School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lawrence Elementary	39685856042147	May 13, 2024	June 18, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Lawrence Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians - April 3, 2024 ELAC & Feb. 23, 2024 SSC & March 19, 2024 Parent Involvement Survey, & August 29, 2024: Title One Parent Meeting

School faculty and staff - November 1, 2023

Community members - April 3, 2024 ELAC & Feb. 23, 2024 SSC

Advisory committees - April 3, 2024 ELAC

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (e.g., newsletters, emails, school website, social media) - Blackboard Message November 20, 2023

Meeting schedules and agendas - Family newsletter, "PAWS Periodical" sent every Sunday night at 6pm

Opportunities for feedback and input - August 29, 2024: Title One Parent Meeting & March 19, 2024 Parent Involvement Survey

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

Parent and community forums - March 19, 2024 Parent Involvement Survey

Faculty and staff meetings - November 1, 2023

Advisory committee meetings - Feb. 23, 2024 SSC & April 3, 2024 ELAC

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.
Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:
Brainstorming and idea generation
Goal setting and action planning
Reviewing progress towards goals from previous years
Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:
School site council - May 2024
District administration - May 2024
Advisory committees - May 2024

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:
Data analysis - Winter 2024
Stakeholder consultation - Winter 2024
Revision of goals and action plans - Winter 2024

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the needs assessment, The Suspension Rate was in the Orange and needs significant improvement based on a review of the California School Dashboard and local data.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Lawrence Elementary's suspension metric is "Orange" with 2.2% suspended at least one day. Referring to the Dashboard we have identified that suspension was "Orange" in the performance category.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts
Through the continuous implementation of the Multi-Tiered System of Support (MTSS),Lawrence Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:
K-2 DIBELS Assessment
2nd-6th Grade Reading STAR Scale Score
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are the 22/23 CAASPP ELA Data which demonstrated a 3.57% increase, not meeting the previously set goal of 5%. In addition, we have identified notable performance gaps among English learners on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
The 2022-2023 3rd - 6th CAASPP ELA Assessment
The 2023 California Dashboard: ELA
The 2023-2024 2nd-6th iReady MOY ELA Assessment
The 2023-2024 K-2 MOY DIBELS Assessment
The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 41.6% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 30% Grade 1- 43% Grade 2- 52%	During the 2024-2025 school year, 46.6% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 35% Grade 1- 48% Grade 2- 57%
2023 California Dashboard: ELA	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 54.4 points below standard. The performance color for the ALL student group is yellow .	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from yellow to green.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 50% Grade 3- 31% Grade 4- 24% Grade 5- 19% Grade 6- 28%	During the 2024-2025 school year, 31% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 55% Grade 3- 36% Grade 4- 29% Grade 5- 24% Grade 6- 33%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 26.33% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Data by grade level: Grade 3- 28.57% Grade 4- 23.29% Grade 5- 28.75% Grade 6- 25%	During the 2023-2024 school year, 31.33% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 33.57% Grade 4- 28.29% Grade 5- 33.75% Grade 6- 30%
3-6 MOY STAR Scale	During the 2023-2024 school year, 15% of 3rd-6th grade students scored proficient on the Middle of the Year Reading Inventory. Grade 3- 43% Grade 4- 43% Grade 5- 34% Grade 6- 40%	During the 2024-2025 school year, 20% of 2nd-6th grade students will score proficient on the Middle of the Year STAR Scale Score. Grade 3- 48% Grade 4- 48% Grade 5- 39% Grade 6- 45%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	MTSS Data Conferences and Analysis Throughout the year (per MOU for early release days) during scheduled PLC Meetings, teachers will: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement. Provide teacher release time for K-2 small group DIBELS assessment implementation. 200x3 Days= 600 + 151 = 751	All Students	600.00 Title I 1150 Teacher Sub Subs for Testing 151.00 Title I 3000 Benefits Sub Benefits
1.3	Supplemental Materials and Resources: Books, Duplicating, AVID Supplies	All Students	14,000.00 Title I 4300 Materials List of AVID Supplies:

	Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Every Student Will Have: Binders/Folders Dividers Pencil boxes or pencil pouch Notebooks Journals Organizational materials Highlighters Planners Colored markers or pencils Supplemental Curriculum Heggerty Phonemic Awareness for Kinder Language Power! Handwriting Without Tears		Binders/Folders Dividers Pencil boxes or pencil pouch Notebooks Journals Organizational materials Highlighters Planners Colored markers or pencils Glue Sticks Scissors Calculators for 5th/6th 5,500.00 Title I 4200 Books Classroom Books to Support the Core and Learning Without Tears for K-2 2200.00 Title I 5800 Prof and Operating/Consultants Student Planners - School Mate 1000.00 Title I 5715 Print Shop Duplicating Core and Intervention Materials 500.00 Title I 4328 Warehouse Supplies Supplemental Copy Paper 20,247.00 Title I 4300 Materials Heggerty, Language Power, Supplemental SIPPS
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA Initiative Professional Developments Include: * CORE Support for SIPPS Site ELA Based Initiative Professional Developments Include: *Development of Professional Learning Communities through Solution Tree	All Students	0 Title I See PD 5.1 for Funding Allocation
1.5	Grant Funded Literacy Teacher As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and	All Student	0 1900 Other Cert Salaries LCRS Funding

	delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.			
1.6	Technology Supporting Core Instruction: Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects. Technology needs include: Earbuds Headsets (with or without mic) Extension Cords Charging Stations Laptops Supplemental curriculum Supplemental program licenses Technology Licenses will support Title 1 schools by providing access to educational software, personalized learning opportunities, digital literacy skills development, equity and access to technology, and support for remote learning. These resources will help enhance teaching and learning experiences, improve student outcomes, and promote educational equity.	All Students	1200.00 Title I 4400 Equipment ($500-$9,999) Speaker and Microphone 2500.00 Title I 4375 Technology (under $500) Headphones and Earbuds 7000.00 Title I 5875 Technology Licenses Scholastic, Nearpod, EPIC	
1.7	Library Books Access to Resources: Increase the availability of reading materials, providing students with more options to explore various subjects and interests. Supporting Literacy: Books are fundamental tools for literacy development. Invest in a diverse range of books, educators can support students in improving their reading skills, vocabulary, and comprehension. Promoting Learning: A well-stocked library encourages curiosity and a love for learning. When students have access to engaging books, they are more likely to spend time reading, which can enhance their academic performance across subjects. Meeting Curriculum Needs: Library books will supplement classroom instruction and align with the school curriculum. Purchasing books that relate to topics being studied in class allows students to delve deeper into subjects and reinforces learning outside the classroom. Fostering Equity: Invest in library books, particularly those that reflect diverse cultures and perspectives, schools promote equity by ensuring all students	All Students	45,000.00 Title I 4200 Books Library Books	

	have access to quality reading materials regardless of their background. Boosting Confidence and Engagement: When students have access to a variety of books that cater to their interests and reading levels, they are more likely to engage with reading and feel confident in their abilities. This increased engagement can lead to higher academic achievement and a greater sense of empowerment.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	1. Overall, 2022/2023 Grades 3-6 CAASPP Summative ELA results will demonstrate an increase of 5%. 2. Overall, 2022/2023 Grades 3-6 CAASPP Summative ELA results will demonstrate an increase of 18 points towards standard.	3rd-6th Grade CAASPP English Language Arts - when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated: Overall- 26.33% (+3.57%) - Overall goal not met Grade 3- 28.57% (+12.13%) Grade 3 goal met Grade 4- 23.29% (-3.02%) Grade 4 goal not met Grade 5- 28.75% (+10.33%) Grade 5 goal met Grade 6- 25% (-1.66%) Grade 6 goal not met
DIBELS	2023/2024 MOY K-2 DIBELS data will demonstrate a 5% increase in students scoring at/above.	During the 2023-2024 school year, 41.6% of kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 30% Grade 1- 43% Grade 2- 52%
iReady Reading Diagnostic	Overall, 2023/24 MOY 3rd-6th iReady Diagnostic Data will demonstrate a 5% increase in students scoring at/above.	During the 2023-2024 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 50% Grade 3- 31% Grade 4- 24% Grade 5- 19% Grade 6- 28%

Analysis

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

It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Elementary School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment - demonstrating an overall 5% growth from BOY to MOY

3rd - 6th Grade Reading Inventory (RI) - Overall in grades 3-6 in 23/24 from BOY to MOY scores Far Below Basic, Below Basic and Basic decreased 15% and scores in Proficient and Advanced increased 15%.

3rd- 6th Grade ELA iReady Universal Screener - Overall in grades 3-6 in 23/24 from BOY to MOY scores Far Below Basic, Below Basic and Basic decreased 10% and scores in Proficient and Advanced increased 9%.

3rd-6th Grade CAASPP English Language Arts - when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated:

Overall- 26.33% (+3.57%)

Grade 3- 28.57% (+12.13%)

Grade 4- 23.29% (-3.02%)

Grade 5- 28.75% (+10.33%)

Grade 6- 25% (-1.66%)

In English Language Arts, Lawrence school's overall implementation of strategies or activities has demonstrated some notable success as demonstrated in the Actual Measurable Outcomes. Lawrence school has successfully implemented 23/24 actions/strategies. Successful implementation has demonstrated measurable academic achievement outcomes as shown in the overall BOY to MOY K-2 DIBELS and iReady ELA data as well as 21/22 CAASPP comparison to the 22/23 CAASPP data. All ELA data points exceeded the 5% goal.

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

At Lawrence, we set a threshold of $10,000 for material differences. For this ELA goal, there weren't any actions/services that exceeded the material difference threshold. After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan to continue the trajectory of growth in our students. In addition, we need to continue to develop and enhance in our craft of teaching literacy skills by continuing to provide strategic professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students in K-3 will give continued and targeted support for targeted populations of students. Lawrence will continue to implement an evidenced-based early literacy program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-3 with a primary focus on high-quality first instruction. SIPPS will continue to be integrated in all grades K-3 classrooms daily for every student and utilized appropriately in grades 4-6 to ensure the foundational development of decoding, sight recognition, and phonological awareness. The following metrics have been identified to monitor and measure progress: Dibels (K-2), Reading Inventory (3-6), and iReady Reading Diagnostic (3-6).

Lawrence will increase support to grades 4-6th grade students who haven't yet demonstrated mastery in reading by utilizing SIPPS. This increased support will be provided to students through targeted Tier 2 & 3 intervention support during the ELA block. Qualifying students will participate in the evidence based SIPPS Challenge or SIPPS Plus. These supports will be provided by both the classroom teacher and Title 1 funded Intervention Specialist. Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, and sustaining the developed consistency and confidence in the evidenced based reading early literacy programming at Lawrence school.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance in our craft of teaching literacy skills by continuing to provide strategic professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students in K-3 will give continued and targeted support for targeted populations of students. Lawrence will continue to implement an evidenced-based early literacy program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-3 with a primary focus on high-quality first instruction. SIPPS will continue to be integrated in all grades K-3 classrooms and for students in grades 4-6 as needed to ensure the foundational development of decoding, sight recognition, and phonological awareness. The following metrics have been identified to monitor and measure progress: Dibels (K-3), Reading Inventory (3-6), and iReady Reading Diagnostic (3-6). Lawrence will increase SIPPS support to grades 4-6th grade students who haven't yet demonstrated mastery in reading. This increased support will be provided to students through targeted Tier 2 & 3 intervention support during the ELA block. Qualifying students will participate in

