



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel School	41689656044168	September 28, 2022	October 26, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

At Laurel School, we place tremendous value on continuous improvement. Twice receiving the California Distinguished School Award and one time receiving the National Blue Ribbon Award, we are not a school that rests on its laurels. Each year, we examine the achievement of our full school population, as well as disaggregate the data to determine how well we serve students from all state identified sub-groups. Based on annual data as well as interim data, teachers and school leaders analyze the efficacy of our wide variety of programs and interventions down to the individual child. Instructional adjustments are made as soon as a new trend is identified. 40% of the student body are enrolled in our Spanish Immersion Program, which provides 90% of instruction in Spanish in kindergarten, gradually transitioning to 50% Spanish instruction and 50% English instruction by fifth grade. Even though the classroom instruction is predominantly in

Spanish, we maintain common academic benchmarks for achievement and engagement in both the English Only and Spanish Immersion programs.

We know gaps in the achievement of our students from students of color, students from low socio-economic households and English Learners need particular attention, and Laurel's 2023-24 Single Plan lays out our anticipated actions to address those areas of need. With that, we are also extremely proud of how our students with disabilities improved performance in math in the 2022-23 school year (+16% over the 21-22 school year).

To support all students' social-emotional well being, we concurrently prioritize joyful learning, emotional regulation, and character education. To ensure students have ample voice and choice in their learning, we implement the workshop model in reading and writing, have Project Based Learning Units to deliver a meaningful and inquiry based approach. Art, Music, Library, P.E., and World Language are taught by credentialed teachers who value diversity, individual expression, and creativity.

Our School Counselors lead the Positive Behavior Intervention and Supports (PBIS) program on our campuses to ensure we teach students pro-social behavior and emotional management. In partnership with families, teachers and staff, we also positively recognize all students using their Life Skills (Laurel's character education program). Additionally, we further emphasize integrated well-being by providing professional development on the RULER approach to emotional regulation strategies.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our Tier 1 classroom based supports for students and intervention programs are led by general education 2.0 FTE reading specialists, 2.0 FTE EL teachers, and a 0.6 FTE Math Interventionist. Students who are designated by the District as College Bound, Low SES and/or English Language Learners and who are performing below grade level in math will receive in-school math intervention from a credentialed teacher and/or from math instructional aides.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Educational Partner Involvement 4
- Resource Inequities 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
- Goals, Strategies, & Proposed Expenditures..... 14
 - Goal 1..... 14
- Goals, Strategies, & Proposed Expenditures..... 17
 - Goal 2..... 17
- Goals, Strategies, & Proposed Expenditures..... 22
 - Goal 3..... 22
- Goals, Strategies, & Proposed Expenditures..... 25
 - Goal 4..... 25
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 5..... 28
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 6..... 32
- School Site Council Membership 34
- Recommendations and Assurances 35
- Instructions..... 36
 - Instructions: Linked Table of Contents 36
 - Purpose and Description..... 37
 - Educational Partner Involvement 37
 - Resource Inequities 37
- Goals, Strategies, Expenditures, & Annual Review..... 38
 - Annual Review 39
 - Budget Summary 40
 - Appendix A: Plan Requirements 42
 - Appendix B:..... 45
 - Appendix C: Select State and Federal Programs 47

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school principals lead the School Site Council (SSC) which is composed of parents, teachers, and other staff representing multiple grade levels, and programs. The SSC will meet 5 times in the 2023-24 school year. During this time, actions and outcomes within the single plan for student achievement will be reviewed and monitored by the SSC stakeholders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All students have access to grade level curriculum and technology. Students who require extra support based on their academic and social emotional needs receive support from their classroom teacher, instructional aides, interventionists, and the school counselor. Currently there are no inequities identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.3%	0.47%	0.45%	2	3	3
Asian	17.0%	19.47%	20.72%	113	124	139
Filipino	0.6%	0.47%	0.45%	4	3	3
Hispanic/Latino	21.2%	20.72%	20.72%	141	132	139
Pacific Islander	1.2%	0.94%	1.34%	8	6	9
White	47.3%	45.21%	42.47%	315	288	285
Multiple/No Response	11.4%	11.30%	12.52%	76	72	84
	Total Enrollment			666	637	671

