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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Laurel Elementary School

Ask of the Board Approve the 2025-2026 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)

- 2025-2026 School Plan for Student Achievement (SPSA) for Laurel Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Laurel Elementary School
CDS Code: 1612596001994
Principal: John Stangl
Date of this revision: 4/17/25

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/17/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 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:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input type="checkbox"/> 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: 4/17/2025

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

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

Signatures:

<u>John Stangl</u> <i>Principal</i>	<u>John Stangl</u> Signature	<u>4/17/2025</u> Date
<u>Deiyanna Gatewood</u> <i>SSC Chairperson</i>	<u>Deiyanna Gatewood</u> Signature	<u> </u> Date
<u> </u> <i>SELLS Representative (optional)</i>	<u> </u> Signature	<u> </u> Date
<u>Leroy Gaines</u> <i>Network Superintendent</i>	<u>Leroy Gaines</u> Signature	<u>4/28/25</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/28/25</u> Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2025	Staff Meeting	Reviewed budget projection and discussed needs and priorities
1/9/2024	SSC	Reviewed budget projection and discussed needs and priorities
1/23/2025	SSC	Discussed budget plan and voted to approve
2/6/2024	SSC	Reviewed draft of SPSA with SSC.
3/6/2025	SSC	Reviewed draft of SPSA with SSC.
4/10/2025	SSC	Review draft of SSC and vote to approve

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 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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$149,110.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$912,808.21

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 (#3010)	\$145,080
Title I, Part A Parent & Family Engagement (#3010)	\$4,030
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$149,110

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$912,808.21

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$40,600
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$370,000
Proposition 28 (Arts & Music in Schools #6770)	\$70,065
SUBTOTAL OF STATE & LOCAL FUNDING:	\$763,698

2025-26 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:
School Mission and Vision		
<p>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.</p> <p>Laurel's mission is to:</p> <ul style="list-style-type: none"> • 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		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> • Additional Targeted Support & Improvement for the following groups: Multiracial Students 		
<p>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.</p>		

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, 2023-24

% 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.**

School Goal:	By May 2026, 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
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."

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%	33.3%	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%	61.7%	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%	42.4%	not available until fall 2025	60.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-73.6	-57.3	not available until fall 2025	-45
SBAC ELA Participation	All Students	95.0%	95.1%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	53.4%	64.7%	not available until fall 2025	65.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	-83.4	-57.8	not available until fall 2025	-65
SBAC Math Participation	All Students	94.5%	94.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	14.2%	20.3%	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	15.4%	19.3%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	98.5%	95.0%	not available until fall 2025	95.0%

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

School Goal:	By May of 2026 - 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:	- 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 Measures & Targets for Focal Student Groups

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	-114	not available until fall 2025	-45
SBAC ELA Distance from Standard Met	African American Students	-104.4	-95.8	not available until fall 2025	-70.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	53.3%	58.1%	not available until fall 2025	15.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.4	-88.2	not available until fall 2025	-65
SBAC Math Distance from Standard Met	African American Students	-117.6	-97.4	not available until fall 2025	-80.0