the evidence based SIPPS Challenge or SIPPS Plus program. These supports will be provided by both the classroom teacher and Title 1 funded Intervention Specialist. Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, and sustaining the developed plan.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The ongoing support and needed changes will be reflected in the 2023-2024 SPSA under Goal 1: English Language Arts Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Lawrence Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.
The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math metrics/ indicators not met for the 2023-2024 school year are 22/23 CAASPP Math Data which demonstrated a 3.71% increase, not meeting the previously set goal of 5%. In addition, we have identified notable performance gaps among no student groups reported on the CA Dashboard.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:
The 2022-2023 3rd-6th CAASPP Math Assessment
The 2023 California Dashboard: Mathematics
The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 17.14% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 28.57% Grade 4- 13.89% Grade 5- 13.75% Grade 6- 15.28%	During the 2023-24 school year, 22.14% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 33.57% Grade 4- 18.89% Grade 5- 18.75% Grade 6- 20.28%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 15% of K-6th grade students performed at or	During the 2024-25 school year, 20% of K-6th grade students will perform at

	above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-17% Grade 1- 13% Grade 2- 2% Grade 3- 9% Grade 4- 19% Grade 5- 20% Grade 6- 25%	or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-22% Grade 1- 18% Grade 2- 7% Grade 3- 14% Grade 4- 24% Grade 5- 25% Grade 6- 30%	
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 78.9 points below standard. The performance color for the ALL student group is Yellow .	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from yellow to green.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2
1.2	District or Site Math TOSA will play a pivotal role in advancing initiatives for grades K-6 Mathematics instruction, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based mathematics instructional strategies & intervention support. Serving as an intervention teacher and resource, the Math TOSA will enhance mathematics instruction to improve mathematics	3rd-6th Students	0 Central Title I 1900 Other Cert Salaries District Math Intervention Teacher 0 Central Title I 3000 Benefits District Math Intervention Teacher Benefits

	outcomes for K-6 students with an emphasis in grades 3-6. Modeling Lessons and Small Group Instruction: Available to model or co-teach i-Ready Ready Math lessons. Support teachers in delivering effective lessons. Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: Work with site administrators to give input on professional development based on needs. Work with the site principal to develop schedules for interventions, iReady consultant visits, and data conferences. Maintain consistent communication and interaction with administrators. Assessment Support: Assist in iReady assessment BOY/MOY/EOY assessments as needed. Progress monitor own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines.		
1.3	Utilize STEAM/STEM materials and mathematics manipulatives to enhance instruction, foster student interaction, and boost engagement, ultimately leading to improved student achievement in math. Included materials and items: Squishy Circuits - $1000 Extra Dough (Conductive and Insulated) - $300 Snap Circuits - $1750 Makey Makey (Coding) - 3,400 Gears for TK/K (5)- $325 Magnetism/Challenge Set for TK/K (5)- $250 Geomakers (15)- $325	All Students	3,400.00 Title I 4475 Technology ($500-$9,999) Sphero Indi 7,350.00 Title I 4300 Materials Squishy Circuits Extra Dough (Conductive and Insulated) Snap Circuits Makey Makey (Coding) Gears Magnetism/Challenge Set Geomakers
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Math Initiative Professional Developments Include: * Lodi Math Network Site Math Based Initiative Professional Developments Include: * Professional Learning Community PD through Solution Tree	All Students	0 Title I See PD 5.1 for Funding Allocation
1.5	Technology Supporting Core Instruction: Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and	All Students	Title I See ELA 1.6 for Funding Allocation

learning outcomes across academic subjects. Technology needs include: Earbuds Headsets (with or without mic) Extension Cords Charging Stations Laptops Supplemental curriculum Supplemental program licenses Technology Licenses will support Title 1 schools by providing access to educational software, personalized learning opportunities, digital literacy skills development, equity and access to technology, and support for remote learning. These resources will help enhance teaching and learning experiences, improve student outcomes, and promote educational equity.			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data 2022/2023 Math Summative Results	1) 2022/2023 CAASPP Summative Math results will demonstrate an increase of 5% Overall- 13.43% - 18.43% Grade 3- 12.5% - 15.5% Grade 4- 18.67%- 23.67% Grade 5- 10.52% -15.52% Grade 6- 11.67% -16.67% 2) Overall, 2022/2023 Grades 3-6 CAASPP Summative Math results will demonstrate an increase of 23 points towards standard.	CAASPP: when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated: Overall- 17.14% (+3.71%) Overall goal not met Grade 3- 28.57% (+16.07%) Grade 3 goal met Grade 4- 13.89% (-4.78%) Grade 4 goal not met Grade 5- 13.75% (+3.23%) Grade 5 goal not met Grade 6- 15.28% (+3.61%) Grade 6 goal not met
iReady	2023/24 MOY iReady Mathematics Diagnostic Data will demonstrate a 5% increase in students scoring at/above.	During the 2023-24 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-17% Grade 1- 13% Grade 2- 2% Grade 3- 9% Grade 4- 19% Grade 5- 20% Grade 6- 25%

Analysis

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

In Mathematics, Lawrence school's overall implementation of strategies or activities was successful. Success was measured in both the CAASPP Mathematics and i-Ready Mathematics Diagnostic measurable outcomes.

iReady Math Diagnostic: Students performing Far Below Basic and Below Basic decreased 23%, students performing at Basic increased 12% and students performing at Proficient or Advanced increased 9%.