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	108	123
Grade 1	119	98	118
Grade 2	110	113	103
Grade3	113	110	111
Grade 4	106	105	107
Grade 5	123	103	109
Total Enrollment	666	637	671

Conclusions based on this data:

1. Laurel School's K-5 enrollment is slightly declining each school year, for the past two years.
2. The three largest ethnic groups are White (42%), Hispanic (20%) and Asian (20%).
3. Laurel's African American, Filipino, and Pacific Islander population altogether is less than 5%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	51	60	57	7.7%	9.4%	8.5%
Fluent English Proficient (FEP)	77	65	69	11.6%	10.2%	10.3%
Reclassified Fluent English Proficient (RFEP)	29	23	28	4.4%	3.6%	4.2%

Conclusions based on this data:

1. The number of students who are classified as English Learners decreased slightly from last year.
2. The number of Reclassified Fluent English Proficient (RFEP) is increasing steadily as a part of meeting our LCAP goal 3.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	110	110	111	0	108	111	0	108	111	0.0	98.2	100.0%
Grade 4	106	103	107	0	101	107	0	101	107	0.0	98.1	100.0%
Grade 5	122	105	109	0	104	109	0	104	109	0.0	99.0	100.0%
All Grades	338	318	327	0	313	327	0	313	327	0.0	98.4	100.0%

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2502.	2499		60.19	52.7		20.37	29.5		12.96	8.9%		6.48	8.9%
Grade 4		2548.	2528		60.40	52.8		25.74	17.9		6.93	17.9		6.93	11.3
Grade 5		2596.	2592		67.31	59.8		20.19	29.0		4.81	4.7%		7.69	6.5%
All Grades	N/A	N/A	N/A		62.62	55.1		22.04	25.5		8.31	10.5		7.03	8.9%

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		45.37	37.8%		51.85	54.1%		2.78	8.1%			
Grade 4		48.51	34.9%		46.53	57.6%		4.95	7.6%			
Grade 5		53.85	44.0%		42.31	52.3%		3.85	3.7%			
All Grades		49.20	39.0%		46.96	54.6%		3.83	6.4%			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.74	44.1%		53.70	46.9%		5.56	9.0%
Grade 4		51.49	37.7%		45.54	52.8%		2.97	9.4%
Grade 5		48.08	48.6%		46.15	45.0%		5.77	6.4%
All Grades		46.65	43.6%		48.56	48.2%		4.79	8.3%

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	27.0%		69.44	67.6%		5.56	5.4%
Grade 4		27.72	21.7%		66.34	68.9%		5.94	9.4%
Grade 5		31.73	27.5%		58.65	67.9%		9.62	4.6%
All Grades		28.12	25.5%		64.86	68.1%		7.03	6.4%

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.67	40.5%		49.07	51.4%		9.26	8.1%
Grade 4		35.64	29.3%		59.41	64.2%		4.95	6.6%
Grade 5		49.04	34.9%		44.23	57.8%		6.73	7.3%
All Grades		42.17	35.0%		50.80	57.7%		7.03	7.4%

Conclusions based on this data:

1. Laurel School maintains steady achievement with 81% of students at met or exceeded the standard for ELA, a decrease of 4% from 2022.
2. The claim area results in ELA reveal a wide range at Above Standard (25% to 44%) and a slight increase of students at the Below Standard level (6% to 8%) in 2023 compared to 2022 (4% to 7%).
3. At Laurel School, the English learner and RFEP groups have less than 30 students for meaningful comparisons, and caution should be used when interpreting the results of this group. Compared to 2022, all student groups decreased in ELA in 2023.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	110	110	111	0	109	111	0	109	111	0.0	99.1	100.0%
Grade 4	106	103	107	0	100	106	0	100	106	0.0	97.1	99.1%
Grade 5	122	105	109	0	105	107	0	105	107	0.0	100.0	98.2%
All Grades	338	318	327	0	314	324	0	314	324	0.0	98.7	99.1%

