

School Year: **2024-25**



**Laurel**  
Elementary School

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Elementary School	41690396044945	June 10, 2024	June 27, 2024

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

As a school with a Title 1 Schoolwide Program, Laurel is using this SPSA to describe the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

As a school identified for Additional Targeted Support and Improvement (ATSI), due to the high rate of chronic absenteeism among Students with Disabilities, Laurel is using this SPSA to describe the strategies and actions being implemented to reduce this student group's attendance challenges and to improve their academic performance and engagement in school.

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

In this SPSA, there are several sections with information that explains how Laurel has met the ESSA requirements for the Schoolwide and ATSI programs in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled as Tier 1 address the needs of all students. Actions labeled as Tier 2/3 address the needs of the specific student groups identified.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Involvement included various stakeholders. Parents and staff reviewed and discussed the SPSA at our Student Site Council (SSC) meeting. Members of the SSC gave input and approved the final SPSA budget. The SPSA was also discussed and shared with teachers at a staff meeting and input was given in finalizing the SPSA.

Laurel Staff Meeting: June 3, 2024.

SSC Meetings: May 9, May 23, June 6, and June 10, 2024. Unanimous approval at the June 10, 2024 meeting.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.36%	0.19%	0.21%	2	1	1
African American	0.18%	0.38%	0.42%	1	2	2
Asian	6.73%	7.78%	7.58%	37	41	36
Filipino	2.73%	2.09%	1.68%	15	11	8
Hispanic/Latino	66.00%	67.93%	72.21%	363	358	343
Pacific Islander	2.36%	2.47%	2.11%	13	13	10
White	13.64%	11.2%	8.42%	75	59	40
Multiple/No Response	7.45%	7.21%	6.53%	41	38	31
<b>Total Enrollment</b>				550	527	475

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	99	47
Grade 1	86	82	77
Grade 2	89	85	81
Grade 3	92	90	84
Grade 4	89	85	83
Grade 5	96	86	83
<b>Total Enrollment</b>	550	527	475

### Data Statements: Strength

1. Laurel's student enrollment has dropped by approximately 75 students in the last few years. While this is not a "strength" of performance, the smaller school size coupled with an increase in support services can mean that individual student who are struggling with their academic and/or social development have greater access to supports.

### Data Statements: Challenges

#### Why are we getting these results?

3. Laurel's drop in student enrollment mirrors the district's drop in overall enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	318	303	275	57.8%	57.5%	57.9%
Fluent English Proficient (FEP)			44			9.3%
Reclassified Fluent English Proficient (RFEP)	31	33	26	5.6%	6.3%	5.53%

### Conclusions based on this data:

1. There is a need to better support our English Learners to improve in their language acquisition to become Reclassified Fluent English Proficient.

# School and Student Performance Data

## Data Indicators and Targets

### CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	26.77%			23.11%	5 percentage	34%
3 <sup>rd</sup>	22.35%			14.62%	5 percentage	27%
5 <sup>th</sup>	29.54%			26.19%	5 percentage	34%
All English Learner/Multilingual Students	5.84%			3.52%	10 percentage points	16%
Special Education	3.70%			0%	10 percentage points	14%
Socio-Economically Disadvantaged	8.92%			10.58%	10 percentage points	19%
Asian	84.21%			65%		
Black/AA						
2+ more	64.70%			57.14%		
Filipino						
Hispanic/Latino	10.06%			10.41%	10	20%
Native Hawaiian						
White	56.25%			53.16%	5 percentage	61%
English Learner	5.84%			3.52%	10	16%
RFEP				100%	5 percentage	

### CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	23.22%			21.26%	5 percentage	27%
3 <sup>rd</sup>	24.17%			16.48%	5 percentage	29%
5 <sup>th</sup>	18.89%			19.76%	5 percentage	23%
All English Learner/Multilingual Students	4.70%			4.17%	10 percentage points	15%
Special Education	11.70%			0%	10 percentage points	21%
Socio-Economically Disadvantaged	8.98%			9.38%	10 percentage points	19%
Asian	73.68%			70%		
Black/AA						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
2+ more	58.83%			52.38%		
Filipino						
Hispanic/Latino	10.49%			9.09%	10	20%
Native Hawaiian						
White	46.88%			45.83%	5 percentage	51%
English Learner	4.70%			4.17%	10	15%
RFEP				0%	5 percentage	