CAASPP: when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated:
Overall- 17.14% (+3.71%)
Grade 3- 28.57% (+16.07%)
Grade 4- 13.89% (-4.78%)
Grade 5- 13.75% (+3.23%)
Grade 6- 15.28% (+3.61%)

Both metrics demonstrated an increase in student achievement. iReady Math Diagnostic Data demonstrated 9% in overall growth in the areas of Proficient and Advanced. While CAASPP grades 3rd-6th grade Mathematics data demonstrated a 3.71% growth in students performing met/exceeded therefore, Lawrence missed the goal of increasing the percentage of students scoring met/exceeds standards in mathematics by 1.29%.

After analyzing both CAASPP and the i-Ready Mathematics data, Lawrence is demonstrating some effectiveness in mathematics. Lawrence school exceeded the school-wide goal that states students scoring at/above grade level will increase by 4% as demonstrated between the Beginning of the Year and Middle of the Year i-Ready Mathematics diagnostic assessment.

Middle of the year local assessment data demonstrates that between the months of August 1, 2023, and February 8th, 2024; Lawrence K-6 grade students scoring at/above grade level increased by 9%. The school nearly doubled its growth goal of 5%. While CAASPP grades 3rd-6th grade Mathematics data demonstrated a 3.71% growth in students performing met/exceeded, Lawrence missed the goal of increasing the percentage of students scoring met/exceeds standards in mathematics by 1.29%.

Math CAASPP data was directly impacted by significant student and staff absences. According to the CA Dashboard, Lawrence's performance indicator for "Chronic Absenteeism" is yellow with 35% of our students chronically absent (even with a 14.2% decrease from the previous year as stated in effective indicators).

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

At Lawrence, we set a threshold of $10,000 for material differences. For this Math goal, there weren't any actions/services that exceeded the material difference threshold.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan to continue the trajectory of growth in our students. In addition, we need to continue to develop and enhance in our craft of teaching foundational math skills by continuing to provide strategic professional development in math using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental math intervention program for students in grades 3-6 will give continued and targeted support for targeted populations of students. The identified actions and services are designed to develop and promote a cohesive program across grade levels 3-6 with a primary focus on high-quality first instruction and Tier 2 and Tier 3 support in math.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance our math instruction, by continuing to provide targeted professional development in mathematics using the Multi-Tiered System of Support framework. Lawrence will continue to implement the evidenced-based iReady mathematics program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-6 with a primary focus on high quality first instruction, student engagement, and differentiation. Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, sustaining the developed consistency and confidence in the iReady Mathematics curricular program. Teachers

will continue to work with mathematics coaches to build capacity and confidence. Instructional groupings will be utilized to support Tiered support within the classroom learning space. Lawrence will seek to expand our partnership with the SJCOE led Lodi Math Network to build on best teaching practices based on the 14 Teaching Practices from the book, "Building Thinking Classrooms" by Peter Liljedahl.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **English Learners**
> By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), X Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified English Language Arts. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	43.5% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	48.5% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences: provide release time for teachers and admin: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.	English Learners	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits

	Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.			Sub Benefits- See ELA Goal 1.2
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	English Learners		0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	District ELD Coach Support - Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.	English Learners		0 Title III 1900 Other Cert Salaries ELD Coach

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPI English Language Proficiency Indicator	Increase the proficiency levels by 5% over the 22-23 school year	43.5% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.
CAASPP ELA	2022/2023 CAASPP Summative ELA results for English Learners will demonstrate an increase of 5% met/exceeded.	3rd-6th Grade CAASPP English Language Arts - when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated: Overall- 26.33% (+3.57%) - Overall goal not met

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2022/2023 CAASPP Summative ELA results for English Learners will increase by a minimum of 20 points.	Grade 3- 28.57% (+12.13%) Grade 3 goal met Grade 4- 23.29% (-3.02%) Grade 4 goal not met Grade 5- 28.75% (+10.33%) Grade 5 goal met Grade 6- 25% (-1.66%) Grade 6 goal not met
DIBELS	2024 MOY K-2 DIBELS data for English Learners will demonstrate a 5% increase in students scoring at/above.	K-2 DIBELS Assessment - demonstrating an overall 5% growth from BOY to MOY During the 2023-2024 school year, 41.6% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 30% Grade 1- 43% Grade 2- 52%

Analysis

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

In Goal 3 developed for English Learners, Lawrence school's overall implementation of strategies or activities was partially successful. The metric identified to measure success demonstrates that the school did not meet the identified outcome to increase the percentage of students making progress as demonstrated on the CA Dashboard English Learner Proficiency Indicator ELPI by 5%. According to the CA Dashboard - 43.5% making progress towards English language proficiency
(Increased 3.6%).

However, both state and local assessment data demonstrate that Lawrence English Learners are making progress. Progress was measured using Grades 3-6 CAASPP English Language Arts, K-2 DIBELS assessment data and iReady Diagnostic Data. All metrics demonstrated an increase in student achievement.

The effectiveness of the identified strategies and/or activities is not reflected in the identified outcome to increase the percentage of students making progress as demonstrated on the CA Dashboard English Learner Proficiency Indicator ELPI by 5%. However, both state and local assessment data demonstrate that Lawrence English Learners are making progress. In a comparison of 2021/22 and 2022/23 CAASPP ELA data, English Learners scoring at/above increased by 6.83% year over year. Also, K-2 2024 middle of the year DIBELS data demonstrates that English Learners scoring at/above increased by 9% year over year.

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

At Lawrence, we set a threshold of $10,000 for material differences. For this ELD goal, there weren't any actions/services that exceeded the material difference threshold.

During the 23/24 school year Lawrence Elementary was provided 1.5 additional bilingual para educators which increased support. However, on February 7, 2024 one full-time bilingual paraeducator had to be on medical leave for the remainder of the year adjusting the sites daily routine and support schedule.

