

## 2024-25 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      | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 § 6500.
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:** 4/16/2024

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

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

**Signatures:**

John Stancl  
*Principal*

John Stancl  
Signature

4/16/2024  
Date

Bakari Kafele  
*SSC Chairperson*

Bakari Kafele  
Signature

4/16/2024  
Date

Leroy Gaines  
*Network Superintendent*

*Leroy Gaines*  
Signature

5/6/2024  
Date

Lisa Spielman  
*Director, Strategic Resource Planning*

*Lisa Spielman*  
Signature

5/6/2024  
Date



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Laurel Elementary School  
**CDS Code:** 1612596001994  
**Principal:** John Stangl  
**Date of this revision:** 4/16/2024

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/16/2024*

*The District Governing Board approved this revision of the SPSA on: 6/26/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2024	SSC	Reviewed proposed budget and voted to approve
1/16/24	ILT	Review of 2024-25 budget
2/6/2024	SSC	Review draft of SPSA with SSC
2/12/2024	Staff Meeting	Review Title 1 budget with Staff
3/11/2024	Staff Meeting	Review Strategic Plan with Staff
3/19/2024	SSC	Review draft of SPSA with SSC.
4/16/24	SSC	Vote to approve 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$137,855.00
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	\$1,016,670.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$125,640	LCFF Discretionary (General Purpose Discretionary #0000)	\$21,800
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,490	LCFF Supplemental (LCFF Supplemental #0002)	\$251,100
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$8,725	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$400,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$73,432
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$137,855</b>		<b>\$878,815</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,016,670.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Laurel Elementary School</b>		<b>School ID: 131</b>
<b>CDS Code: 1612596001994</b>	<b>SSC Approval Date: 4/16/2024</b>	<b>Board Approval Date: 6/26/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Multiracial Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities** (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.4%	31.1%	27.8%	1.9%	6.4%	13.2%	83.5%	22.6%	0.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.4%	6.6%	19.8%	1.2%	0.0%	0.9%	81.6%	5.0%	88.4%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2025, there will be an Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY
<b>Identified School Need:</b>	There is a need to provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation.

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	29.8%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	47.2%	not available until fall 2024	not available until fall 2025	70.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	44.4%	not available until fall 2024	not available until fall 2025	60.0%
<b>English Language Arts Measures &amp; Targets</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-73.6	not available until fall 2024	not available until fall 2025	-45.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	53.4%	not available until fall 2024	not available until fall 2025	65.0%
<b>Mathematics/Science Measures &amp; Targets</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-83.4	not available until fall 2024	not available until fall 2025	-65.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	14.2%	not available until fall 2024	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	15.4%	not available until fall 2024	not available until fall 2025	25.0%

<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>					
<b>School Goal:</b>	By May 2025, there will be a 17 point improvement in the SBAC ELA Distance from Standard Met among African American students.				
<b>Identified School Need:</b>	There is a need to pursue a differentiated approach to teaching that will allow us to focus on the specific needs of students and target instruction accordingly. This needs to be a coordinated approach based on the gathering and analysis of student performance data to ensure instructional resources and supports, including our Academic Mentors, Literacy Tutors and our SpEd team - are used to greatest effect to accelerate growth.				
<b>Academic Measures &amp; Targets for Focal Student Groups</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-116.8	not available until fall 2024	not available until fall 2025	-100.0

