2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Laurel Elementary School　　　**Site Number:** 131

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[ ] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] 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:　　　　**5/21/2022**

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

[x] Flyers in students' home languages　　　[x] Announcement at a public meeting　　　[x] Other (notices, ParentSquare blasts, etc.)

Signatures:

John Stangl	John Stangl	5/5/2022
Principal	Signature	Date
Dejana Curry	Dejana Curry	5/5/22
SSC Chairperson	Signature	Date
Leroy Gaines		
Network Superintendent	Signature	Date
Lisa Spielman		
Director, Strategic Resource Planning	Signature	Date

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

2022-2023 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   **Telephone:** 510-531-6868

                  Oakland, CA 94619   **Email:** john.stangl@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on:

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT

Kyla Johnson-Trammell, Superintendent

Gary Yee, Board President

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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/16/2021	Staff	Shared rationale and overview of site plan.
2/8/2022	ILT	Review of student data and needs assessment.
2/15/2022	ILT	Discussion of instructional priorities, key teacher, leadership and organization practices. Developed plan for implementation
1/20/2022	SSC	Identified budget priorities and approved spending priorities for FY 2021-2022
4/10/2022	SSC	Reviewed draft of Site Plan. Review of recent student data and discussion of the adjustments needed for 2021-2022.
4/23/22	Staff	Review Site Plan draft
4/28/2022	PTA	Present draft of the Site Plan to PTA Executive Board for input
5/21/2022	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 primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$137,760.00
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	$635,543.77

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)	$126,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$24,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$3,360.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$270,040.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$8,400.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$137,760.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$497,783.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$635,543.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Laurel Elementary School	**School ID:** 131

School Description

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

School Mission and Vision

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

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	52%	*not available until Fall 2022*	60%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	38%	*not available until Fall 2022*	60%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	19%	*not available until Fall 2022*	60%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

SBAC ELA Distance from Standard Met *2018-19 baseline	All Students	-43.1	n/a	*not available until Fall 2022*	-40
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	20%	*not available until Fall 2022*	60%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline	All Students	-47.8	n/a	*not available until Fall 2022*	-40
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	60%
CAST (Science) at or above Standard	All Students	21%	n/a	*not available until Fall 2022*	60%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline	Special Education Students	-109.3	n/a	*not available until Fall 2022*	-100.0
SBAC ELA Distance from Standard Met *2018-19 baseline	African American Students	-74.5	n/a	*not available until Fall 2022*	70.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	11%	*not available until Fall 2022*	15%
SBAC Math Distance from Standard Met *2018-19 baseline	Special Education Students	-126.7	n/a	*not available until Fall 2022*	-125.0
SBAC Math Distance from Standard Met *2018-19 baseline	African American Students	-81.9	n/a	*not available until Fall 2022*	-80.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	11%	4%	*not available until Fall 2022*	20%

LTEL Reclassification	Long-Term English Learners	0%	0%	*not available until Fall 2022*	20%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	69%	78%	*not available until Fall 2022*	80%
Out-of-School Suspensions	All Students	2%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	4%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	3%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	16%	24%	*not available until Fall 2022*	8%
Chronic Absenteeism	African American Students	22%	32%	*not available until Fall 2022*	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College/Career Readiness	2021-22 iReady MOY Reading data shows that 47% of Laurel students are At or Approaching grade level. Grade 5 is slightly higher at 62% there was a 15pp drop from Fall to MOY. iReady MOY Math data shows that 53% of students are At or Approaching. 82% of 4th grade students are At or Approaching. There was a 6pp growth from Fall to MOY.	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) and Early Literacy Tutors working with students in small groups on foundational skils.
LCAP Goal 2: Focal Student Supports	2021-22 iReady MOY Math data shows that 36% of African American students are Progressing or Proficient. 43% are Progressing or Proficient in Reading. There was a 8pp rise in the number of AA students scoring Proficient in Reading. There was an 18pp increase in the number of EL students scoring Progressing or Proficient in Math	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).