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.

After careful analysis, we need to continue the strategies that are outlined in this plan. To ensure that the identified goal outcomes are better reflective of the growth of our English Learners, the school will work to increase bilingual para educator support in the classrooms K-6 with a vision of supporting teachers with small group instruction to work to provide high quality first instruction and access in 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 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	According to the CA Dashboard, Lawrence's performance indicator for "Chronic Absenteeism" has a performance color/indicator of yellow with 35% of our students chronically absent.	Goal- 5% decrease: CA Dashboard performance color/indicator - Yellow with 30% of our students chronically absent.
Parent Contact Information: Parent to complete Aeries Online Data Confirmation to ensure updated contact information which will be utilized for District/Site Communication via Black Board.	For the 23/24 school year 413/572 = 72.2% of Lawrence students had Data Confirmation completed by a parent/guardian.	For the 24/25 school year, 77% of our families will complete their Aries online Data Confirmation to ensure updated contact information.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities	All Students	500.00 Title I: Parent Involvement

	Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community. Classified staff to provide childcare during after school meetings and bilingual classified staff to provide translation services before and after school. Parent fingerprinting to volunteer on study trips and on-campus			4325 Food For Meetings Open P.O. 1,130.00 Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting Vendor
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students		2,000.00 Title I: Parent Involvement 5875 Technology Licenses Remind App 300.00 Title I: Parent Involvement 2920 Other Class Temp Community Liaison Translation 119.00 Title I: Parent Involvement 3000 Benefits Community Liaison Translation

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Teacher Conferences participation rate	Increase parent participation by 1%	Met and exceeded 1% parent participation goal for the 23/24 school year.
Chronic Absenteeism rate	Reduce Chronic Absenteeism rate by a minimum of one performance band.	We have met the Chronic absenteeism goal of reducing chronic absenteeism with a 14.2% decrease.

Analysis

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

In Parent Involvement, Lawrence school's overall implementation of strategies or activities has demonstrated success. Twenty-three out of twenty-three actions were implemented as planned. Lawrence increased parent involvement opportunities year over year during the 2023/24 school year as the 22/23 school year had six planned events per the 22/23 SPSA. A Family Literacy Night, individual grade level Lunch with a Loved One, and a Career Day were some of the additional parent involvement events implemented during the 2023/24 school year.

We have met the Chronic absenteeism goal of reducing chronic absenteeism however, according to the CA Dashboard, Lawrence's performance indicator for "Chronic Absenteeism" is yellow with 35% of our students chronically absent (even with a 14.2% decrease from the previous year as stated in effective indicators).

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

At Lawrence, we set a threshold of $5,000 for material differences. For this Parental Involvement goal, there weren't any actions/services that exceeded the material difference threshold.

For the 24/25 school year, we would like to make available a Library for parents to check out and take home to utilize for their students(s). This will hopefully work to not only increase parent involvement and presence on campus but also literacy skills in students.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to increase our school to home connection by increasing parent involvement in community building activities. A specific focus will continue to be geared towards reducing the Chronic Absenteeism rate at Lawrence elementary through increased Parent Involvement and school to home connection.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development
To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, [School] will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)
LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified Suspension and Mathematics and notable performance gaps among student groups on Dashboard indicators such as English language learners.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
ELA and Math CAASPP	2022/23 CAASPP ELA Overall-26.33% Met/Exceeded standards. 2022/23 CAASPP Math Overall-17.14% Met/Exceeded standards.	2023/24 CAASPP ELA Overall-31.33% Met/Exceeded standards. 2023/24 CAASPP Math Overall-22.14% Met/Exceeded standards.
DIBELS K-2	23/24 MOY DIBELS Data Percentage of students who scored at/above on the 2023 MOY DIBELS assessment. K-2 Overall at/Above = 41% (5% growth from BOY) Grade K- 44% Grade 1- 31% Grade 2- 41%	24/25 MOY DIBELS Data Percentage of students who scored at/above on the 2023 MOY DIBELS assessment. K-2 Overall at/Above = 46% (5% growth from BOY) Grade K- 49% Grade 1- 36% Grade 2- 46%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Initiative Professional Developments Include: * MTSS/UDL * Lodi Math Network Site Based Initiative Professional Developments Include: * Professional Learning Community Professional Development from Solution Tree * Get Your Teach On - Student Engagement Lab * SIPPS CORE * iReady Math PD 200x65 Subs = 13,000 + 3,249 Benefits	All	36,000 Title I 5800 Prof and Operating/Consultants PLC - Solution Tree GYTO - Student Engagement Lab PD 13,000.00 Title I 1150 Teacher Sub Teacher Sub for District and Site PD 3,249.00 Title I 3000 Benefits Teacher Sub for District and Site PD Benefits
1.2	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:	All	9,000.00 Title I 1120 Teacher Temp Certificated Timecards 2,246.00 Title I 3000 Benefits Certificated Timecard Benefits 2,000.00

Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. Summer Summit (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.) $50 x 180 (1120) = 9000 + 2,246 Benefits $50x 40 (1920) = 2000 + 500 Benefits		Title I 1920 Other Cert Temp TOSA Timecard 500.00 Title I 3000 Benefits TOSA Timecard Benefits

| 1.3 | Educational Assemblies to support the school's curriculum and culture.