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2501.	2501		54.13	59.1		33.94	22.6		4.59	13.0		7.34	5.2%
Grade 4		2541.	2541		50.00	50.0		30.00	28.3		14.00	17.0		6.00	4.7%
Grade 5		2595.	2597		61.90	68.5		13.33	8.3%		15.24	13.0		9.52	10.2
All Grades	N/A	N/A	N/A		55.41	59.3		25.80	19.8		11.15	14.3		7.64	6.7%

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		51.38	55.7%		43.12	38.3%		5.50	6.1%	
Grade 4		47.00	49.1%		46.00	39.6%		7.00	11.3%	
Grade 5		64.76	61.8%		24.76	24.6%		10.48	13.6%	
All Grades		54.46	55.6%		37.90	34.1%		7.64	10.3%	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.13	58.3%		40.37	35.7%		5.50	6.1%
Grade 4		51.00	44.3%		42.00	49.1%		7.00	6.6%
Grade 5		50.48	58.2%		40.95	32.7%		8.57	9.1%
All Grades		51.91	53.8%		41.08	39.0%		7.01	7.3%

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		60.55	50.4%		33.94	42.6%		5.50	7.0%
Grade 4		51.00	43.4%		42.00	47.2%		7.00	9.4%
Grade 5		44.76	53.6%		45.71	36.4%		9.52	10.0%
All Grades		52.23	49.2%		40.45	42.0%		7.32	8.8%

Conclusions based on this data:

1. Laurel School maintains steady achievement with 79% at Standard Met or Exceeded for Math, a decrease of 2% from 2022.
2. In Math, about 50% of students score Above Standard in the three claim areas. There was a 2% increase in the Above Standard group for both Concepts & Procedures and Problem Solving and Modeling & Data Analysis in 2023.
3. At Laurel School, the English learner and RFEP groups have less than 30 students for meaningful comparisons, and caution should be used when interpreting the results of this group. Compared to 2022, some groups showed an increase in Mathematics, specifically Students with Disabilities with a 16% increase, and English Learners with a 3% increase.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Grade K	1478.9	1425.7	1496.7	1437.8	1437.5	1397	22	26
Grade 1	*	1463.6	*	1488.1	*	1438.8	7	13
Grade 2	*	*	*	*	*	*	4	7
Grade 3	*	*	*	*	*	*	7	5
Grade 4	*	*	*	*	*	*	5	2
Grade 5	*	*	*	*	*	*	7	4
All Grades							52	57

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	40.91	23.1%	40.91	30.8%	13.64	34.6%	4.55	11.5%	22	26
1	*	7.7%	*	61.5%	*	15.4%	*	15.4%	*	13
2	*	*	*	*	*	*	*	*	*	7
3	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	2
5	*	*	*	*	*	*	*	*	*	4
All Grades	32.69	15.8%	38.46	40.4%	21.15	26.3%	7.69	17.5%	52	57

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	50.00	30.8%	31.82	38.5%	13.64	15.4%	4.55	15.4%	22	26
1	*	53.9%	*	23.1%	*	7.7%	*	15.4%	*	13
2	*	*	*	*	*	*	*	*	*	7
3	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	2
5	*	*	*	*	*	*	*	*	*	4
All Grades	46.15	35.1%	34.62	35.1%	15.38	12.3%	3.85	17.5%	52	57

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	13.64	7.7%	40.91	23.1%	36.36	46.2%	9.09	23.1%	22	26
1	*	0.0%	*	30.8%	*	53.9%	*	15.4%	*	13
2	*	*	*	*	*	*	*	*	*	7
3	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	2
5	*	*	*	*	*	*	*	*	*	4
All Grades	13.46	5.3%	38.46	24.6%	28.85	43.9%	19.23	26.3%	52	57