LCAP Goal 3: Student/Family Supports	There was a 11pp increase in students and families reporting they feel connected to the school compared to the previous year. There was a 2.7 pp gain in the precentage of students reporting that they feel safe at school. From 2017/18 to 2018/19 there was a 50% reduction in the number of students suspended. Tiered Fidelity Inventory (TFI) show that Tier 1 interventions and school-wide systems and supports for student behavior are in place. Students requiring more intensive supports have been identified using Student Risk Screening Survey (SRSS) and provided with available supports.	Students and Families at Laurel are supported by a team of dedicated and caring staff members that includes our Community School Manager, Attendance Specialist, a School Enrichment Recess Coach, Culture Climate Coach, a Youth Development Leader and Academic Mentors at every grade level. We have a Coordination of Services Team that meets biweekly to discuss students that have been referred for Academic and Behavioral concerns. We also have an Attendance team that meets every week to identify students who are at risk of becoming Chronically Absent or already are and work with families to create support plans and incentive plans to support improved student attendance. We also set aside time each year in November and December to conference with all families to update them on their students performance in school.
LCAP Goal 4: Staff Supports	Laurel's Teacher retention rate was 81%, higher than the district average of 74.9%. Teachers are able to meet twice per week to work collaboratively analyzing data, planning out units of instruction and observing best practices. Teachers are also support with regular observations (formal observations, informal observations and walkthroughs) and feedback from the principal and/or the Instructional Support Coach.	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**

LCAP Goal 1: College/Career Readiness	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	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.
LCAP Goal 2: Focal Student Supports	The 2021-22 iReady Reading assessment Fall vs MOY showed a 8pp drop in student scoring Progessing and Proficient among African American studenst and a 7pp drop among English Learners.	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.
LCAP Goal 3: Student/Family Supports	Historically we have struggled with high rates of Chronic Absenteeism. Rates for the past three years have 16% (19/20), 23% (20/21) and 52% (21/22)	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.

LCAP Goal 4: Staff Supports	According to the California Healthy Kids survey we had a 3 pp drop in the percentage of students who reported feeling connected to the school. There was a 14 pp drop in our Social Emotional Learning score for students.	We are working with many students and families that are suffering from trauma - domestic violence, drug abuse, homelessness, and the incarceration of one or both parents - and other factors that can get in the way of a child's education. We are all committed to helping each and every child thrive despite these and other challenges and this can be exhausting and lead to burnout. The support the school does provide often does not feel like it is enough. Especially among the newer teachers and staff members. We need more time, more resources, more social workers, a nurse, and smaller class sizes.

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 signficant of which is that we are serving a large population of Title 1 students and families, many of whom come suffering from trauma and who have limited access to resources. The school has benefited from the additional Title 1 funds that we have received to bring in additional resources to support families, including supports for academic and social emotion growth. Our students and families, however, require more. CSI funds will help us to bring additional much needed resources. Our plans is to use these funds to increase reduce levels of chronic absenteeism by increasing the FTE of our Attendance Specialist and to accelerate students academic growth with extended contracts for teachers, hiring academic mentors and an intervention teacher.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

SPSA STAKEHOLDER ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?
List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Education Parter Group	Engagement Description
11/14/2021	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2021	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2021	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2022	*Faculty & SSC combined*	*Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.*
2/6/2022	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.*

Involvement Process for the SPSA and Annual Review & Update:

Date	Education Parter Group	Engagement Description
9/16/2021	Staff	Shared rationale and overview of site plan.
2/8/2022	ILT	Review of student data and needs assessment.
2/15/2022	ILT	Discussion of instructional priorities, key teacher, leadership and organization practices. Developed plan for implementation
1/20/2022	SSC	Identified budget priorities and approved spending priorities for FY 2021-2022
4/10/2022	SSC	Reviewed draft of Site Plan. Review of recent student data and discussion of the adjustments needed for 2021-2022.
4/23/22	Staff	Review Site Plan draft
4/28/2022	PTA	Present draft of the Site Plan to PTA Executive Board for input
5/21/2022	SSC	Discussion and approval of final version of plan

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Laurel Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link:

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 implementation of the plan has been strong. The one adjustment involved shifting funds set aside for Academic Mentors to technology. This was due to an increase in funding made available elsewhere that covered the cost of the Academic Mentors thus freeing up the funds.