SBAC ELA Distance from Standard Met	African American Students	-104.4	not available until fall 2024	not available until fall 2025	-70
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	53.3%	not available until fall 2024	not available until fall 2025	15.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.4	not available until fall 2024	not available until fall 2025	-125.0
SBAC Math Distance from Standard Met	African American Students	-117.6	not available until fall 2024	not available until fall 2025	-80.0
<b>Reclassification Measures &amp; Targets</b> <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
ELL Reclassification	English Learners	11.3%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	33.3%	not available until fall 2024	not available until fall 2025	20.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	By May 2025, there will be a 44.7pp drop in the rate of Chronic Absenteeism among all students.				
<b>Identified School Need:</b>	There is a need to strengthen relationships with families and to use data to target students with unsatisfactory attendance to determine the root causes and to offer supports as needed. This needs to be a tiered approach to addressing the needs to students with behavioral challenges to reduce unwanted behaviors and out of school suspensions.				
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Student Connectedness to School	All Students	68.7%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	1.8%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	4.2%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	4.0%	not available until fall 2024	not available until fall 2025	0.0%

Chronic Absenteeism	All Students	64.7%	not available until fall 2024	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	68.5%	not available until fall 2024	not available until fall 2025	25.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	By May 2025, there will be a 9pp increase in the one-year school teacher retention rate.				
<b>Identified School Need:</b>	There is a need to foster a school culture and climate where teachers feel supported and are provided the necessary tools and training to be successful in the classroom.				
<b>Measure</b>	<b>Target Staff Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
One-Year School Teacher Retention Rate	All Teachers	81.0%	not available until fall 2024	not available until fall 2025	90.0%

<b>1C: STRENGTHS &amp; CHALLENGES</b>		
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By May 2025, 40% of Laurel students will be reading at or above mid grade level in reading and 25% in math as measured by iReady.	MOY Mid-Above iReady grade level Reading and Math scores are similar compared to last year, 16% in Reading and 6% in Math. While overall Year Over Year SBAC scores showed a drop in Distance from Standards, our 3rd grade cohort improved significantly in both Reading and Math, -35 and -33 points respectively.
<i>LCAP Goal 2:</i>	By May 2025, there will be a 17 point improvement in the SBAC ELA Distance from Standard Met among African American students.	Laurel's Focal Groups are our African American and Special Ed Students. Our MOY iReady Reading assessment showed that 5% are Mid-Above grade level. Asian and Latino students were at 25% and 12% respectively. MOY iReady Math shows a increase of 1pp of students scoring Mid Above grade level. Our MOY iReady data showed that 19% of SpEd students are Early on or Mid Above in Reading and 14% in math.
<i>LCAP Goal 3:</i>	By May 2025, there will be a 44.7pp drop in the rate of Chronic Absenteeism among all students.	Our Chronic Absentism has dropped from 65% in 2022/23 to 35% in 2023/24 (as of March) and our Satisfactory Attendance has increase from 7% to 36%. Satisfactory Attendance among African American students increase by 23pp compared to last year. Our SpEd students increased Satisfactory Attendance by 29pp during this same time.
<i>LCAP Goal 4:</i>	By May 2025, there will be a 9pp increase in the one-year school teacher retention rate.	2022/23CHKS showed 100% of responding adults at the school feel connected to others at the school site.

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2025, there will be an Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY	Recent SBAC data shows that we are moving farther away from meeting Distance From Standard (DFS) goals. In Math we dropped 5 points and in ELA we dropped 16 points. 2023/24 MOY iReady Reading and Math data are relatively flat compared to last year with 16% of students at Mid Above Grade in Reading and 6%in Math. 32% of students were 2 or more grade levels below in Reading and 35 percent in Math were 2 or more grade levels below.
<i>LCAP Goal 2:</i>	By May 2025, there will be a 17 point improvement in the SBAC ELA Distance from Standard Met among African American students.	As measured by the iReady MOY Diagnostic, African American students were the lowest performing subgroup in Reading and Math, scoring 5% and 3% Mid Above, respectively. SpEd underformed Non SpEd on the MOY iReady Reading and Math Diagnostics, with 14% scoring Mid-Above in Reading and 1% scoring Mid-Above in Math.
<i>LCAP Goal 3:</i>	By May 2025, there will be a 44.7pp drop in the rate of Chronic Absenteeism among all students.	Our African American and Latino students had the highest rates of Chronic Absenteeism, 30% and 40% respectively. There was a drop in the percent of students reporting that they "feel happy at this school" from 2021/22 to 2022/23. We have also struggled with chronic absenteeism for our Multiracial Students and our Special Education Students. We have also struggled with chronic absenteeism for our Multiracial Students and our Special Education Students.
<i>LCAP Goal 4:</i>	By May 2025, there will be a 9pp increase in the one-year school teacher retention rate.	Our current Average Return Rate is 86% with those that leaving citing different reasons for moving on including job stress, reitremment and better paying teacher positions elsewhere. The highest turnover is among teacher with 3 or less years of teaching experience.

