen Ali
Vice Chairperson:	Ivone Gutierrez
Secretary:	Cassie Perham

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
John Stangl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Shireen Ali	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Danielle Lei	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jennifer White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Araceli Ramos Vega	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Cassie Perham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Meg Yardley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Xier Yang (Eva)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Ivone Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Antoinette Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Third Friday of each month.
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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.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members