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

The strategies and goals outlined in the plan had the desired effect for the most part. The staff funded with Title 1 funds were instrumental transitioning back to in person learning. Our Community School Manager working with the Coordination of Services Team was able to develop support plans for over 100 students. Our Academic Mentors and Reading Partners supported students who had fallen behind academically. The funds that went to teacher collaboration and leadership allowed us to plan differentiated instruction to support students were they were at.

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.

Mid year it was decided to purchase the license for Happy Numbers, an online program designed to help students develop foundational math skills and concepts. This modification was made to address an area of need that had not previously been anticipated.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Community School Manager	Student Connectedness to School	The focus of the Community School Manager (CSM) will be on improving the overall school culture climate. Specifically, the CSM will provide direct services to students in the form of the following Positive Behavior Interventions and Supports (PBIS) Tier 1 & 2 strategies; Check-in/Check-out, Social Skill Development, small group and individual mentoring, development of behavior support contracts, school-wide positive attendance incentives and restorative justice meetings. Also, the CSM will lead the following teams - Student Success Team, Culture & Climate Team and Coordination of Services Team.	Our CSM effectvely leads our Coordination of Services Team that meets biweekly. Thus far this year, over 100 students have been referred to the team and support plans with next steps have been identified. Our CSM is also leading Girl's Groups for grades 4 and 5 develop important social skills and providing direct services to individual students with disregulated behaviors. Overall, there has been a 50% reduction in suspensions and a 50% reduction in office referrals.	The role of the CSM will continue unchanged for the 2022/23 school year.

Teacher Prof Development	i-Ready Reading at or above Mid-Grade	Title 1 funded Teacher Professional Development allows us to bring teachers back to school two days before the contractual start of the school year for a retreat. The retreat focused on providing extra planning time focused on developing lesson plans targeting ELs and underperforming students.	90% of teachers were able to attend the planning retreat and developed plans for targeted instruction for the first trimester.	The plan for Teacher Professional Development will continue unchanged for the 2022/23 school year.
Collaboration	i-Ready Reading at or above Mid-Grade	Title 1 funded collaboration allows us to bring together grade level teacher leaders every two weeks to be a part of our Instructional Leadeship Team. The Instructional Leadership Team helps lead our instructional program by analyzing student performance data, identifying instructional priorities that will lead to desired instructional outcomes, and leading the work of their Professional Learning Communities.	Our Instructional Leadership Team has been effective in the development and execution of our instructional program. Teacher retention and positive survey results are two indicators that teachers feels supported and are satisfied with the instructional program.	The plan for Teacher Professional Development will continue unchanged for the 2022/23 school year.
Reading Partners	i-Ready Reading at or above Mid-Grade	Reading Partners operates a reading center where children reading below grade level receive one-on-one tutoring from volunteers using a structured, research-based curriculum.	The Reading Partners program found it difficult to make the adjustment back to in person learning and were unable to staff their program until March. Consequently, the decision was made to free up these funds and use them to fund the purchase of technology.	When Reading Partners began operations in March of 2022 funding was securing using ESSER funds.
Academic Mentors	i-Ready Math at or above Mid-Grade	The Academic Mentor will work in collaboration with the classroom teacher to support the social-emotional and academic growth of struggling/underperforming students. At the direction and under the supervision of the classroom teacher the Academic Mentor will deliver support through targeted academic interventions working with individual students and with small groups. The Academic Mentor will support students social emotional growth in class and during recess by serving as a mentor and delivery individual and small group lessons using Caring School Communities curriculum.	Academic Mentors effectively support students academic growth by working with individual students and students in small groups in to develop foundation literacy and math skills. Mentors also provide students with social emotional support in the class and out on the playground during resource, helping students develop important social emotional skills.	The plan for Academic Mentors will be modified starting in March of 2022. From that point on Academic Mentors will be funded using ESSER funds. The funds that had been set aside for Academic Mentors will be used to purchase technology.

