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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Laurel Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Laurel Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Laurel Elementary School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Laurel Elementary School

Site Number: 131

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

- Title I Schoolwide Program
 Comprehensive Support & Improvement (CSI) Grant
 Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
 Local Control Funding Formula Equity Multiplier
 Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/21/2026

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 Stangl
Principal

John Stangl
Signature

4/21/2026
Date

Deiyanna Woodhouse
SSC Chairperson

Deiyanna Woodhouse
Signature

4/21/26
Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines
Network Superintendent

Leroy Gaines
Signature

04/30/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/30/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/9/2025	SSC	Reviewed SPSA goals and strategies
10/14/2025	SSC	Reflected on progress and challenges
11/18/2025	SSC	Conducted mid-year or final SPSA review
12/9/2025	SSC	Discussed proposed expenditures and priorities
1/13/2026	SSC	Collected input for next year's SPSA draft
2/9/2026	SSC	Discussed proposed expenditures and priorities
1/12/2026	Faculty	Reviewed data and identified school needs
10/21/2025	SELLS	Discussed proposed expenditures and priorities
11/4/2025	SELLS	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$216,720
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$940,060

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$212,850
Title I Parent & Family Engagement Resource 3010	\$3,870
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$216,720

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	
	\$940,060

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$39,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$307,644
Proposition 28 (Arts & Music in Schools) Resource 6770	\$92,178
SUBTOTAL OF STATE & LOCAL FUNDING:	\$723,340

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Laurel Elementary School		School ID:	131
CDS Code: 1612596001994	SSC Approval Date:	Board Approval Date:	6/24/2026

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

Multiracial Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming 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, 2024-25								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.5%	33.4%	28.5%	1.9%	8.0%	16.1%	85.4%	21.1%	0.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.5%	7.4%	16.5%	1.1%	0.2%	0.4%	85.4%	10.4%	86.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	29.8%	33.3%	26.5%	50%	55%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	47.2%	61.7%	61.5%	70%	75%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	44.4%	42.4%	52.9%	60%	65%

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-73.6	-57.3	-54.9	-45.00	-40.0
SBAC ELA Participation	All Students	95.0%	95.1%	93.4%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	53.4%	64.7%	62.1%	52.8%	65.0%

Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-83.4	-57.8	-66.4	-65.0	-60.0
SBAC Math Participation	All Students	94.5%	94.5%	93.0%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	15.4%	19.3%	27.4%	25.0%	30.0%
California Science Test (CAST) Participation	All Students	98.5%	95.0%	93.6%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly - Academic mentors support differentiated and individualized academic support.

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-116.8	-114.0	-114.3	-45.0	-40.0
SBAC ELA Distance from Standard Met	African American Students	-104.4	-95.8	-84.3	-70.0	-65.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	53.3%	58.1%	63.2%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.4	-88.2	-117.8	-65.0	-60.0
SBAC Math Distance from Standard Met	African American Students	-117.6	-97.4	-91.3	-80.0	-75.0
Reclassification Measures & Targets	<i>*Reference ELL Progress Data</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	11.3%	11.8%	9.0%	20.0%	20.0%
LTEL Reclassification	Long-Term English Learners	33.3%	0.0%	0.0%	20.0%	20.0%

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven, including our attendance specialist and case manager. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. 3. Having regular family engagement in the form of flyers and newsletters with information on how families can support their students at home.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	68.7%	74.4%	75.8%	80.0%	85.0%
Out-of-School Suspensions	All Students	1.8%	2.9%	4.3%	0.0%	0.0%
Out-of-School Suspensions	African American Students	4.2%	5.9%	9.6%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	4.0%	5.1%	10.6%	0.0%	0.0%
Chronic Absenteeism	All Students	64.7%	33.3%	33.8%	20.0%	20.0%
Chronic Absenteeism	African American Students	68.5%	41.9%	41.6%	25.0%	20.0%