## 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
11/14/2023	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2023	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2023	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2024	Faculty & SSC combined	Budget training and review budget priorities including planned strategies & activities for 2024-25. Documented feedback for ILT review.
2/6/2024	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
1/16/2024	SSC	Reviewed proposed budget and voted to approve
1/16/24	ILT	Review of 2024-25 budget
2/6/2024	SSC	Review draft of SPSA with SSC
2/12/2024	Staff Meeting	Review Title 1 budget with Staff
3/11/2024	Staff Meeting	Review Strategic Plan with Staff
3/19/2024	SSC	Review draft of SPSA with SSC.
4/16/24	SSC	Vote to approve plan.

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<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Multiracial Students	66.7%	not available until fall 2024	not available until fall 2025	15.2%
Chronic Absenteeism	Special Education Students	69.7%	not available until fall 2024	not available until fall 2025	29.5%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Laurel Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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 as planned. We opened contracts for Reading Partners and with HERO. Modification included shifting the funding that was set aside for a Social Worker to instead open an African American Male Achievement facilitator position. We also opened up an additional Academic Mentor position using unallocated funds to support our Kindergarten classes.

**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 HEROS 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.

**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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Supplies	Student Connectedness to School	Our Title 1 supply budget was used to purchase copy paper to allow for better communication between the school and home	Having multiple ways to communicate is of critical importance in engaging with families. To that end we use online tools such as Parent Square but we also send communications printed out on copy paper.	Continue

Refreshments	Student Connectedness to School	The refreshment budget was used to provide light refreshments for our Family Literacy Night event.	Ensuring high parent turn out for our families engagement activities means provided multiple incentives, including offering light refreshments. Our Family Literacy Night event last year was a success in part because of this. Our Family Literacy Night this year is planned for March	Continue
Staff to support chronic absenteeism	Chronic Absenteeism	The additional .50 FTE we were able to purchase with our Title 1 funding allowed us to go beyond just recording absences and focus more on outreach to families that struggle maintaining satisfactory attendance.	This has been working. Although Chronic Absenteeism levels remain stubbornly high, families are much more aware of their student's attendance status and they know what resources are available to help improve attendance. Unverified absences have also been reduced.	Continue
CSM	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 coordinates the work of the many partners on campus that provide students with direct social emotional supports.	Having a Community School Manager has made a significant difference in our efforts to support students and their families as well as realizing the vision of ensuring school is a place of joy for students. Based on observations, our family engagement events, including Coffee with the Principal, Title 1 meeting, and SSC meetings, have seen an increase in participation rate of 20% year over year.	Continue

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.	Academic Mentors have been effective in their work of providing academic and social emotional support for students both in class. As a result, we have seen a 50% decrease in disciplinary referrals of focal students.	Continue
software	i-Ready Math at or above Mid-Grade	Software licenses were purchased for Reading A-Z, Flocabulary and Happy Numbers to provide students additional opportunities to develop academic skills.	Learning software has proven to be an effective and necessary tool that allows students to practice independently and at their own level. As a result, observationally, we have seen an increase in the number of students that are engaging in work targeting their specific needs.	Continue

**2024-25 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 Goal:**

By May 2025, there will be an Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 10%+ (minimally) from previous EOY