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	
K	50.00	42.3%	45.45	42.3%	4.55	15.4%	22	26	
1	*	61.5%	*	30.8%	*	7.7%	*	13	
2	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	44.23	45.6%	50.00	36.8%	5.77	17.5%	52	39	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	
K	63.64	15.4%	27.27	65.4%	9.09	19.2%	22	26	
1	*	30.8%	*	53.9%	*	15.4%	*	13	
2	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	61.54	24.6%	28.85	56.1%	9.62	19.3%	52	39	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	13.64	7.7%	77.27	73.1%	9.09	19.2%	22	26
1	*	7.7%	*	53.9%	*	38.5%	*	13
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	17.31	8.8%	63.46	57.9%	19.23	33.3%	52	39

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
K	54.55	26.9%	22.73	38.5%	22.73	34.6%	22	26
1	*	7.7%	*	76.9%	*	15.4%	*	13
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	32.69	19.3%	46.15	50.9%	21.15	29.8%	52	39

Conclusions based on this data:

1. Asterisks represent a total number of students of less than 10 who took the ELPAC due to privacy matters.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy & Collaborative Relationships

LEA/LCAP Goal

Broad Goal/Healthy and Collaborative Relationships #1: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.

Goal 1

School Goal: We will learn about the experiences of our diverse student body, understand our own identity and experiences, and create culturally responsive learning environments that reflect unbiased practices.

Identified Need

Laurel's student body is diverse and therefore staff need to gain a better understanding of who they are and the best way to serve them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Laurel staff participation in the annual Panorama focusing on Equity and Bias.	2022-23 62% of Laurel staff participated in the annual Panorama focusing on Equity and Bias.	2023-24 65% of Laurel staff participation in the annual Panorama focusing on Equity and Bias.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with an emphasis on better serving students from marginalized groups.

Strategy/Activity

1.1 Lower Laurel: Set aside time in staff meetings for staff to complete implicit bias tests; Leadership and Campus Monitor will provide training to yard duty supervisors around conflict resolution, problem-solving strategies, and implicit biases. Implicit Bias tests.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with an emphasis on better serving students from marginalized groups.

Strategy/Activity

1.2 Lower Laurel: Community Reads will be redesigned to be more sustainable / grade level based. Community Read books will continue to have lessons which support teachers' instructional strategies related to the social justice standards.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with an emphasis on better serving students from marginalized groups.

Strategy/Activity

1.3 Lower Laurel: DBEI Coordinator, in partnership with Laurel's Lower Campus DBEI Team, will analyze and strategize next steps in response to our adherence to the three dimensions of equity work: Multicultural Education, Social Justice Education, Culturally Responsive Pedagogy.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with an emphasis on better serving students from marginalized groups.

Strategy/Activity

1.4 Laurel Upper: Provide professional development for all teachers on the Social Justice Standards and the designated Community Reads books and activities that support them.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with an emphasis on better serving students from marginalized groups.

Strategy/Activity

1.5 Laurel Upper: Each classroom will engage in at least one Community Circle per week to increase sense of belonging and elevate the voices of our underrepresented populations of students.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Laurel staff continued PD, book clubs, affinity groups, coaching and professional learning communities. Learning / reflection occurred about centering work and decision making to best support underserved communities and individuals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The work on the Community Reads initiative showed an improvement in student engagement, as expected. The work sometimes felt "separate" from the usual classroom cadence.

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

Instructional coaches and a team of teachers will continue to roll out community read books with accompanying conversation topics / provocations all focused on helping students engage in the domains of the Social Justice Standards. This year we will hone in on specific strategies and resources so that the work feels more integrated into the classroom.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement Goal

LEA/LCAP Goal

Broad Goal #2: Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period as measured by the Smarter Balanced Assessment and Site Benchmark Data. (An average of 3% growth each year.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

Goal 2

School Goal: We will focus on the individual learning and support needs of each child, using diagnostic and formative tools in all subject areas. We align to the LCAP Goal and metrics.