**CAASPP Science: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	20%			0%		
5 <sup>th</sup>	20%			0%		
All English Learner/Multilingual Students	0%			0%	10 percentage points	10%
Special Education					10 percentage points	
Socio-Economically Disadvantaged	2%			0%	10 percentage points	12%
Black/AA						
Filipino						
Hispanic/Latino	3.51%			0%	10	14%
Native Hawaiian						
White	42.85%			0%	5 percentage	48%
English Learner	0%			0%	10	10%
RFEP					5 percentage	

**District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	43.7%			pending	10 percentage points	53.7%
Middle School Long Term English Learners (LTELs)					10 percentage points	

**District Literacy Benchmark: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	40.83%	23.78%	32.74%	41.32%	5 percentage	45%
1 <sup>st</sup>	37.08%	7.79%	27.63%	60.76%	5 percentage	42%
3 <sup>rd</sup>	28.74%	13.58%	20.51%	20.25%	5 percentage	33%
All English Learner/Multilingual Students	19.73%	7.79%	11.15%	24.61%	10 percentage points	
Special Education	15.79%	6.67%	7.14%	22.58%	10 percentage points	25%
Socio-Economically Disadvantaged	26.61%	14.72%	21.53%	33.02%	10 percentage points	36%
Asian	85.11%	54.55%	78.95%	78.13%		
Black/AA						
Filipino						
Hispanic/Latino	25.07%	12.15%	18.53%	29.59%	10	35%
Native Hawaiian						
White	74.55%	57.50%	67.57%	63.64%	5 percentage	80%
English Learner	19.73%	7.79%	11.15%	24.61%	10	29%
RFEP					5 percentage	

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		59.40%	56.15%		80%	80%
3 <sup>rd</sup>		52.56%	13.58%	K-2 only	80%	80%
5 <sup>th</sup>		61.54%	48.68%	K-2 only	80%	80%
English Learner/Multilingual Students		43.43%	45.72%		80% Proficiency Target	80%
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		28.57%	50.29%		80%	80%
Socio-Economically Disadvantaged		48.73%	48.57%		80% Proficiency Target	80%

**Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	9.45	2.39	7.14	37.6	20%	11

**ST Math Usage Rate: Total Hours Spent/Child**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	2	8	1	1	20%	

**Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	37.64%	32.64%	28.87%	32%	50%	17.50%
All English Learner/Multilingual Students	45.51%	36.00%	33.92%	36%	50% reduction	
Special Education	53.49%	36.84%	32.43%	38%	50%	22%
Socio-Economically Disadvantaged	47.63%	36.80%	33.99%	35%	50% reduction	23.50%
Asian	20.00%	29.73%	20.00%	19%		
Black/AA	100.00%	50.00%	100.00%	100%		
2+ more	8.57%	14.81%	xx	xx		
Filipino		22.22%	xx	xx		
Hispanic/Latino	46.05%	33.68%	34.45%	36%	50%	23%
Native Hawaiian	61.54%	27.27%	33.33%	50%		
White	19.05%	26.58%	11.11%	17%	50%	9.50%
English Learner	45.51%	36.00%	33.92%	36%	50%	22.50%
RFEP	37.64%			24%	50%	18%

**Suspension Rate: Percent of students suspended at least once**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	1.7%	0.80%		Pending	50%	0.015%
All English Learner/Multilingual Students	1.4%	0.58%		Pending	50% reduction	
Special Education	6%	2.80%		Pending	50% reduction	
Socio-Economically Disadvantaged	2.6%	1%		Pending	50% reduction	1.4%
Asian	0%					
Black/AA						
Filipino						
Hispanic/Latino	1.9%	1%		Pending	50%	
Native Hawaiian						
White	0%				50%	1.25%
English Learner	1.4%	0.58%		Pending	50%	
RFEP					50%	

**CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree**

**Feel Connected to School:**



Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	63%			65%	5 percentage	70%
4 <sup>th</sup>	81%			67%	5 percentage	72%
5 <sup>th</sup>	64%			75%	5 percentage	80%

**Caring Adults in School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	64%			72%	5 percentage	77%
4 <sup>th</sup>	83%			72%	5 percentage	77%
5 <sup>th</sup>	64%			87%	5 percentage	92%

**Feel Safe at School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>	91%			66%	5 percentage	71%
4 <sup>th</sup>	79%			77%	5 percentage	82%
5 <sup>th</sup>	67%			76%	5 percentage	81%

**Data Statements: Strength**

- CAASPP Literacy: Comparing 2023 and 2024 scores, the percentage of students from "socio-economically disadvantaged" families who met/exceeded grade level went up by almost 2 points.