**Identified Need:**

There is a need to provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 : Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 : Supplemental
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 : Universal
1-5	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal

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

<b>School Goal:</b>		By May 2025, there will be a 17 point improvement in the SBAC ELA Distance from Standard Met among African American students.		
<b>Identified Need:</b>		There is a need to pursue a differentiated approach to teaching that will allow us to focus on the specific needs of students and target instruction accordingly. This needs to be a coordinated approach based on the gathering and analysis of student performance data to ensure instructional resources and supports, including our Academic Mentors, Literacy Tutors and our SpEd team - are used to greatest effect to accelerate growth.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education Students	Academic	Tier 1 : Universal
2-2	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Special Education Students	Academic	Tier 3 : Intensified
2-3	Site leaders will access Special Education leader resources and schedule predictable time with the appropriate Department administrator where necessary. Teachers will utilize Special Education Department training resources and exemplars and will engage with Department personnel timely when necessary	Special Education Students	Academic	Tier 3 : Intensified
2-4	Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Faciliator and engaging with Pacific Islander mentor in partnership with Office of Equity	African American Students	Academic	Tier 2 : Supplemental

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

<b>School Goal:</b>		By May 2025, there will be a 44.7pp drop in the rate of Chronic Absenteeism among all students.		
<b>Identified Need:</b>		There is a need to strengthen relationships with families and to use data to target students with unsatisfactory attendance to determine the root causes and to offer supports as needed. This needs to be a tiered approach to addressing the needs to students with behavioral challenges to reduce unwanted behaviors and out of school suspensions.		

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 : Universal
3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 : Universal
3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 : Universal
3-4	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	Special Education Students	Behavioral	Tier 1 : Universal
3-5	Out of School Suspensions: Site Leaders will ensure that all special education case managers review behavior intervention plans with general education teachers, as well as non-certificated staff to ensure proper implementation of student behavior intervention plans. Special Educators will provide consultation to site personnel on implementation of student-specific BIPs to ensure consistent implementation.	Special Education Students	Behavioral	Tier 1 : Universal
3-6	Out of School Suspensions: Site leaders will attend all IEP meetings for students with behavior intervention plans. Special Educators and site leaders will access behavioral consultation support where site-based efforts have not produced desired results in reducing behaviors of concern.	Special Education Students	Behavioral	Tier 2 : Supplemental

3-7	Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	Special Education Students	Behavioral	Tier 1 : Universal
3-8	Chronic Absenteeism: Engage parents through regular communication including a Hopes and Dreams conversation at the start of the year, monthly newsletters, and parent teacher conferences, to establish foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	African American Students	Academic	Tier 1 : Universal
3-9	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. Examples are class celebratios for perfect attendance and individual recognition for focal students.	All Students	SEL / Mental Health	Tier 1 : Universal
3-10	Chronic Absenteeism: Attendance monitoring of all students, including ELLs, African American, Newcomer, Low Income, Foster Youth and students with disabilities	All Students	SEL / Mental Health	Tier 1 : Universal
3-11	In an effort to raise levels of overall family engagement, the School Site Council, in coordinaton with the PTA, will have engagement as a standing time on the agenda. We will explore opportunities to build on existing engagement events to broaden and expand overall participation.	All Students	SEL / Mental Health	Tier 1 : Universal

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

**School Goal:** By May 2025, there will be a 9pp increase in the one-year school teacher retention rate.

**Identified Need:** There is a need to foster a school culture and climate where teachers feel supported and are provided the necessary tools and training to be successful in the classroom.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 : Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 : Universal
4-3	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 : Universal
4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 : Universal