Identified Need

Continue to show progress on SBAC in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>K-2 F&P: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 2-3%</p> <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic Disadvantaged Non-native English speaker Students with Disabilities Foster Youth 	<p>2023 K-2 F&P Actuals: HI, AA, PI: 56% Socio-economic Disadvantaged: 49% English Learners & RFEP: 51% SWD: 72%</p>	<p>2024 K-2 F&P: HI, AA, PI: 59% Socio-economic Disadvantaged: 52% English Learners & RFEP: 54% SWD: 75%</p>
<p>K-2 Writing Rubric: Number of underrepresented students from the following groups meeting or exceeding</p>	<p>2023 K-2 Writing Actuals: HI, AA, PI: 56% Socio-economic Disadvantaged: 66% English Learners & RFEP: 73%</p>	<p>2024 K-2 Writing: HI, AA, PI: 59% Socio-economic Disadvantaged: 69% English Learners & RFEP: 76%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>standards will increase by 2-3%</p> <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic Disadvantaged Non-native English speaker, Students with Disabilities, Foster Youth 	SWD: 65%	SWD: 71%
<p>3-5 SBAC ELA: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 5%</p> <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic Disadvantaged Non-native English speaker (EL + RFEP) Students with Disabilities Foster Youth 	<p>3-5 SBAC ELA 2023 Actuals:</p> <p>HI, AA, PI: 52%</p> <p>Socio-economic Disadvantaged: 41%</p> <p>English Learners & RFEP: 60%</p> <p>SWD: 33%</p>	<p>3-5 SBAC ELA 2024:</p> <p>HI, AA, PI: 55%</p> <p>Socio-economic Disadvantaged: 44%</p> <p>English Learners & RFEP: 63%</p> <p>SWD: 36%</p>
<p>3-5 SBAC Math: Number of underrepresented students from the following groups meeting or exceeding standards will increase by 5%</p> <ul style="list-style-type: none"> Hispanic/Latino, African American, Pacific Islander Socio-economic Disadvantaged Non-native English speaker, Students with Disabilities Foster Youth 	<p>3-5 SBAC Math 2023 Actuals:</p> <p>HI, AA, PI: 38%</p> <p>Socio-economic Disadvantaged: 34%</p> <p>English Learners & RFEP: 53%</p> <p>SWD: 50%</p>	<p>3-5 SBAC Math 2024:</p> <p>HI, AA, PI: 42%</p> <p>Socio-economic Disadvantaged: 37%</p> <p>English Learners & RFEP: 56%</p> <p>SWD: 53%</p>
Overall percent of MPCSD's student population scoring at the "Standards Exceeded"	<p>3-5 SBAC ELA 2023 Actuals:</p> <p>All students: 55%</p> <p>3-5 SBAC Math 2022 Actuals:</p>	<p>3-5 SBAC ELA 2024:</p> <p>All students: 58%</p> <p>3-5 SBAC Math 2023:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.	All students: 60%	All students: 63%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

2.1 Laurel Lower: During District Thursdays, teachers will analyze data and create instructional plans in response to specific student needs and strengths. During Site Thursdays, teachers will calibrate and score TCRWP within grade-level teams.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

2.2 Laurel Lower: Well planned scope and sequence of the year including Science, Reading, Writing, Math, Social Studies. Teams, with Instructional Coach, completely plan the year using Year at a Glance Planning template. This will increase a focus on teaching a meaningful & integrated curriculum, allowing time for more small group instruction and individualized support.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

2.3 Laurel Lower: EL teacher will use data / information from ELPAC to coach teachers, train specialists, and provide targeted, robust intervention to students.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 3-5

Strategy/Activity

2.4 Laurel Upper: Elevate the voices of students who are on IEPs, 504, & designated EL by working closely with staff to better understand MTSS & Special Ed services: Special education staff will present on neuro differences & asset-based language for teachers/staff; All teachers will conduct empathy exercises for students and will conduct Listening Calls for each family prior to BTSN.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 3-5