The assemblies should include one or more of the following components;
Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.
Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.
Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.
Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.
Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.
Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.
Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. | All | | 5,615.00
Title I
5800 Prof and Operating/Consultants
Top Youth Speakers-Outside Vendor
Mobile STEAM Lab
Math/Science/Literacy Nights |
| 1.4 | Study Trips Supplementing Grade-Level Core Curriculum:

Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:
Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.
Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, | ALL | | 9,500
Title I
5872 Field Trips
Entrance Fees and Charter Busses for Transportation
500
Title I
5712 Transportation
District Transportation |

	experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-in sheets	Maintain 100% staff participation in professional development and collaboration.	90% staff participated due to not being full time on site and days not aligning with all professional development and meeting opportunities. 3/30 average absent.
ELA and Math CAASPP	Increase 2022/23 CAASPP ELA Overall Met/Exceeded Standards by 5% from 21.76% to 26.76%. Increase 2022/23 CAASPP Math Overall Met/Exceeded Standards by 5% from 13.43% to 18.43%.	2022/23 CAASPP ELA Overall-26.33% Met/Exceeded standards. - Goal Met 2022/23 CAASPP Math Overall-17.14% Met/Exceeded standards. - Goal nearly met
DIBELS K-2	2024 MOY K-2 DIBELS data will demonstrate a 5% increase in students scoring at/above.	Percentage of students who scored at/above on the 2023 MOY DIBELS assessment.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		K-2 Overall at/Above = 41% (5% growth from BOY) - Goal Met Grade K- 44% Grade 1- 31% Grade 2- 41%
iReady Reading diagnostic grades 3-6	Overall, 2023/24 MOY 3rd-6th iReady Diagnostic Data will demonstrate a 5% increase in students scoring at/above.	Overall, 2023/24 MOY 3rd-6th iReady Reading Diagnostic Data demonstrated that 23.75% of students placed at/above grade level; a 2.75% increase in students scoring at/above (22/23 MOY = 21%). Goal not met.
iReady Mathematics diagnostic grades 3-6	2023/24 MOY iReady Mathematics Diagnostic Data will demonstrate a 5% increase in students scoring at/above.	Overall, 2023/24 MOY 3-6th iReady Math Diagnostic Data demonstrated that 18.25% of students placed at/above grade level; a 2.5% increase in students scoring at/above (22/23 MOY = 15.75%). Goal not met.

Analysis

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

For the Professional Development goal, Lawrence school's overall implementation of strategies and activities was successful. 5 out of 5 actions/strategies were implemented during the 2023/2024 school year. Success was measured by staff participation in targeted and specific professional development centered around Multi-Tiered Systems of Support MTSS, The Consortium of Reading Excellence CORE, and iReady Mathematics as demonstrated by sign-in sheets. Lawrence staff members participated in a two-day summer summit with the goal of developing the Positive Behavioral Interventions and Supports PBIS implementation plan, RCA House System vision, determine school-wide activities and calendar of events, and collaborate to identify the 2023/24 school wide committees to support academic, social-emotional, and behavioral goals and objectives. In January of 2023, eight Lawrence staff members attended the Ron Clark Academy RCA. This professional development experience supported Lawrence's goal of building staff capacity centered around student engagement strategies and to develop a strategic and attainable HOUSE system implementation plan for Lawrence school which began in the Fall of 2024. K-6 staff participated in on-going coaching, and collaboration specific to our early literacy program with CORE support with SIPPS . K6 teachers participated in both a fall and a spring training in the newly adopted iReady mathematics curriculum. Additionally, data conferences were held for grades K-6 teachers at the BOY, MOY, and EOY to review student data.

After analyzing both state and local assessment data, our site's goal to increase student achievement through professional development is demonstrating some effectiveness.

2022/23 CAASPP data demonstrates that Lawrence school had not met the overall CAASPP goal of increasing performance in grades 3-6 ELA and Mathematics by 5%. However, local district-wide assessment data has demonstrated successful growth which indicated meeting and also exceeding the 5% goal. The goal of increasing performance by 5% was met as demonstrated on the DIBELS K-2 MOY assessment as well as exceeding the 5% iReady Reading and Math Diagnostic Data.

ELA:
K-2 DIBELS Assessment - demonstrating an overall 5% growth from BOY to MOY
3rd - 6th Grade Reading Inventory (RI) - Overall in grades 3-6 in 23/24 from BOY to MOY scores Far Below Basic, Below Basic and Basic decreased 15% and scores in Proficient and Advanced increased 15%.
3rd- 6th Grade ELA iReady Universal Screener - Overall in grades 3-6 in 23/24 from BOY to MOY scores Far Below Basic, Below Basic and Basic decreased 10% and scores in Proficient and Advanced increased 9%.
3rd-6th Grade CAASPP English Language Arts - when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated:

Overall- 26.33% (+3.57%)
Grade 3- 28.57% (+12.13%)
Grade 4- 23.29% (-3.02%)
Grade 5- 28.75% (+10.33%)
Grade 6- 25% (-1.66%)

MATH:
iReady Math Diagnostic: Students performing Far Below Basic and Below Basic decreased 23%, students performing at Basic increased 12% and students performing at Proficient or Advanced increased 9%.

CAASPP: when comparing 21/22 CAASPP to 22/23 CAASPP data demonstrated:
Overall- 17.14% (+3.71%)
Grade 3- 28.57% (+16.07%)
Grade 4- 13.89% (-4.78%)
Grade 5- 13.75% (+3.23%)
Grade 6- 15.28% (+3.61%)

This increase demonstrates that Lawrence K-2 students are making progress towards the school and district goal that all students will be reading by 3rd grade. Additionally, Lawrence students exceeded the identified goal of increasing the percentage of 3rd -6th grade students scoring at/above grade level on the Reading Inventory and the iReady reading diagnostic assessment between the Fall 2023 BOY and Winter 2024 MOY. The BOY to MOY percentage of 3rd-6th grade students performing at/above grade level increased by 15%. The above-mentioned local indicators demonstrate the school's professional development initiatives are reflective of the school's commitment to and demonstration of continuous improvement.