Family Engagement - Extended Contracts	ELL Reclassification	Extended contracts are offered to school staff to provide translation servcies to school meetings and parent teacher conferences happening outside of regular work hours.	Staff on extended contracts have provided translation services in Spanish and Chinese at a number of school events - School Site Council Meetings, Site English Language Learner Subcommittee, and Family Support Group Meetings. As a result parent engagement levels at these meetings has increased by 50%.	The plan for Family Engagement - Extended Contracts will continue unchanged for the 2022/23 school year.
Happy Numbers	i-Ready Math at or above Mid-Grade	Happy Numbers is an individualized PK-5 online math curriculum designed for small group instruction in your classroom and for remote learning at home. This one platform combines technology with the latest educational research to ensure grade readiness and a deep understanding of math.	Happy Numbers was a modification to the original plan, a decision based on the need to offer students additional foundational math support. 67% of students are now activily using Happy Numbers.	The modification of the plan to include Happy Numbers was made in December to provide students additional support in math.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Laurel Elementary School	School ID: 131

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

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.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	Principal and Culture Climate Leadership Team will meet monthly to evaluate the level of Caring School Communities implementation and adherence to PBIS practices as well as gauge overall school culture and climate. The principal will provide teachers and staff with specific, timely feedback on the implementation of standards PBIS practices.	Tiered Fidelity Inventory used to collect data in October showing evidence of PBIS practices and Caring School Communties instruction.		
1-2	Teachers conference with families to discuss areas of student strength and concern around SEL competencies.	Principal Leadership Team allocates time for strategic teacher-parent engagement. Community Schools Mangager 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.		

1-3	Teachers will complete SRSS survey for all students in their class to identify students with Tier 2 and Tier 3 needs.	Principal will establish a COST team at the beginning of the year facilitated by our Community Schools Manager that will review SRSS data and allocate school resources and supports to students based upon identified need.	A reduction of the number of office referrals by 25%.		
1-4	Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	Increase family engagement via attendance monitoring, SART, SARB, and attendance workshops for families. Attendance team meetings to happen weekly to develop strategies for increasing positive school attendance.	Chronic absenteeism will decline by 5pp, tardies will decrease by 10pp and postive attendance will increase by 10pp.		
1-5	Community Schools Manager will facilitate Coordination of Services Team (COST) meetings to identify, monitor and support students and families that are struggling with attendance, academics and/or behavior. The focus will be on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers.	The Principal will meet with the Community Schools Program Manager each month to review student data, identify struggling students and create support plans for students and families.	Struggling students with a focus on AA/Latino students, Economically Disadvantaged, Homeless, Foster Youth and Newcomers, will be identified by the end of the first trimester and support plans will be developed for each student that addresses the area of concern. Student progress will be monitored throughout the year and adjustments will be made as necessary.	Historically we have struggled with high rates of Chronic Absenteeism. Rates for the past three years have 16% (19/20), 23% (20/21) and 52% (21/22)	Tier 1
1-6	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	Meet with the Academic Mentors monthy 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.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
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).
	Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
	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?
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 willl be differentiated to meet the needs of all students, including from struggling learners to GATE students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks and bring to their PLC meeting.		
2-2	Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data driven cycles of inquiry and small group instruction targeted to address needs and gaps which allow for true differentiation (i.e. growth based on students current level)	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Teachers will choose focus students from sub groups and identify benchmark data that will be monitored throughout the year.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2

2-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning including low performing students.	Principal and Leadership Team allocates time for strategic teacher-parent engagement twice per year, in December and March, and ensures a minimum of two family engagement workshops	Teachers will submit monthly phone logs, confirmed Parent/Teacher conference schedules and sign in sheets showing evidence of parent outreach and contact.		
2-4	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will provide agendas and minutes of weekly collaboration.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2
2-5	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.		
2-6	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans including students with disabilities.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will have weekly 90 min. PD in 6 week cycles aligned to content areas. Plan will be created in June of 2018 and will be monitored by the ILT team at bimonthly ILT meetings.		
2-7	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback and extended learning opportunties with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Teachers will submit schedule for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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 monthy 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.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
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).
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
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?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Instruction willl be differentiated to meet the needs of all students, including from struggling learners to GATE students.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.		