**CONDITIONS FOR BLACK STUDENTS** [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American Students	Academic	Tier 1 : Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American Students	Academic	Tier 1 : Universal
5-3	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American Students	SEL / Mental Health	Tier 1 : Universal
5-5	Provide AAMA King Care and/or AAFE Queen Care, whole child academic culturally responsive instruction and care management support by hiring AAMA facilitator and/or AAFE facilitator in partnership with Office of Equity	African American Students	Academic	Tier 2 : Supplemental
5-6	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American Students	Academic	Tier 1 : Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [\*Stages of ELD Implementation Self-Assessment\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 : Universal
6-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 : Universal
6-3	Choose high leverage integrated ELD strategy focus: <a href="#">GLAD</a> hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 : Universal
6-4	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 : Universal
6-5	Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves.	English Learner Students	Academic	Tier 1 : Universal
6-6	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 : Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$4,700	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	131-1
4310 - Materials and Supplies	\$17,100	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	131-2
4310 - Materials and Supplies	\$8,987	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Faciliator and engaging with Pacific Islander mentor in partnership with Office of Equity	131-3
2928 - Otherclass Salaries Hourly	\$90,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	131-4
TSA Classroom 10Mos	\$152,113	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6108	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	131-5

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2928 - Otherclass Salaries Hourly	\$12,762	Title I, Part A Schoolwide Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	131-6
Attendance Specialist	\$43,313	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	3673	Attendance Specialist	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers to new teacher professional learning series to strengthen these practices.	131-7
Program Mgr Community School	\$69,565	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	4901	12-Month Community School Manager	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	131-8
4311 - Meeting Refreshments	\$1,650	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	131-9

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$1,840	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers to new teacher professional learning series to strengthen these practices.	131-10
5825 - Consultants	\$8,725	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	131-11
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Out of School Suspensions: Site leaders will ensure that a detailed supervision plan is in place and appropriate staff are trained in the site supervision plan to proactively address concerns at less structured times of the day (e.g. lunch, passing periods, before and after school), and will convene monthly to review efficacy.	131-12
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	131-13
1120 - Teachers Salaries Stipends	\$5,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	131-14

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1122 - Teachers Extended Contracts	\$10,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	131-15
4310 - Materials and Supplies	\$1,500	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All new teachers attend foundational curriculum training.	131-16
5820 - Bart & Bus Passes	\$1,500	California Community Schools Partnership Program	5820	Bus Passes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	131-17
5826 - Prof-Services Non-Contract	\$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 in joyful schools.	ELL Reclassification	Establish time for designated ELD in daily schedule for all ELL students TK-5	131-18
5829 - Admission Fees	\$20,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	131-19
2928 - Otherclass Salaries Hourly (Academic Mentors)	\$24,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC Math Distance from Standard Met	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	131-20

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$34,782	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4901	12-Month Community School Manager	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	131-21
Early Literacy Reading Tutor	\$43,714	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9689	Early Literacy Tutor	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	131-22
Facilitator, Manhood Dev Prgm	\$53,726	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	9690	Facilitator Manhood Development Program	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Provide AAMA King Care and/or AAFE Queen Care, whole child academic culturally responsive instruction and care management support by hiring AAMA facilitator and/or AAFE facilitator in partnership with Office of Equity	131-23
4399 - Unallocated	\$58,778	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	131-24
5825 - Consultants	\$152,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	131-25
1120 - Teachers Salaries Stipends	\$5,386	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	131-26
4310 - Materials and Supplies	\$13,000	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Faciliator and engaging with Pacific Islander mentor in partnership with Office of Equity	131-27

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$23,185	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	1191	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Faciliator and engaging with Pacific Islander mentor in partnership with Office of Equity	131-28
Teacher Education Enhancement	\$31,862	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Faciliator and engaging with Pacific Islander mentor in partnership with Office of Equity	131-29
Library Technician	\$93,936	Measure G, Library Support	2205	Classified Support Salaries	8554	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Faciliator and engaging with Pacific Islander mentor in partnership with Office of Equity	131-30

# Enrollment Plan

Directions: Please review the [Enrollment Strategy Rubric](#) to support your reflection and planning for your site's recruitment strategy. Below, review your projections for the upcoming year and consider your short term and long term goals around recruitment and sizing. Fill in columns B, D, and F for your appropriate grade levels.