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

School Goal:	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	81.0%	81.5%	81.5%	90.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>iReady Reading - There was an increase of 9pp from BOY to MOY across all grades. We decreased the One Grade Below by 5pp. Grade 1 decreased 2 Grades Below by 16pp and their On or Above went increased 21 pp. 4th grade had a 5pp increase student On or Above. IReady Math - There was an increase of 7pp of number student On or Above Grade Level SBAC - Overall there was a 3.4pp narrowing of the Distance From Standard (DFS). When cohort matching 2023-24 4th grades and our 24-25 5th graders there was a narrowing of 8.9 point. Foundational Skills - Lower Case Letter Naming went from 91.4 EOY 2024 to 95.7 EOY 2025 SIPPS or Mastered. 93.6% of AA studentns were SIPPS ready at end of 2025.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>iReady Reading - For African American students there was an increase of 6pp in the On or Above grade level. There was a reduction of 7pp in 3 or More Years Below. Students with IEPs that are One or More decreased 5pp. iReady Math - For AA studentns, there was a reduction of 6pp of the number of students that were Two or More Years Below Grade Level. The number of students with IEPs Two Grade Levels below decreased by 4pp. SBAC - There was a narrowing of DFS of AA in of 9.5 points of ELA and 6.1 in Math. Foundational Skills - 2025</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>In 2024-25 there was and increase in positive attendance (green) of 3.3pp. Increased AA Satisfactory attendance by 2pp, Latino increased by 2.9pp, and Asian improved by 5pp. In 2024-25 we had a total of 44 suspensions incidents compared with 22 in 2023-24 (Thus far in 2026 we have a total of 4)</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>In 2024-25 the three year retention rate was 55% and average return was 81.5. Our 3 year average is 4pp higher than the Network 4 average.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<p>iReady Reading - 21% of students are 2 Grade Levels and 10% are 3 or more grade levels below. iReady Math - 17% of students are on grade level. SBC. There was a widening of Distance From Standard of 8.6pp. When cohort matching 2023-24 3 graders to 2024-25 4 graders there was a 2.7 widening. Foundational Skills - EOY 2025 4.1 % of students in Kinder were</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>iReady Reading - 38% of African American students are Two or More Grade levels Below. 13% of students with IEPs are on grade level. More than 50% of students with IEPs are Two or More Grade Levels below in reading. iReady Math - At MOY 6% of African American were at grade level. Over 58% of students with IEPs are Two or More Grade Levels below SBAC - For students with IEPs there was a widening of DFS of .3 points in ELA and 29 in Math. Foundational Skills</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>In 2024-24 15% of students are Severly Chronically Absent. Only 35% of AA students have Satisfactory attendance. 41.6 of AA Students Moderately or Severly Chronically Absent.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	A Challenge has been that we are often replacing veteran teachers with newer teachers with limited experience.
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ATSI & TSI Target Student Groups and Metrics						
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26	2026-27
		Baseline	Outcome	Outcome	Target	Target
Chronic Absenteeism	Multiracial Students	66.70%	28.60%	35.10%	15.20%	15.00%
Suspension	Multiracial Students	0.00%	5.30%	8.50%	2.00%	0.00%

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Laurel Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

The overall implementation of the current SPSA was strong. One notable exception was the hiring of Academic Mentors. Rather than hiring 6 as we had hoped, we ended up hiring only half that many. We also ended up hiring only one Early Literacy Tutor instead of the two that we had planned for. That freed up funds that were able to put toward expenses that otherwise would have been covered by the Community School Grant.

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

We were able to see increases in student academic success and decreases in the number of suspension and Chronic Absenteeism.

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.

There were no changes made to the SPSA to achieve the desired outcomes.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Purchase copy paper for family engagement</p>	<p align="center">Student Connectedness to School</p>	<p>Copy paper is used for school to home communication - primarily newsletters, flyers, and homework packets.</p>	<p>California Healthy Kids Survey - Parent Responses In 2024-25 92% of parent respondents agree that the school encourages parents to be active partners in their child's education.</p>	<p>Continue</p>

Purchase refreshments for Family Literacy Night	i-Ready Reading at or above Mid-Grade	Refreshments were provide to student and families attending our Family Literacy Night	California Healthy Kids Survey - Parent Survey Responses. In 2024-25 100% of parents reported feel welcome to actively participate at school.	Continue
Hire 0.5 FTE Attendance Specialist	Chronic Absenteeism	Our Attendance Specialist leads our Attendance Team and reaches out to families of students who are absent and identifies families that are in need of additional support.	Attendance Data. In 2024-25 there was and increase in positive attendance (green) of 3.3pp. Increased AA Satisfactory attendance by 2pp, Latino increased by 2.9pp, and Asian improved by 5pp.	Continue
Hlire Academic Mentors	i-Ready Reading at or above Mid-Grade	Academic Mentors work in classrooms under the direction of the classroom teacher to provide additional one-on-one and small group academic support to students. Academic Mentors also support students on the playground during recess.	Academic Data. iReady Reading - There was an increase of 9pp from BOY to MOY across all grades. We decreased the One Grade Below by 5pp. Grade 1 decreased 2 Grades Below by 16pp and their On or Above went increased 21 pp. 4th grade had a 5pp increase student On or Above. IReady Math - There was an increase of 7pp of number student On or Above Grade Level SBAC - Overall there was a 3.4pp narrowing of the Distance From Standard (DFS). When cohort matching 2023-24 4th grades and our 24-25 5th graders there was a narrowing of 8.9 point. Foundational Skills - Lower Case Letter Naming went from 91.4 EOY 2024 to 95.7 EOY 2025 SIPPS or Mastered. 93.6% of AA studensts were SIPP ready at end of 2025.	Continue