Reclassification Measures & Targets**Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	11.3%	11.8%	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	33.3%	0.0%	not available until fall 2025	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. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.7%	74.4%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	1.8%	2.9%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	4.2%	5.9%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	4.0%	5.1%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	64.7%	33.3%	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	68.5%	41.9%	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal:	By May 2025, 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
One-Year School Teacher Retention Rate		All Teachers	81.0%	81.5%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p>From 2022/23 to 2023/24, students in grades K, 1, 3 made gains in literacy as measured by iReady Diagnostic assessments. Students made gains in grades 3-5 in ELA and Math as measured by SBAC. Growth in Math was most significant, with a 25 point reduction in Distance From Standard. There was a 9.3 pp gain in students grades 3-5, that gained one or more year as measured by iReady Reading. Increase the percentage of students in grades 3-5 performing 2 or more years below grade level meeting their stretch goal by 10 percentage points</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>From 2022/23 to 2023/24, there was an 8.6 point improvement in the SBAC ELA Distance from Standard Met around African American students.</p>
<p><i>LCAP Goal 3:</i></p>	<ul style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p>From 2022/23 to 2023/24, there was a 31 point improvement in positive attendance in Laurel from EOY 2023 to EOY 2024. Chronic Absenteeism dropped by 31.4 points</p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, 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.</i></p>	<p>Of the 19 teachers on Laurel Staff for the 2023-34 school year, all but 1 returned, leaving us with a retention rate higher than the district average. Overall, of the 42 staff members, all but 2 were retained. In 2023/24 77 percent of staff feel supported by their direct supervisor. In 2023/24 75% feel the school promotes participation in decision making. 90% of staff indicated the Laurel is a supportive and inviting place to work.</p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p>Student growth as measured by SBAC Distance From Standard was uneven across ethnic groups. The greatest gains were made around our Asian students and the lowest gains were made by latino students, 20 points versus 7 points. There is also a significant discrepancy between African American students and Asian students in Distance From Standard, -95.8 versus -4.2. Increase the percentage of students in grades 3-5 performing 2 or more years below grade level meeting their stretch goal by 10 percentage points</p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>Laurel fell short of achieving this growth goal by 8.4 points. Laurel's African American students had the lowest rate of positive attendance at 26.5%, compared with 69% for Asian and 29% for Latino</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p>Laurel fell short of achieving this goal by 13.7 points despite the implementation of strategies designed to improve attendance rates. Our efforts to incentive positive attendance and to address chronic absenteeism through the SART/SARB process have not produced a noticable difference. Our multiracial students are still struggling to meet growth targets for chronic absenteeism and suspension, which we are using strategies and activities to address.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, 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.</i></p>	<p>In 2023/24 72% of staff report that disruptive behavior is a moderate or severe problem. We know that disruptive classroom behavior over the long term leads to teacher stress and burnout, leading factors in teacher turn over.</p>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Multiracial Students	66.70%	28.6%	not available until fall 2025	15.2%
Suspension	Multiracial Students	0.00%	5.3%	not available until fall 2025	2.0%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Laurel Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 three Academic Mentors and an Attendance Specialist to case manage students that are Chronically Absent. We opened contracts for Reading Partners and with HEROS.

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

Laurel's Community School Manager (CSM) and African American Achievement Facilitator were 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 Attendance Specialist was effective at holding biweekly attendance meetings and case managing students with high levels of chronic

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 have been several changes to our site plan due to different factors including need, budgetary and base allocations. One change in our plan is the elimination of our 1st grade Reading Intervention Specialist. Instead we are funding an additional SIPPS Early Literacy Tutor which will improve overall alignment of our reading program. We are also eliminating a consultant position that supported our newcomers because a similar position was included in our base allocation.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Academic Mentors	i-Ready Reading at or above Mid-Grade	The mentors work in classrooms across all grades providing academic and social/emotional supports	Academic Mentors have led to critical academic and social emotion support for students that have led to increase in academic performance as measured by iReady and a reduction in the number of office referrals for behavior.	Continue
Attendance Specialist	Chronic Absenteeism	The Attendance Specialist leads our Attendance Action Team meeting and case manages students that are chronically absent.	Year over year rates of chronic absenteeism have lowered as a result of intensive case management by our Attendance Specialist	Continue
Community School Manager	Student Connectedness to School	Laurel Community School manages leads our Coordination of Services Team to ensure that students needs are met. Our CSM also serves as a direct support for students, families and staff.	California Healthy Kids Survey data show a year over year increase in the percent of families and students reporting that they feel connected to the school. There is an increase in the percent of students that report cared for by a member of the school staff.	continue
Refreshments	Student Connectedness to School	Refreshments were provided at our Literacy Night event to increase attendance and levels of family engagement.	Family Literacy Night attendance has increased as a result of refreshments being provided.	continue
Paper	Student Connectedness to School	Paper is used to make homework packets to increase family engagement.	Family report that the homework packets provide them resources to support their students learning at home and better understand what students are learning at school	continue

2025-26 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 2026, 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
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."

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

School Goal:		By May of 2026 - 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		
#	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 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. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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 celebrations 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

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

School Goal:		By May 2025, 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

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			<u>Stages and Actions for ELD Implementation</u>	
#	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 2025-26 SCHOOL SITE BUDGET
Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	5100 - Subagreements For Services	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	131-1
This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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
This will pay for our EEIP teachers to be brought up to full time and to provide additional enrichment opportunities for our students. All students will benefit.	1105 - Certificated Teachers' Salaries	\$23,980	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	1191	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			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
This will pay for our EEIP teachers to be brought up to full time and to provide additional enrichment opportunities for our students. All students will benefit.	1105 - Certificated Teachers' Salaries	\$27,944	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10186	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			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
This will pay for our EEIP teacher to provide additional enrichment opportunities outside of regular school hours. All students will have the opportunity to participate.	1120 - Certificated Teachers' Salaries: Stipends	\$4,829	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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
This will pay for our EEIP to purchase needed art supplies. All students will benefit.	4310 - School Office Supplies	\$13,312	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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.	131-6
This will pay for an African American Male Achievement Facilitator who will provide direct services and support to student and staff. All students will benefit with a concentrated focus on African American males.	1105 - Certificated Teachers' Salaries	\$54,011	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	9690	Facilitator, Manhood Development Program	0.5			Provide whole child academic culturally responsive instruction and care management support by hiring African American Male Achievement Facilitator and engaging with Pacific Islander mentor in partnership with Office of Equity	131-7
This will pay for a Teacher on Special Assignment who will focus on academic innovation and acceleration for our newcomers and students underperforming academically. All students will benefit with a concentrated focus on newcomers and underperforming students.	1119 - Certificated Teachers on Special Assignment Salaries	\$77,161	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 07	10-Month Teacher on Special Assignment (TSA)	0.5			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.	131-8