Are you looking to MAINTAIN or GROW enrollment? *(select from dropdown)* --> **Grow**

**Current Enrollment Projections**  
*(Refer to your 23-24 projections email sent in Fall 2023.)*

Grade	24-25 Projection	23-24 Newcomer Projections (Secondary Only)
TK	44	
K	69	
Grade 1	72	
Grade 2	58	
Grade 3	74	
Grade 4	55	
Grade 5	64	
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>436</b>	<b>0</b>

**Optimal 2023-24 Enrollment Goals**  
*(Does your projection reflect where you want your school/grade size to be?)*

Grade	23-24 Goal	23-24 Newcomer Projections (Secondary Only)
TK	46	
K	76	
Grade 1	85	
Grade 2	85	
Grade 3	85	
Grade 4	58	
Grade 5	58	
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>493</b>	<b>0</b>

**3-5 Year Enrollment Goal**  
*(If you have plans/wishes to grow your programming, where would you like to see it in 3-5 years?)*

Grade	3-5 Year Goal	3-5 Year Newcomer Projections (Secondary Only)
TK	46	
K	76	
Grade 1	85	
Grade 2	85	
Grade 3	85	
Grade 4	58	
Grade 5	58	
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>493</b>	<b>0</b>

**Reflection on Enrollment Trends and/or Changes from Previous Year**

*Enrollment was stable the past two years but is projected to drop by 16 students. I believe this is part of a trend across the district.*

**Response:**

**Strategies to Grow or Maintain Enrollment Overall**

*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 three in person events. We are also partnering with the Office of Enrollment to think of new ways to attract more families to Laurel*

**Response:**

**Strategies to Increase Racial and Ethnic Diversity**

*Our outreach effort is focused on boosting TK and Kinder enrollment and raise levels of persistence 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*

**Response:**

**OUSD COMMUNITY SCHOOL IMPLEMENTATION PLAN 2024-25**

<b>School Name:</b>	<b>Laurel Elementary School</b>	<b>Site #</b>	<b>131</b>	<b>Date</b>	
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**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.

<b>Community School Implementation Team</b> - members that contributed to this document <i>(add additional names at the end of form as needed)</i>	<b>NAME</b>	<b>ROLE (ADMIN, TEACHER, SCHOOL STAFF, PARENT/GUARDIAN, STUDENT, CBO PARTNER (include org name))</b>	<b>EMAIL</b>
	John Stangl	Principal	john.stangl@ousd.org
	Jamie Williams	Community School Manager	jamie.williams@ousd.org
	Bakari Kafele	Parent	lenardsimp@gmail.com
	Allison Swan	Parent	swanak@gmail.com
	Jennifer White	Teacher	jennifer.white@ousd.org
	Jeremy Spratlen	Teacher	jeremy.spratlen@ousd.org
	Shireen Ali	Teacher	shireen.ali@ousd.org
	Meg yardley	Parent	mby2101@gmail.com
	Keyra Adams	Parent	Keyrastafford100@yahoo.com

**School Demographics**

<b>Special Populations</b>	<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>
	48.4%	31.1%	27.8%	1.9%	6.4%	13.2%	83.5%	22.6%
<b>Student Population by Race/Ethnicity</b>	<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>
	51.4%	6.6%	19.8%	1.2%	0.0%	0.9%	81.6%	5.0%

**OUSD CCSPP GRANT OBJECTIVES:**

- Priority 1:** Deepening District-wide **Collaborative Leadership** Practices for Community School Teams Including All Stakeholders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.
- Priority 2:** Creating **Joyful Schools**. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students’ well-being and learning – with a focus on creating racially just and restorative school climates.
- Priority 3:** Strengthening **Student and Family Engagement**. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.
- Priority 4:** Increasing Opportunities for **Academic Innovation and Acceleration**. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.