Lawrence provided professional development opportunities to improve instruction and student engagement in ELA, Math, ELD, Social-emotional learning SEL, Positive Behavioral Interventions and Supports PBIS, and the MTSS framework. Professional Development opportunities will be provided to teachers, administration, paraeducators and additional support staff in the area of universal design for learning (UDL) and included differentiated instruction and classroom engagement strategies. Professional Development was provided in alignment with school and district goals and aligned curricular programs. Staff met to collaborate outside of the contracted workday to review and analyze student group data in each of the ATSI qualifying indicators. Next steps and adjustments to instruction and tiered supports were made as a result of data-based decisions. Paid Certificated teachers to participate in school wide strategic MTSS planning and collaboration.

According to the CA Dashboard, the following improvements were made:
1) All Students
32% chronically absent
Decreased absenteeism, rate by 17.2%
Improved two bands from Very High to Yellow (Medium)

2) Hispanic
34.2% chronically absent
Decreased by 13.7%
Improved by two bands from Very High to Yellow (Medium)

3) White-
36.1% chronically absent
Decreased by 27%
Improved one band from Very High to Orange (High)

4) Students with Disabilities
47.2% chronically absent
Decreased by 11.1%
Improved one band from Very High to Orange (High)

5) Socio-Economically Disadvantaged
35.3% chronically absent
Decreased by 15.2%
Improved two bands from Very High to Yellow (Medium)

6) English Learners

30.3% chronically absent
Decreased by 14.3%
Improved two bands from Very High to Yellow (Medium)

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

At Lawrence, we set a threshold of $10,000 for material differences. For this Professional Development goal, there weren't any actions/services that exceeded the material difference threshold.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to increase external and internal Professional Development opportunities for teachers with the goal of strengthening our early literacy program, the iReady mathematics, and our Caring School Community social-emotional learning curriculum implementation. Additionally, Lawrence will continue to enhance and strengthen the schoolwide Positive Behavioral Instructional Supports PBIS program, with a continued goal of reducing discipline referrals and reducing the school's chronic absenteeism rate. Finally, to provide targeted support to specific student groups identified for Additional Targeted Support & Improvement (ATSI), the school will allocate funding to support staff time to analyze ATSI identified student group data. Lawrence will also continue to build upon our Ron Clark Academy House system.

For the 24/25 school year, Lawrence will begin the process of establishing a Professional Learning Community (PLC) through PLC Professional Developments through Solution Tree. In July of 2024, Solution Tree will provide an all-day Professional Development to teachers on the PLC process and will also provide three more additional full day's (Fall, Winter and Spring) to support teachers throughout the process.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral
Lawrence will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified on the CA Dashboard notable performance gaps among the following student groups for chronic absenteeism and suspension rates: Asian, students with disabilities, white, English learners, Hispanic, and socioeconomically disadvantaged.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group Yellow with 35% of students chronically absent. Which is a decrease of 14.2%.	ALL Student group will go from Yellow to Yellow with 30% of students chronically absent. Which is a decrease of 5%.
CA Dashboard - Suspension Rate	ALL Student Group Orange with 2.2% suspended at least one day. Which is an increase of 1.5%.	ALL Student group will go from Orange to Yellow with 1.2% suspended at least one day. Which is a decrease of 1%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 93.3% Tier 2 TFI Score 100% Tier 3 TFI Score 100%	2024-2025 Local Data: Tier 1 TFI Score 100% Tier 2 TFI Score 100% Tier 3 TFI Score 100%
PBIS Recognition	Platinum for the 2023-2024 School Year	Continued Platinum for the 2024-2025 School Year
Panorama Survey	Panorama Student Survey Winter 2024 Results Grades 3-5 Emotion Regulation - 43% Challenging Feelings - 47%	Panorama Student Survey Winter 2025 Results Grades 3-5 Emotion Regulation - 48% Challenging Feelings - 52%

		Panorama Student Survey Winter 2024 Results Grade 6 Emotion Regulation - 34% Self-Efficacy - 43%	Panorama Student Survey Winter 2025 Results Grade 6 Emotion Regulation - 39% Self-Efficacy - 48%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	Title I 5220 Conference See P.D. 5.1 Title I 5800 Prof and Operating/Consultants See P.D. 5.1 Title I 1150 Teacher Sub See P.D. 5.1 Title I 1100 Teacher See P.D. 5.1
1.2	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development:	All	Title I 1120 Teacher Temp See P.D. 5.2 Title I 3000 Benefits See P.D. 5.2

	Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
1.3	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.	All		Title I 5800 Prof and Operating/Consultants See P.D. 5.3

| Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.

Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.

Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. | | |

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

New Goal for the 2024-2025 School Year

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

New Goal for the 2024-2025 School Year

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.

New Goal for the 2024-2025 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ATSI - 2023-2024 Goal
The educational outcomes of our English Learners, Hispanic, Socio-Economically Disadvantages, Students With Disabilities, and White students will mirror that of the general population (All Students group on the Dashboard).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lawrence Qualified for ATSI for the 23-24 School Year based on the following information:

CDE CA Dashboard Data for the 2021-22 school year indicates that Lawrence is either in the very low or low in each of the following indicators for the following student groups:
* Hispanic - ELA (Very low), Math (Very low), Chronic Absenteeism (Very high)
* White- Chronic Absenteeism (Very high)
* Students with disabilities- Chronic Absenteeism (Very high)
* Socioeconomically disadvantaged- LA (Very low), Math (Very low), Chronic Absenteeism (Very high)
* English Learners- LA (Very low), Math (Very low), ELPI (Low), Chronic Absenteeism (Very high)