CAASPP Math: Comparing 2023 and 2024 scores, the percentage of 5th graders and students from "socio-economically disadvantaged" families who met/exceeded grade level went up approximately 1 point.

Footsteps2Brilliance Usage: Laurel's Total Number of Hours per student increased 4 times from last year, to 37.6 hours per student.

District Literacy Benchmark: Comparing 2023 and 2024 end-of-year scores, the percentage of Laurel students meeting/exceeding grade level went up for every target student group, and for English Learners, Special Education students, and "Socio-economically disadvantaged" students performance went up more than 10 points, and 1st graders went up 23 points.

Chronic Absenteeism (Students absent 18 or more days): Comparing end of year 2023 to 2024, Laurel student chronic absenteeism improved significantly, with 5 point improvement overall and roughly 10 point improvement for key student groups.

CHKS Survey Data: Comparing 2023 to 2024 (3rd grade compared to 4th and 4th compared to 5th): The percentage of Laurel students saying they agreed/strongly agreed showed improvement for their experience of caring adults in school.

**Data Statements: Challenges**

- CAASPP Literacy: Comparing 2023 and 2024 scores, the percentages of students meeting/exceeding grade level went down overall and for all student groups, except "socio-economically disadvantaged" students.

CAASPP Math: Comparing 2023 and 2024 scores, the percentages of students meeting/exceeding grade level went down overall and for most student groups.

CAASPP Science: Comparing 2023 and 2024 scores, the percentages of students meeting/exceeding grade level went down overall and for all student groups.

District Literacy Benchmark: Only 1st graders met the improvement target.

Chronic Absenteeism (Students absent 18 or more days): Chronic absenteeism rates, while improving, are still historically high.

CHKS Survey Data: Comparing 2023 to 2024 (3rd grade compared to 4th and 4th compared to 5th): The percentage of Laurel students saying they agreed/strongly agreed showed a decline for students feeling safe at school and feeling connected to school.

### **Planning Statements**

3. Laurel must continue to focus on strengthening Tier 1 classroom instruction in literacy, math, and science and begin implementing Tier 2 academic intervention programs.

Laurel must strengthen its attendance systems, including student incentives and parent education, to reduce the high rates of chronic absenteeism.

Laurel must strengthen the strategies used in classrooms to have positive, culturally responsive environments, and we must build up our PBIS and school-wide programs to enhance the quality of school culture that students experience.

# SPSA Goals and Strategies

## Goal 1

Goal #	Description
<b>GOAL 1</b>	<b>ACHIEVEMENT:</b> Create learning opportunities for ALL TK through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	Amount
<b>STRATEGY: Language &amp; Literacy</b>			
MTSS, Tier 1: Continue to implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards") for lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided curriculum.		
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF) targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided 3.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	400,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided resource.		

MTSS, Tier 1: Support K-3rd teachers to participate in school-year professional development to deepen implementation of I-ELD/D-ELD strategies to ensure access to grade level content curriculum and accelerate the learning of Multilingual students.	District-provided materials and resources		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA literacy assessment for grades 3-5.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement language & literacy data and planning cycles, through principal and site staff meetings, that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day--targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided materials and resources  Site-identified additional teacher extra-time and substitutes	1000-1999: Certificated Personnel Salaries Site Title 1	15,823
MTSS Tier 1 & 2: Assign 2.0 fte paraeducators to support foundational literacy learning in K-3.	2.0 fte paraeducator	2000-2999: Classified Personnel Salaries District Central funding	77,000
MTSS, Tier 1 & 2: Assign Multilingual Supports TOSA, TK-5, to support ELD planning, in-class and pull-out instruction, for English Learners and Newcomers.	Site Identified, additional Teacher On Special Assignment	1000-1999: Certificated Personnel Salaries District Central funding	173,411
MTSS, Tier 1 & 2: Assign Multilingual Supports Pareducator, TK-5, to support in-class and pull-out instruction, for English Learners and Newcomers.	Site Identified, additional Paraeducator	2000-2999: Classified Personnel Salaries Site Title 1	62,000
MTSS, Tier 1 & 2; Purchase supplemental computer based BrainPop, Jr, and ELL program to support English Learners with English Language Acquisition to support learning in class and at home.	Instructional materials licenses (BrainPop, Jr, and ELL license for English Learners)	4000-4999: Books And Supplies Site Title 1	8,800
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional	District-provided materials and resources		