Strategy/Activity

2.5 Laurel Upper: Understand baseline data for foundational literacy skills by conducting universal screener for all 3rd grade students; Conduct needs-based foundational literacy skills intervention groups.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades TK-5: SocioUnder Represented Students

Strategy/Activity

2.6 Engage in Classroom conversations with each teacher each trimester; the Lead Team at Upper meets monthly to review student progress for all 3-5 students who are designated SES. At Lower, the MTSS team meets bi-monthly to progress monitor.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year we continued the ADAM assessment and Bridges math program. We also experienced full implementation of the Twig science curriculum. We recognized areas of need in the teaching of phonics and phonemic awareness. Put together we saw a decrease in achievement for several student groups.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We achieved what we set out to achieve, which was to implement the math assessment and intervention program and the science curriculum.

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

We are continuing our work on math assessment and intervention and are rolling out the science curriculum with more experience and confidence. We are focusing efforts and attention on ELs and students with disabilities (IEPs and 504s).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development Goal

LEA/LCAP Goal

Broad Goal #3: Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments in order to qualify for reclassification.

Goal 3

School Goal: We will reclassify all ELs who are at-risk of being "LTELS."

Identified Need

English Learners are best served in the general education class and therefore need accelerated reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Laurel will successfully reclassify all EL students who are at-risk of being Long Term English Learners.	In the Fall of 2023, Laurel has 1 student who has been designated as English Learners for over five full years at Laurel (they are currently in fifth grade).	0 Long Term English Learners by Fall 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

3.1 Laurel Lower: 100% of teachers will participate in Professional Learning Institutes during which Instructional Coaches embed Academic Language Learning strategies and integrate effective language development strategies academic planning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

3.2 Laurel Lower: EL teachers to share with specialists the strengths and needs of Laurel's EL focal students, providing specific PD to positively impact EL focal students' success. All specialists have shared ownership over EL students' progress and success.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

3.3 Laurel Lower: Focus on high expectations (small group instruction, scaffolding, progress monitoring). Implementations of robust and well-communicated MTSS structure with the goal of raising achievement for all and avoiding unnecessary Special Education Referrals of EL students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 3-5

Strategy/Activity

3.4 Laurel Upper: Grade level professional learning sessions ("Institutes") will focus on multilingual students accessing complex text using Twig science curriculum.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades 3-5

Strategy/Activity

3.5 Laurel Upper: EL Specialist will collaborate with teachers on EL strategies in math through coaching, modeling, and pushing into the classrooms.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We continue to feel the effects of the disruption in education for our English Learners and therefore see a very small number of LTELS (number too small to identify on this document).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We continue to monitor the progress of all of our ELs and are focusing our efforts on the identification and service of our ELs who are on IEPs.

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

We are focusing on the speaking and listening standards to more intentionally address the needs of the ELs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Sense of Belonging Goal

LEA/LCAP Goal

Broad Goal #4: Over a three-year period of time, MPCSD will increase by 3% our students' sense of belonging and engagement in learning for our students of Socio-economically Disadvantaged families as measured by the annual Panorama student, parent survey results, and feedback from focus groups.

Goal 4

School Goal: We will see an increase in the Socio-economically Disadvantaged students' sense of belonging and engagement in learning.

Identified Need

Increase in the Socio-economically Disadvantaged students' sense of belonging and engagement in learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students from Socio-economic Disadvantaged families achieving "standard met" and "standard exceeded" on the ELA and Math portions of the CAASPP.	3-5 SBAC ELA 2023 Actuals: SED students: 41% 3-5 SBAC Math 2023 Actuals: SED students: 34%	3-5 SBAC ELA 2024 Goals: SED students: 44% 3-5 SBAC Math 2023 Goals: SED students: 37%
Percentage of SED students reporting a favorable feeling of "Sense of belonging" on the annual Panorama (grades 3-8) "Sense of belong Scale."	63% of SED students reported a favorable feeling of "Sense of belonging" on the 2023 Panorama (grades 3-8) "Sense of belong Scale."	66% of SED students reporting a favorable feeling of "Sense of belonging" on the 2024 Panorama (grades 3-8) "Sense of belong Scale."