Mission Springs	CAST (Science) at or above Standard	Admission and transportation for Mission Springs field trip.	By attending Mission Springs students will have the opportunity to immerse themselves in science learning and move closer to demonstrating proficiency in science as demonstrated by CAST performance.	Due to reductions in overall funding, we will not be able to continue providing students this opportunity in 2026-27
Translation for parent engagement meetings	Student Connectedness to School	Translation for parent engagement meetings	California Healthy Kids Survey - Parent Survey Responses. In 2024-25 100% of parents reported feel welcome to actively participate at school.	Due to reductions in overall funding, we will not be able to continue offering families translation services.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Laurel Elementary School	SCHOOL ID: 131
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly - Academic mentors support differentiated and individualized academic support.

#	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

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%			
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven, including our attendance specialist and case manager. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. 3. Having regular family engagement in the form of flyers and newsletters with information on how families can support their students at home.			
#	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 coordination 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
3-12	Students will be given an opportunity to extend the day in order to have additional learning opportunities and to engage in play in a safe and supportive environment.	All Students	Academic	Tier 1 : Universal
3-13	In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	All Students	Academic	Tier 1 : Universal
3-14	Provide additional adult supervision at recess to ensure students are safe and develop positive pro social behaviors.	All Students	Behavioral	Tier 1 : Universal

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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				
#	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		<i>ELL Progress Data</i>		
#	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: GLAD 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 2026-27 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
These funds will pay for after-school programming. It will improve school outcomes by providing students with opportunities to receive additional academic and SEL support in a safe and supportive environment. All students will benefit.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Students will be given an opportunity to extend the day in order to have additional learning opportunities and to engage in play in a safe and supportive environment.	131-1
These funds will pay for after-school programming. It will improve school outcomes by providing students with opportunities to receive additional academic and SEL support in a safe and supportive environment. All students will benefit.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Students will be given an opportunity to extend the day in order to have additional learning opportunities and to engage in play in a safe and supportive environment.	131-2
The funds will be used to hire a VAPA teacher. It will raise overall levels of student engagement by providing additional art enrichment opportunities. All students will benefit.	\$24,706	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	1191	Teacher Education Enhancement	0.20			In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	131-3
The funds will be used to hire a VAPA teacher. It will raise overall levels of student engagement by providing additional art enrichment opportunities. All students will benefit.	\$26,331	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10186	Teacher Education Enhancement	0.20			In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	131-4
The funds will be used to purchase supplies for our VAPA program. The use of these supplies will raise overall levels of student engagement by providing additional art enrichment opportunities. All students will benefit.	\$10,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	131-5
unallocated	\$31,141	Arts & Music in Schools (Proposition 28)	4399	Unallocated			0.00			Provide additional adult supervision at recess to ensure students are safe and develop positive pro social behaviors.	131-6
These funds will be used to hire an Early Literacy Tutor. The tutor will increase levels of academic achievement in reading. Students that are more than one year below grade level in reading will be targeted.	\$37,902	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9689	Early Literacy Reading Tutor	0.80			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-7

PROPOSED 2026-27 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
These funds will be used to hire an Academic Mentor. Academic Mentors will lead to increases in student academic achievement and levels of engagement. All students will benefit.	\$23,750	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly			0.00			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-8
The funds will be used for extended contracts for teacher to plan and prepare, for Sports Coachs that will organize recess, for Reacing Partners that will provide targeted reading intervention and a Garden Teacher who will manage the school garden and run garden classes.	\$140,848	California Community Schools Partnership Program	5825	Consultants			0.00			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-9
These funds will be used to hire an African American Male Achievement Facilitator. This position will lead to increases in levels of academic achievement through Literacy Kinds and levels of students and family engagement. This position targets African American studentsts.	\$54,507	California Community Schools Partnership Program Carryover	1105	Certificated Teachers' Salaries	9690	Facilitator, Manhood Dev Prgm	0.50			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	131-10
These funds will fund our Community School Manager (CSM). The CSM will increase overall levels of students and family engagement. All students will benefit.	\$45,508	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	4901	Program Mgr Community School	0.25			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-11