supports as well as case management and guidance for students in the SST process targeting student groups identified in ATSI and lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.			
MTSS, Tier 1 & 2: Implement Lexia as a literacy resource for teachers to use with students targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	Instructional materials licenses (LEXIA)	4000-4999: Books And Supplies Site Title 1	10,000
MTSS, Tier 1 & 2: Purchase additional Read Aloud instructional materials and Decodable books to support high quality, culturally responsive whole and small group instruction and reading at home.	Instructional materials	4000-4999: Books And Supplies Site Title 1	40,000
MTSS, Tier 1; Provide academic enrichment opportunities through on-campus assemblies and off-campus field trips to build academic engagement for all students.	Assembly costs, small consultant contracts, field trip and transportation costs	5000-5999: Services And Other Operating Expenditures Site Title 1	30,000
MTSS, Tier 2: Purchase English Language Development materials to implement key ELD strategies across all content areas, to support high quality, culturally responsive instruction for English Learners and Newcomers.	Instructional materials	4000-4999: Books And Supplies Site Title 1	3000
MTSS, Tier 2: Implement instructional intervention activities outside the school day targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	Site-identified, additional teacher or paraeducator extra-time	1000-1999: Certificated Personnel Salaries Site Title 1	10,046
MTSS, Tier 2: Purchase instructional materials for academic intervention activities outside the school day, targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	Instructional materials	4000-4999: Books And Supplies Site Title 1	17,000
MTSS, Tier 1 & 2: Support teachers to strengthen their instructional knowledge and skills through observing other teachers, observing their own recorded practice, collaborating with peers, and	Substitutes for release time, self-observation technology, and conference expenses	None Specified Site Title 1	28,008

attending professional conferences (CABE, BGLAD, Asilomar, etc.)			
MTSS, Tier 1: Extend library hours to support student literacy	Classified library aide additional hours	2000-2999: Classified Personnel Salaries Site Supplemental	10,139
MTSS, Tier 1: Purchase library books and materials to support all students with high quality and culturally responsive literacy resources	Library books and materials	4000-4999: Books And Supplies Site Title 1	12,225
MTSS, Tier 1-3: Support principal and teachers leaders to plan and prepare key academic actions, particularly during the summer break, to ensure effective implementation during the school year	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Title 1	4000
<b>STRATEGY: Mathematics</b>			
MTSS, Tier 1: Continue implementation of new K-5 math curricula and teacher guidance materials targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources  Summer per diem, covered by district.		
MTSS, Tier 1: Provide a Math ToSA to support 4th/5th grade teachers professional learning and collaboration--to strengthen the quality of their math instruction targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided 1.0 fte Math ToSA, materials and resources	1000-1999: Certificated Personnel Salaries District Central funding	147,899
MTSS, Tier 1 & 2: Support Math ToSA and 4th/5th teachers to plan and prepare the math program and interventions, during the summer break, to ensure effective implementation during the school year.	Site-identified additional teacher extra-time and materials	None Specified Site Title 1	5000
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring,	District-provided resource.		