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
This will pay for an Early Literacy Tutor who will provide SIPPS instruction. All students K-5 will benefit.	2105 - Classified Instructional Aide Salaries	\$37,621	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9689	Early Literacy Tutor	0.8			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.	131-9
This will pay for an Early Literacy Tutor who will provide SIPPS instruction. All students K-5 will benefit.	2105 - Classified Instructional Aide Salaries	\$43,893	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New Position 06	Early Literacy Tutor	0.8			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.	131-10
This will pay for a Community School Manager who will support students and families as we foster a positive and joyful school environment. All students will benefit.	2305 - Classified Supervisors' and Administrators' Salaries	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25			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.	131-11
This will pay for consultants (Children Rising) to deliver foundational reading skills intervention. All students grades 2-3 will benefit.	5825 - Consultants	\$1,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			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.	131-12
This will pay for Bus transportation for field trips	5826 - External Work Order Services	\$12,820	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			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.	131-13
The will pay for consultant contracts with HEROS, Reading Partners, Social Worker Interns and Children Rising. All students will benefit.	5825 - Consultants	\$75,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			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.	131-14
This will pay for bus transportation to Mission Springs Science Camp. All 5th grade students will benefit.	5826 - External Work Order Services	\$10,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services	n/a	n/a	n/a			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.	131-15

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 131

School: Laurel Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
This will pay for admission fees to Mission Springs Science camp. All 5th grade students will benefit.	5829 - Admission Fees	\$15,000	California Community Schools Partnership Program Carryover	5829	Admission Fees	n/a	n/a	n/a			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.	131-16
This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	5100 - Subagreements For Services	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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.	131-17
This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	5825 - Consultants	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	131-18
This will pay for certificated teaching staff to return early from summer break and before the school year begins for two days of intensive standards-based planning and preparation. All students will benefit.	1120 - Certificated Teachers' Salaries: Stipends	\$24,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	131-19
This will pay for paper which will be used for home school communication. All students will benefit.	4310 - School Office Supplies	\$9,600	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			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.	131-20
This will pay for software licenses such as Flocabulary and RAZ Kids plus. All students will benefit.	5846 - Licensing Agreements	\$7,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			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.	131-21
This will pay for supplies which will be used for home school communication. All students will benefit.	4310 - School Office Supplies	\$2,380	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	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	131-22

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 131

School: Laurel Elementary School

[illegible]

2025-26 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:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input type="checkbox"/> 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: 4/17/2025

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

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

Signatures:

<u>John Stangl</u> <i>Principal</i>	<u>John Stangl</u> Signature	<u>4/17/2025</u> Date
<u>Deiyanna Gatewood</u> <i>SSC Chairperson</i>	<u>Deiyanna Gatewood</u> Signature	<u> </u> Date
<u> </u> <i>SELLS Representative (optional)</i>	<u> </u> Signature	<u> </u> Date
<u>Leroy Gaines</u> <i>Network Superintendent</i>	<u>Leroy Gaines</u> Signature	<u>4/28/25</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/28/25</u> Date



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 8/22/2024 and will be in effect for the period 8/12/24 through 5/29/25.

The school will distribute this policy to all parents on or before September 22, 2024.

Name of Principal
John Stangl

Signature of Principal
John Stangl

Date 08/22/2024

Please attach the School-Parent Compact to this document.



School-Parent Compact

Laurel

2024-25

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 2024-25 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 8/17/24, and will be in effect for the period of August 12, 2024 to May 30, 2025.

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

8/22/24

Strategic Resource Planning (SRP)



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

Laurel ELEMENTARY SCHOOL**School Site Council Membership Roster****2024-2025****SSC - Officers**

Chairperson:	Deiyanna Gatewood
Vice Chairperson:	Allison Swan
Secretary:	Danielle Lei

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
Danielle Lei	<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
Hannah Rose	<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
Avi Ringer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Allison Swan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Deiyanna Gatewood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alyson Abriel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Eva Yang	<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)

1st Tuesday of the Month

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.