3-2	Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focus students from sub. groups and identify benchmark data that will be monitored throughout the year.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2
3-3	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning and economically disadvantages students.	Principal and Leadership Team allocates time for strategic teacher-parent engagement at least two times per year and ensures a minimum of two family engagement workshops	Teachers will meet with 100% of parents for Fall conferences. March conferences will be provided to parents of struggling students. Laurel parents will also have the opportunity to attend monthly Parent Support Group meetings as well as a number of Family Engagement opportunities including including Back To School Night and Open House		
3-4	Teachers collaborate to review standards curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will have two 50 minute PLC meetings weekly to plan units of instruction and engage in Lesson Study. This work will be aligned to the 6 week cycles aligned to content areas.		
3-5	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 90 min. PD aligned to our Cycles of Inquiry. Plan will be created and monitored by the ILT team at bimonthly ILT meetings.		
3-6	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Grade level and instructional plans for the year will be developed by the ILT based on student data. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-7	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Teachers will submit schedule for when they are conferencing with students along with goals. Students will be able to articulate their learning goals for the cycle based on formative and summative assessments.		
3-8	Academic Mentors to work with students one on one and in small groups to provide academic support for students and to develop mentoring relationships that will extend outside of class to the playground.	Meet with the Academic Mentors monthy 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.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
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.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
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?
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		Supports provided to site based teams (e.g. grade level PLCs, ILTs, Culture and Climate Teams, SSC) utilzing district resources as necessary to ensure high level functioning.			
4-4		Develop with Instructional Leadership Team Cycles of Inquiry focused on the content and skills that teachers need to be successful.			

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

School Priority:	Conditions for Black Students
School Theory of Change:	If the school focuses on developing and strengthing 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:	All students graduate college, career, and community ready. 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:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	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		
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.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2

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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 (elementary instructions & resources)

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:	All students graduate college, career, and community ready. 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:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	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.	2021-22 iReady Math data shows that 36% of students are at Beginning level (red) and 36% of students are at Beginning in Reading.	Tier 2
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.		

MTSS (Multi-Tiered System of Support) Plan

	Tier 1	Tier 2	Tier 3
Academic (At each tier) • What team(s) will review data at the school and classroom level? • What data will be used to measure impact and identify students for additional supports? • How will you monitor and improve practices at each Tier?	-School-wide data analysis of individual class data including: i-ready data, math formative assessments, IAB and SBAC data -Data informed, whole class corrective instructive -Professional Development focused on core content areas -Weekly PLCs that include opportunities for data reflection and analysis, backward planning, planning and adjusting lesson plans	-targeted small group instruction based on formative and summative assessments -COST referral to identify students who would benefit from additional tutoring support	-1:1 tutoring -SST -assessment recommendation
Positive Climate & Culture (At each tier) • What team(s) will review data at the school and classroom level? • What data will be used to measure impact and identify students for additional supports? • How will you monitor and improve practices at each Tier?	-Team: School wide data analysis of attendance, URF, engagement by school team, grade level, culture team, attendance team -Data: SRSS (Universal Screener), URF, Attendance (Chronic, At Risk, Severe, Satisfactory) -Monitoring: bi-weekly data dives, trimester data analysis	- Team: Culture team, COST, Attendance will review data weekly and at every trimester. - Data: Team will use SRSS Screeener, COST Referrals, URF, Attendance (focus on At risk, Moderate, Severe Chronic Absenteeism - Monitoring: weekly data dives, monthly COST Referral review of cases, Trimester Data dives	Team: Attendance, COST, Social Worker Interns, Lincoln Family Center, SST Team Data: COST Referral data, Attendance Case Management List, Mental Health Referral list, SST Referral list Monitoring: Bi-Weekly Mental Health Provider meetings, Weekly COST meetings on referral data, SST Team Post-meeting outcomes and next steps, 1:1 Counseling, referring out, groups, Lions Den, etc

Crosswalk of English Language Learner (ELL) Essential Practices with School Plan Actions

[ELLMA's Guide to Using the ELL Crosswalk](#)

Use this crosswalk to identify actions from your SPSA that align to ELL Essential Practices. Please visit this tab early and often in your planning process to identify any needed additions to your SPSA in order to address at least three elements of each practice of the Essential Practices for ELL Achievement. The Essential Practices are linked below for more details; you will also find links with resources that clarify each element. *Please note that you will not see anything in the Key Practices drop-down menu until you have entered practices into the "Part 3: Strategies & Actions" tab!*

Click here: [ELL Essential Practices](#)

	Key Action from School Plan	Aligned Element of Essential Practice
1. Access & Rigor	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.	1.4 Ensure ELLs receive both English Language Arts and English Language Development.
	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 willl be differentiated to meet the needs of all students, including from struggling learners to GATE students.	1.2 Provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK)
	Teachers collaborate to review standards curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	1.1 Ensure instruction for all ELLs is aligned to grade-level standards in all content areas.