PROPOSED 2026-27 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
Consultants	\$5,128	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			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.	131-12
These funds will pay for after-school programming. It will improve school outcomes by providing students with opportunities to receive additional academic and SEL support in a safe and supportive environment. All students will benefit.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Students will be given an opportunity to extend the day in order to have additional learning opportunities and to engage in play in a safe and supportive environment.	131-13
These funds will pay for after-school programming. It will improve school outcomes by providing students with opportunities to receive additional academic and SEL support in a safe and supportive environment. All students will benefit.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Students will be given an opportunity to extend the day in order to have additional learning opportunities and to engage in play in a safe and supportive environment.	131-14
The funds will be used to purchase school supplies to support the overall school program. All students will benefit.	\$34,300	LCFF Supplemental	4310	School Office Supplies			0.00			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-15
These funds will be used to purchase educational software such as RAZ Kids and Flocabulary. All students will benefit.	\$5,000	LCFF Supplemental	5846	Licensing Agreements			0.00			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-16

PROPOSED 2026-27 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
These funds will be used to hire a Teacher on Special Assignment who will serve as our Instructional Coach and Assessment Coordinator. All students and staff will benefit.	\$139,455	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10995	TSA 11Mon 12Pay	1.00			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.	131-17
These funds will be used to hire a Community School Manager (CSM). The CSM will lead our Coordination Of Services Team and our Student Success Team meetings. All students will benefit.	\$136,525	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	4901	Program Mgr Community School	0.75			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.	131-18
These funds will be used to hire an Early Literacy Tutor. The ELT will provide Tier 2 reading intervention using SIPPS. All students identified as in need of Tier 2 supports will benefit.	\$48,178	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	4450	Early Literacy Reading Tutor	0.80			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-19
These funds will be used to hire an Early Literacy Tutor. The ELT will provide Tier 2 reading intervention using SIPPS. All students identified as in need of Tier 2 supports will benefit.	\$45,634	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10388	Early Literacy Reading Tutor	0.80			For students below grade level, provide tiered supports (Tier 2 Early literacy SIPPS tutoring and Tier 3 Ignite 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.	131-20

PROPOSED 2026-27 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
These funds will be used to hire a Performing Arts teacher. The teacher will be used to provide students with arts instruction and release teachers for collaborative planning. All students and staff will benefit.	\$98,824	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1191	Teacher Education Enhancement	0.80			In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	131-21
These funds will be used to hire a Library Technicians.	\$93,739	Measure G, Library Support	2205	Classified Support Salaries	8554	Library Technician	1.00			In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	131-22
These funds will be used to hire a Visual Arts teacher. The teacher will be used to provide students with arts instruction and release teachers for collaborative planning. All students and staff will benefit.	\$105,325	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10186	Teacher Education Enhancement	0.80			In order to meet the needs of the whole child and promote joyfulness, we will offer enrichment opportunities for students throughout the day, including visual and performing arts instruction.	131-23
These funds will be used to hire a Noon Supervisor (.3 FTE). The Noon Supervisor will provide supervision for students while they are out at recess. All students will benefit.	\$14,433	Other Donations	2905	Other Classified Salaries		Noon Supervisor	0.30			Students will be given an opportunity to extend the day in order to have additional learning opportunities and to engage in play in a safe and supportive environment.	131-24
These funds will be used to purchase supplies for parent engagement. This will increase overall levels of students and family engagement. All students will benefit.	\$2,370	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Student Connectedness to School	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.	131-25



Title I, Part A School Parent and Family Engagement Policy

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

Laurel

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- The schools' Title 1 plan will be presented at our annual Title 1 meeting

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was jointly developed and adopted by Laurel on 8/28/2025 and will be in effect for the period 8/11/25 through 5/31/26.

The school will distribute this policy to all parents on or before August 28, 2025.

**Name of Principal
John Stangl**

**Signature of Principal
*John Stangl***

Date 08/28/2025

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Laurel

2025-26

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

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

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

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

Teachers will also have 1 hours of professional development each week with the same focus.

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

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

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

At Laurel, parents will be provided with reports on their child's progress at the end of each trimester. Parents will also have the opportunity to conference with their child's teacher each time they receive a report card to understand their child's strengths and areas where improvement is needed. Each month Laurel will also hold Parent Support Group meetings where parents will receive information on how they can support their child's learning at home.

- 4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student

- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by Laurel Elementary on 8/7/25, and will be in effect for the period of August 7, 2025 to May 31, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 9th.

Signature of Principal

John Stangl

Date

8/28/25



Laurel ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-26

SSC - Officers

Chairperson:	Deiyanna [REDACTED]
Vice Chairperson:	Bakari [REDACTED]
Secretary:	Tiffany [REDACTED]

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
John Stangl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Jennifer White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Helen Garfinkle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Danielle Lei	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Araceli Ramos Vega	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Morgan [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Tiffany [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Deiyanna [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Bakari [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alyson [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the Month @ 5pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