Lawrence exited ATSI for the 24-25 School Year

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	Lawrence will reduce the chronic absenteeism rate by 10% for the following student groups: 1) All Students 2) Hispanic 3) White 4) Students with Disabilities 5) Socio-Economically Disadvantaged 6) English Learners	Lawrence reduced All Students by 14.2%
Suspension Rate	Lawrence will reduce the suspension rate for "All" students to "Very Low" as measured by the 2023 CA Dashboard.	The All Students Suspension Rate was in the Orange
English Language Arts CAASPP (distance from standard) * Socioeconomically Disadvantaged * English Learners * Hispanic	The 2023 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups: 1) Socioeconomically Disadvantaged students will increase by one performance band and a minimum of 15 points. 2) English Learner students will increase by one performance band and a minimum of 15 points. 3) Hispanic students will increase by one performance band and minimum of 15 points.	The 2023 CA Dashboard demonstrated a decrease in distance from standard in English Language Arts for the following groups: 1) Socioeconomically Disadvantaged students increased by one performance band and grew 15 points. 2) English Learner students increased by one performance band and increased 5.2 points. 3) Hispanic students increased by one performance band and grew 14.4 points.
Mathematics CAASPP (distance from standard) *Socio-economically Disadvantaged *English Learners *Hispanic	The 2023 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups: 1) Socioeconomically Disadvantaged students will increase by one performance band and a minimum of 30 points. 2) English Learner students will increase by one performance band and a minimum of 35 points. 3) Hispanic students will increase by one performance band and minimum of 30 points.	The 2023 CA Dashboard demonstrated a decrease in distance from standard in Math for the following groups: 1) Socioeconomically Disadvantaged students increased by two performance bands and grew 16 points. 2) English Learner students increased by one performance band and increased 11 points. 3) Hispanic students increased by one performance band and grew 15.7 points.
English Language Proficiency Indicator ELPI	Increase the proficiency levels by one level, from Low to Medium as measured by the ELPI on the 2023 CA Dashboard.	43.5% making progress towards English language proficiency

Analysis

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

Staff were provided professional development opportunities to improve instruction and student engagement in ELA, Math, ELD,
Social-emotional learning SEL, Positive Behavioral Interventions and Supports PBIS, and the MTSS framework. Professional Development opportunities will be provided to teachers, administration, paraeducators and additional support staff in the area of universal design for learning (UDL) and will include differentiated instruction and classroom engagement strategies. Professional Development will be provided in alignment with school and district goals and aligned curricular programs.

Staff mett to collaborate outside of the contracted workday to review and analyze student group data in each of the ATSI qualifying indicators. Next steps and adjustments to instruction and tiered supports were made as a result of data-based decisions. Certificated teachers were paid to participate in school wide strategic MTSS planning and collaboration.

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

At Lawrence, we set a threshold of $10,000 for material differences. For this Professional Development goal, there weren't any actions/services that exceeded the material difference threshold.

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 will continue to be provided Professional Development opportunities and will be supported through site plans to have additional time to analyze site data. Lawrence will continue to support and build upon PBIS, MTSS and UDL practices site wide for every student.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$196,307.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$196,307.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$192,258.00
Title III	$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $192,258.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Central Title I	$0.00
Title I: Parent Involvement	$4,049.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $4,049.00

Total of federal, state, and/or local funds for this school: $196,307.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
Title I	192,258.00
Title I: Parent Involvement	4,049.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	9,000.00
1150 Teacher Sub	13,600.00
1900 Other Cert Salaries	0.00
1920 Other Cert Temp	2,000.00
2920 Other Class Temp	300.00
3000 Benefits	6,265.00
4200 Books	50,500.00
4300 Materials	41,597.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
4375 Technology (under $500)	2,500.00
4400 Equipment ($500-$9,999)	1,200.00
4475 Technology ($500-$9,999)	3,400.00

5712 Transportation	500.00
5715 Print Shop	1,000.00
5800 Prof and Operating/Consultants	44,945.00
5872 Field Trips	9,500.00
5875 Technology Licenses	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries		0.00
1900 Other Cert Salaries	Central Title I	0.00
3000 Benefits	Central Title I	0.00
	Title I	0.00
1120 Teacher Temp	Title I	9,000.00
1150 Teacher Sub	Title I	13,600.00
1920 Other Cert Temp	Title I	2,000.00
3000 Benefits	Title I	6,146.00
4200 Books	Title I	50,500.00
4300 Materials	Title I	41,597.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under $500)	Title I	2,500.00
4400 Equipment ($500-$9,999)	Title I	1,200.00
4475 Technology ($500-$9,999)	Title I	3,400.00
5712 Transportation	Title I	500.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	43,815.00
5872 Field Trips	Title I	9,500.00
5875 Technology Licenses	Title I	7,000.00
2920 Other Class Temp	Title I: Parent Involvement	300.00
3000 Benefits	Title I: Parent Involvement	119.00

4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,130.00
5875 Technology Licenses	Title I: Parent Involvement	2,000.00
1900 Other Cert Salaries	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,898.00
Goal 2	10,750.00
Goal 3	0.00
Goal 4	4,049.00
Goal 5	81,610.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christine Alberg	Principal
Sean Haynie	Classroom Teacher
Alexis Pattenaude	Classroom Teacher
Cheryl Roeber-Davis	Classroom Teacher
Valerie von Elsner	Other School Staff
Rosa Torres	Parent or Community Member
Courtney Quattrocchi	Parent or Community Member
Melissa Teresi	Parent or Community Member
Monika Lara	Parent or Community Member
Diana Cortes	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
	English Learner Advisory Committee

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 5/13/2024.

Attested:

	Principal, Christine Alberg on 5/13/2024
	SSC Chairperson, Diana Cortes on 5/13/2024