2. Designated and Integrated ELD	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning and economically disadvantages students.	2.4 Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.
	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.	2.1 Provide daily Designated English Language Development. (See ELL Essential Practices for criteria.)

	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.	2.5 Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.

3. Data-Driven Decisions	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)	3.1 Use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.
	Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	3.6 Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.
	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.	3.4 Offer courses that reflect the specific needs of subgroups of English Language Learners such as Academic Language and Literacy for LTELs, Intensive language and literacy for newcomers, and Foundational literacy for Students with Interrupted Formal Education (SIFE).

4. Asset-Based	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	4.1 Recognize that bilingualism and biliteracy are assets, and provide opportunities for students to work toward earning a California Seal of Biliteracy upon high school graduation.
	Teachers conference with families to discuss areas of student strength and concern around SEL competencies.	4.6 Provide opportunities and strategies for students to leverage their home language as a resource for learning regardless of language program.
	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.	4.3 Provide alternate pathways to bilingualism and biliteracy for those students not enrolled in a bilingual program (e.g., afterschool enrichment, internships utilizing bilingual skills).

	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	5.1 Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking.

5. Whole Child	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 willl be differentiated to meet the needs of all students, including from struggling learners to GATE students.	5.5 Engage families as active participants, contributors and cultural liaisons to the school community.
	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.	5.3 Address issues of bullying and exclusion on the basis of language and culture through anti-bullying curriculum and Restorative Justice practices.

Enrollment Plan

Current Enrollment Projections		Optimal 2022-23 Enrollment Goals		3-5 Year Enrollment Goal	
(Refer to your 22-23 projections email sent 12/3/21.)		*(Does your projection reflect where you want your school/grade size to be?)*		*(If you have plans/wishes to grow your programming, where would you like to see it in 3-5 years?)*	
Grade	**22-23 Projection**	**Grade**	**22-23 Goal**	**Grade**	**3-5 Year Goal**
TK	24	*TK*	24	*TK*	24
K	60	*K*	74	*K*	74
Grade 1	76	*Grade 1*	76	*Grade 1*	76
Grade 2	51	*Grade 2*	75	*Grade 2*	75
Grade 3	70	*Grade 3*	75	*Grade 3*	75
Grade 4	64	*Grade 4*	80	*Grade 4*	80
Grade 5	65	*Grade 5*	80	*Grade 5*	80
Grade 6		*Grade 6*		*Grade 6*	
Grade 7		*Grade 7*		*Grade 7*	
Grade 8		*Grade 8*		*Grade 8*	
Grade 9		*Grade 9*		*Grade 9*	
Grade 10		*Grade 10*		*Grade 10*	
Grade 11		*Grade 11*		*Grade 11*	
Grade 12		*Grade 12*		*Grade 12*	
Total	410	*Total*	484	*Total*	484

Reflection on Enrollment Trends and/or Changes from Previous Year	Key Outreach & Engagement Activities for Upcoming Year *(List at least two with approximate dates)*	Qualitative/Narrative Enrollment Goals *Goals around any of these specific factors: Neighborhood, Demographics, Grade, SDC*	Enrollment Team Members

Enrollment was stable from 18/19 to 19/20 at 480 which is our target number. The following two years we had declines of about 20 students per year. In 21/22 we fell short of project by 5 students.	*Our website is regularly updated to allow families to better understand what Laurel has to offer. Each year in the lead up to Options we also provide families with the opportunity to come visit the school in person and virtually. This year we had two in person events, one on December 6th and the other on December 13th. We also had a virtual tour on January 3rd. On February 15 we had a special tour for our incoming Kindergarteners. Our belief is that if families take the time to visit our website and visit our school they are much more likely to enroll.*	*Our outreach effort is focused on boosting TK and Kinder enrollment and raise levels of persistance to 90% or higher (currently at around 80%). To this end, we work closely with the Laurel Child Development Center and local preschools to invite families to attend our school tours and open house events. We also partner with the PTA to host events such as Family Movie Night and our annual Laurel Carnival that welcome families from the community and allow them to learn more about Laurel.*	*Community School Manager and Principal*
Response:	*Response:*	*Response:*	*Response:*