**COMPREHENSIVE COMMUNITY SCHOOL PRIORITY ANALYSIS**

<b>PRIORITIES</b>	<b>Describe whole school successes from 2023-24</b>	<b>Describe whole school challenges from 2023-2024</b>	<b>Deepest Underlying Cause What are some of the reasons why we have these challenges?</b>
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Collaborative Leadership	We have strong collaborative leadership teams in place at many levels - Culture and Climate, Instructional, School Site Council (community input), Faculty Council (teacher input). This year we have also greatly benefited from the work of our Community School Manger who has broadened our outreach, connecting with our diverse staff and parent population in new ways. Staff and other stakeholders when completing the SSC Self Assessment report feeling as though they are heard.	We continue to struggle to engage with families in the ways that we have hoped. Engagement meetings are not always well attended and we do not always hear from all voices.	We serve a diverse community so there is no one reason why we struggle with family engagement and collaborative leadership. Time, or lack thereof, is one of the major issues staff and families face when decided whether or not to engage in leadership opportunities. For some, engaging in school leadership is a foreign concepts and they are willing to let others lead as long as they feel their interests are being served.
Joyful Schools	We have make great strides in making Laurel a more joyfull school this year. Our partnership with Cantare Con Vivo brought music instruction to all students through weekly music lessons and to the whole community through student performances. Our 5th grade science camp at Mission Springs learn important science concepts and helped students discover the joy of being in nature and among friends.	Our students are still struggling with the effects of the pandemic and lack some of the social skills that are needed to be successful in school and to form positive, healthy relationships with others. We also found it challenging to balance the need between creating a joyful school while also meeting all of the academic demands being put on students and staff.	The effects of the pandemic have been deep and long lasting and even though we have additional resources, they are still not enough to meet the needs of all of our students and families. Our reach has also been limited to working mostly with students. Trauma experienced at home means students are often coming to school angry, tired and without many of the social and learning skills that are important in determining how your day goes.
Student Engagement	Our Social Worker and Social Worker Interns were able to engage families in ways that we were previously unable to. They were able to conduct home visits and work with families to identify and procure needed resources and supports in the community. They were also able to work with students one on one and in small groups, providing mental health supports.	Unfortunately there were mid year changes that resulted in the loss of our Social Worker and one of our Social Worker Interns. Another challenge was defining the work of our social workers in a way that would leverage their work and help them have the greatest impact.	Our experience this year underscored the importance of hiring the right person. The work of a social worker depends on the individuals ability to build rapport with students and familes. Being effective also means having knowledge of the community and the resources available.
Family Engagement	Our Social Worker and Social Worker Interns were able to engage families in ways that we were previously unable to. They were able to conduct home visits and work with families to identify and procure needed resources and supports in the community. They were also able to work with students one on one and in small groups, providing mental health supports.	Unfortunately there were mid year changes that resulted in the loss of our Social Worker and one of our Social Worker Interns. Another challenge was defining the work of our social workers in a way that would leverage their work and help them have the greatest impact.	Our experience this year underscored the importance of hiring the right person. The work of a social worker depends on the individuals ability to build rapport with students and families. Being effective also means having knowledge of the community and the resources available.
Academic Innovation & Acceleration	Our students have benefited greatly by the work of our Newcomer Specialist and our Reading Intervention Specialist. Newcomers received the language support they needed to be able to function in a school and access grade level curriculum. Most students receiving reading intervention showed more than one year's worth of growth.	A challenge is that we have more students in need of language and reading support than we are able to provide.	The challenge is one of having limited resources and limited space to be able to meet all the needs of our students and families. The need is also difficult to predict as the number of newcomers needed language support varies from year to year and often new students are enrolled late or mid year. The effects of the pandemic are also still being felt on our student's ability to meet grade level expectations.