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-2 Students who are from socio-economically disadvantaged households

Strategy/Activity

4.1 Laurel Lower: Twice yearly community meetings for families who opt-in to the Caring and Sharing program. Meetings will focus on listening, empathy, parent education, and next steps so

we remain on a path of continuous improvement for students designated as SED and increasing a strong sense of belonging.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-2 Students who are from socio-economically disadvantaged households

Strategy/Activity

4.2 Laurel Lower: Focus on high expectations (small group instruction, scaffolding, progress monitoring). Implementations of robust and well-communicated MTSS structure beginning in kindergarten. Avoid disproportionality in Special Education, we commit to first using robust general education interventions in a systematic and ongoing manner.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3-5 Grade Socio-economically Disadvantaged Students

Strategy/Activity

4.3 Laurel Upper: Create and develop opportunities for students to participate in Clubs, Leadership, and Community Service, specifically reaching out to students from our SES families.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3-5 Grade Socio-economically Disadvantaged Students

Strategy/Activity

4.4 Laurel Upper: Examining our practices regarding assessment and intervention to ensure students have access to grade level content and instruction, in addition to frequent and targeted intervention, with particular attention to our over-identified populations of students.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our efforts to engage in specific outreach to our College Bound families continue to be successful with all student groups reporting over 69% a "sense of belonging". This is due to wrap-around support provided by the district family engagement coordinator and the school administrative counselors. In order to increase that percentage and respond to adjusted metrics we will be re-examining our efforts and engaging on more specific outreach, with particular attention to our College Bound students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While still high, we did see a decrease in "sense of belonging" in all student groups.

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

We will address the metrics and assessments used to determine our students sense of belonging through our district wide focus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Integrated Well-being Goal

LEA/LCAP Goal

MPCSD Broad Goal #5: Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, paying close attention to our underrepresented students, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence.

This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status staff will support the social-emotional development of each child, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's "Emotional Regulation" composite score.

Goal 5

Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, paying close attention to our underrepresented students, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence.

This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey's Sense of Belonging, Connection to Adults, and Classroom Belonging questions on the Panorama Survey.

* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

Identified Need

All students have an increasing need to be connected to adults and to community, especially post-pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will show a 3% growth in our students' sense of belonging from 3-5 students responding favorably that they feel like they belong at Laurel School.	74% of Laurel students in winter 2023 responded favorably that they feel like they belong at Laurel School.	87% of Laurel students in winter 2024 will respond favorably that they feel like they belong at Laurel School.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will show a 5% growth in our students' sense of belonging from 3-5 students responding favorably that they feel connected to adults at the school.	88% of 3rd through 5th grade Laurel students in winter 2023 responded favorably that they feel connected to adults at Laurel School.	98% of 3rd through 5th grade Laurel students in winter 2024 will respond favorably that they feel connected to adults at Laurel School.
We will show a 3% growth in our students' sense of belonging from 3-5 students responding favorably that they belong in their classroom.	83% of 3rd through 5th grade Laurel students in winter 2023 responded favorably that they belong in their classroom.	96% of 3rd through 5th grade Laurel students in winter 2024 will respond favorably that they belong in their classroom.
Percentage of underrepresented students reporting on "Emotional Regulation" on the annual Panorama (grades 3-5) "Emotional Regulation"	40% of underrepresented students reported favorably on "Emotional Regulation" on the 2023 Panorama (grades 3-5) "Emotional Regulation"	50% of underrepresented students will report favorably on "Emotional Regulation" on the 2024 Panorama (grades 3-5) "Emotional Regulation"