PROPOSED 2022-23 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 SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)	*How much will this cost?*	*What is the funding source?*	*e.g., 1105*	*Autofills based on the object code.*	*e.g., 1830*	*Autofills based on the position number.*	*e.g., 0.8*	*Link to an LCAP goal.*	*Link to an SPSA target.*	*Link to an SPSA action.*	*Autofills to identify the action.*
10-Month Teacher on Special Assignment (TSA)	$128,336	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6108	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	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.	131-1
Academic Mentors	$45,000	Title I: Basic	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	131-2
Attendance Specialist	$18,187	Other Donations	2205	Classified Support Salaries	3673	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	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)	131-3
Clerical Overtime	$2,500	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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)	131-4
Community School Manager	$38,443	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	4901	Program Mgr Community School	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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)	131-5

PROPOSED 2022-23 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 SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)	*How much will this cost?*	*What is the funding source?*	*e.g., 1105*	*Autofills based on the object code.*	*e.g., 1830*	*Autofills based on the position number.*	*e.g., 0.8*	*Link to an LCAP goal.*	*Link to an SPSA target.*	*Link to an SPSA action.*	*Autofills to identify the action.*
Copier Maintenance	$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a			Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Accelerating student achievement (including our ELLs, African American, Low Income, GATE, students with disabilities and newcomers) through data cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	131-6
Extended Contracts for Family Engagement	$3,360	Title I: Parent Participation	2425	Clerical Salaries Overtime	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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 willl be differentiated to meet the needs of all students, including from struggling learners to GATE students.	131-7
Library Technician	$12,505	LCFF Supplemental	2205	Classified Support Salaries	8554	Library Technician	0.15	Goal 1: All students graduate college, career, and community ready.	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)	131-8
Library Technician	$70,861	Measure G: Library	2205	Classified Support Salaries	8554	Library Technician	0.85	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)	131-9
Newcomer Support Safe Passages Contrat	$14,501	LCFF Supplemental	5825	Consultants	n/a			Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	n/a	n/a	131-10

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)	*How much will this cost?*	*What is the funding source?*	*e.g., 1105*	*Autofills based on the object code.*	*e.g., 1830*	*Autofills based on the position number.*	*e.g., 0.8*	*Link to an LCAP goal.*	*Link to an SPSA target.*	*Link to an SPSA action.*	*Autofills to identify the action.*
Noon Supervisor	$5,105	Other Donations	2905	Other Classified Salaries	9059	Noon Supervisor	0.20	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 cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	131-11
Reading Partners Contract	$10,000	Title I: Basic	5825	Consultants	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 cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	131-12
Substitute Teacher Incentive Plan (STIP) Teacher	$65,810	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8685	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	131-13
Substitute Teacher Incentive Plan (STIP) Teacher	$76,341	LCFF Supplemental	1105	Certificated Teachers' Salaries	1546	STIP Teacher	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)	131-14
Supplies	$18,600	General Purpose Discretionary	4310	School Office Supplies	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 cycles of inquiry and small group instruction which allow for true differentiation (i.e. growth based on students current level)	131-15

PROPOSED 2022-23 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 SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)	*How much will this cost?*	*What is the funding source?*	*e.g., 1105*	*Autofills based on the object code.*	*e.g., 1830*	*Autofills based on the position number.*	*e.g., 0.8*	*Link to an LCAP goal.*	*Link to an SPSA target.*	*Link to an SPSA action.*	*Autofills to identify the action.*
Teacher Extended Contracts	$12,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading 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.	131-16
Unallocated	$38,358	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	131-17
Unallocated	$20,557	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will support the development of SEL competencies through implementation of Caring School Communities and PBIS practices including for homeless/foster youth.	131-18
Youth advocacy contract	$8,400	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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.	131-19