**2023-2024: STRATEGIC ACTION REFLECTION**

PRIORITIES	<b>2023-2024 Strategic Actions</b> What key strategic actions to support developing a community school were implemented in last year? (please list at least one for each priority)	<b>EVIDENCE TO REVIEW SPRING 2024</b> What evidence (qualitative and/or quantitative) shows progress towards your goals?	<b>2023-24 Budget Resource CCSPP doesn't fund the entirety of your Community School Goals. What additional budget supported the development of your community school?</b>
Collaborative Leadership	Hire a Community School Manager	We will use California Healthy Kids Survey data and the California Schools Staff Survey to measure levels of student and staff engagement.	Title I
Joyful Schools	Provide funding for field trips, assemblies and music instruction	We will use California Healthy Kids Survey data and the California Schools Staff Survey to measure how students and staff feel about being a part of the Laurel School community.	Other Donations
Student Engagement	Hire a African American Male Achievement Facilitator and Social Worker Interns	We will use California Healthy Kids Survey data to determine the level at which students feel connected to the school and the level of joy they feel.	
Family Engagement	Hire a African American Male Achievement Facilitator and Social Worker Interns	We use Chronic Absenteeism and California Healthy Kids Survey to determine levels of student and family engagement.	
Academic Innovation & Acceleration	Hire a Reading Intervention Specialist and a Newcomer Support Teacher	We will use test data, eg SIPPS and iReady data, to determine student growth in learning foundational reading skills. We will also collect survey data from focal groups of cantonese speaking parents to determine how they feel they are being supported.	
<b>2024-2025 STRATEGIC ACTIONS</b>			
PRIORITIES	<b>2024-2025 Strategic Actions</b> What strategic actions will your school implement to support your developing community school? (please list at least one for each priority)	<b>EVIDENCE TO REVIEW SPRING 2025</b> What evidence (qualitative and/or quantitative) will you look for to know you are successful?	
Collaborative Leadership	Hire a Community School Manager	We will use California Healthy Kids Survey data and the California Schools Staff Survey to measure levels of student and staff engagement.	
Joyful Schools	Provide funding for field trips, assemblies and music instruction	We will use California Healthy Kids Survey data and the California Schools Staff Survey to measure levels of student and staff engagement.	
Student Engagement	Hire a African American Male Achievement Facilitator and Social Worker Interns	We will use California Healthy Kids Survey data and the California Schools Staff Survey to measure levels of student and staff engagement.	
Family Engagement	Hire a African American Male Achievement Facilitator and Social Worker Interns	We will use California Healthy Kids Survey data and the California Schools Staff Survey to measure levels of student and staff engagement.	
Academic Innovation & Acceleration	Hire a Reading Intervention Specialist and a Newcomer Support Teacher	We will use iReady reading data to measure growth in reading and ELPAC scores to determine the growth of our newcomer students.	
Academic Innovation & Acceleration/Student Engagement	Hire Academic Mentors to support students academic achievement and social/emotional development	We will use iReady Reading and Math Diagnostic Assessment data along with results from CHKS survey	
Student Engagement	Hire a sports coach to support structured play during recess and the development of positive social skills.	We will use office referral data and results from the CHKS.	



BALANCE	-\$400,000.00
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<b>STAKEHOLDER FEEDBACK FORM</b>			
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<b>SUBMITTED STAKEHOLDER FEEDBACK FORMS</b> Submit Stakeholder Feedback Forms from the initial Stakeholder Meeting. <a href="#">Link to Forms</a>	<b>Date Submitted:</b>		

**Community Stakeholder engagement is meant to be formative and ongoing. Share a few ways in which your school will engage with community stakeholders in 2023-2024.**

We will engagement community stakeholds by giving the them an opportunity to attend our monthly School Site Council Meeting. Stakeholders will also be invited to join our monthly Coffee with the Principal meetings.

<b>APPROVED BY CSSS</b>		<b>DATE</b>	
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**CSSS COMMENTS:**

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