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

5.1 Laurel Lower: RULER school-wide implementation; launch "meta moment" work in addition to continuation of mood meter implementation, calming corners, emotion regulation strategies specific to each grade level, specific feeling words taught at each grade level to co-construct age-appropriate mood meters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

5.2 Laurel Lower: Leadership and Campus Monitor will provide training to yard duty supervisors around conflict resolution, problem solving strategies, and implicit biases.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

5.3 Laurel Lower: Weekly assemblies reinforce school wide rules and expectations celebrate students and staff for being their resiliency and for being their best selves

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, grades K-2

Strategy/Activity

5.4 Laurel Lower: Progressive and positive behavior support plans for ALL students who need the support will be implemented both inside and outside of the classroom. Check-In and check-out behavior support plans will be implemented when students are not responding to other behavior supports and conflict resolution strategies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, grades 3-5

Strategy/Activity

5.5 Laurel Upper: SEL school-wide implementation: All classes will create Class Charters and teach emotional literacy skills and vocabulary using Mood Meter; teach Second Step curriculum with a focus on Growth Mindset.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, grades 3-5

Strategy/Activity

5.6 Laurel Upper: Conduct weekly Squirrel Sessions assemblies to reinforce school expectations, celebrate student successes, and encourage schoolwide belonging.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, grades 3-5

Strategy/Activity

5.7 Laurel Upper: Students will be taught self-advocacy skills in order to access Calming Corners in the classroom, our Pawzity Dog program and our Zen Den.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We trained staff on the RULER framework and implemented the Pawzitivity program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We continue to balance different curricula and approaches to SEL (RULER, Lifeskills, Second Step).

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

Continuation of the RULER approach and Second Step class lessons as we teach students pro-social skills, emotional regulation strategies, and a growth mindset.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Engagement Goals

LEA/LCAP Goal

Broad Goal #6: Over a three-year period of time, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs) as measured by the parent participation.

Goal 6

We will increase the number of underrepresented parents who participate in all school programs and events.

Identified Need

Parents of students from underrepresented subgroups report favorably when there is specific outreach to their underrepresented groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Laurel School will hold school-based Community Meetings and Laurel Parents in the College Bound Program will engage at the MPCSD Parent Cafe Meetings hosted by the MPCSD Parent Education Coordinator.	Laurel Parents from High Priority College Bound Families attended the community and parent engagement meetings.	Increase the number of Laurel Parents from High Priority College Bound Families will attend the community and parent engagement meetings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in grades K-2

Strategy/Activity

6.1 Laurel Lower: Monthly parent coffees, new this year each parent coffee will have a specific topic of focus for the informal conversation and connection time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Families

Strategy/Activity

6.2 In partnership with Laurel PTO, maximize ParentSquare to streamline communications & create more straightforward volunteering systems.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All families, specifically our College Bound families-Students in Grades 3-5

Strategy/Activity

6.3 Elevate the voices of our diverse student population: Invite families to share their traditions with the class.; Upper: Begin a Culture Committee to address and streamline school supported activities throughout the year; Hold Student Affinity Group sessions.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year we continued to support families to "come back" to campus and therefore saw large numbers of participation in our school wide events (Halloween, STEAM Fair, Family Math Night) and did specific outreach to our College Bound families to ensure attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We increased our in-person meetings however only hosted one College Bound meeting, as opposed to two.

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

Staff have committed to more personalized and early outreach to families from underserved communities.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

3 Classroom Teachers

5 Parent or Community Members

Name of Members	Role
Linda Creighton	Principal
Alicia Heneghan	Principal
Raquel Toca	Classroom Teacher
Gina Watkins	Classroom Teacher
Jess Greenwald	Classroom Teacher
Ana Pedros	Parent or Community Member
Mick Johnson	Parent or Community Member
Rohini Thukral	Parent or Community Member
Victoria Wu	Parent or Community Member
Kelly Bavor	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/18/23.

Attested:

Principal, Linda Creighton(K-2)/Alicia Heneghan (3-5) on 10/16/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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