analysis, and instructional reengagement targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.			
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost) targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided materials and resources (see costs in Language & Literacy Strategy)		
<b>STRATEGY: Science/STEM</b>			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources  Site-identified additional teacher extra-time		
MTSS, Tier 1: Provide science enrichment opportunity through Outdoor Education program for 5th Grade Students	District-identified, Outdoor Education program cost and transportation cost	None Specified District Central funding	30,000
MTSS Tier 1: Provide science enrichment through Mystery Science	Consultant contract	5000-5999: Services And Other Operating Expenditures Site Title 1	2,000
<b>STRATEGY: Expand Visual and Performing Arts Programming</b>			
MTSS, Tier 1: Implement Art4Schools visual arts program for all classrooms	District-provided contract	5000-5999: Services And Other Operating Expenditures District Central funding	37,080
MTSS, Tier 1: Implement Music4Minors instrumental music program for all classrooms	District-provided contract	5000-5999: Services And Other Operating Expenditures District Central funding	61,025
<b>STRATEGY: Strengthen Computer Technology in Support of Academic Learning</b>			
Strengthen school management of student computer devices to ensure all students have a working laptop device at school and at home.	Classified additional hours	2000-2999: Classified Personnel Salaries Site Supplemental	9,806
Provide a second laptop device for every student to support academic learning on campus during the	Laptop devices	5000-5999: Services And Other Operating Expenditures	138,000

school day and after-school program.		District Central funding	
<b>STRATEGY: Strengthen Extended Day Interventions and Support</b>			
MTSS, Tier 2: Collaborate with Laurel's after school program provider, Peninsula Bridge, to provide literacy and math interventions, to targeted struggling students. (See also, intervention actions the "Language and Literacy" strategy above).	Staff Extra time paid for using ELO-P funding	1000-1999: Certificated Personnel Salaries District Central funding	20,000



# SPSA Goals and Strategies

## Goal 2

Goal #	Description
<b>GOAL 2</b>	<b>EQUITY:</b> Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Family Engagement</b>			
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff 1.0 FTE or 8.0 hours	2000-2999: Classified Personnel Salaries Site Supplemental	97000
Expand school efforts to get input and feedback from families via community listening circles and FAASO to strengthen integration of family strengths and resources into school services and supports.	Site-identified staff extra-time and meeting costs District and site provided resources	0001-0999: Unrestricted: Locally Defined Site Title 1	3,000
Expand school efforts to get input and feedback from families via Principal Cafecitos to strengthen integration of family strengths and resources into school services and supports.	District and site provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	1,167
Expand parent education events and activities (Tech Support, Nights, and ELAC)	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Title 1	8,000
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources Site scheduled Staff Meetings		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources Site scheduled Staff Meetings		

Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources Site scheduled Staff Meetings		
Provide Anti-Bias Anti-Racism (ABAR) education supplies and professional development for staff	ABAR (books, art supplies, kinder conference fees, subs for conferences)	4000-4999: Books And Supplies Site Title 1	8,000
Implement three-year plan to transform the Laurel campus with a new mural each year, that reflects the families and cultures of the Laurel community	Consultant costs and supplies	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	5,000
<b>STRATEGY: Full Service Community School</b>			
Build site community school steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the areas of quality early learning (access to pre-k), extended learning day, and academic interventions.	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	District-provided resources Site-identified staff extra-time		
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources.	District-provided resources Site-identified staff extra-time		
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day.	Community School Grant	5000-5999: Services And Other Operating Expenditures Other	164,600
Provide a full-time Community School Coordinator to lead community school activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.	Community School Grant	2000-2999: Classified Personnel Salaries Other	125,000
Provide a Family/Community School Center that will serve as the hub for for families and students requiring wrap-around services, parent/family education, and after-school activities. Led by the Community Schools Coordinator, the Family/Community School	Community School Grant	4000-4999: Books And Supplies Other	10,400

Center will bring community resources from local partners and agencies.			
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# SPSA Goals and Strategies

## Goal 3

Goal #	Description
<b>GOAL 3</b>	<b>WELLNESS:</b> Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Provide 2.0 FTE of Counselors to implement individual and group wellness support.	District-provided 2.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	250,000
MTSS, Tier 1 & 2: Provide Restorative Justice ToSA to support students with restorative practices and to provide coaching and professional development to implement in their classrooms.	District-provide 1.0 fte for RJ ToSA	1000-1999: Certificated Personnel Salaries District Central funding	125,000
MTSS, Tier 2: Provide additional counseling resources for targeted Newcomer students and families.	Consultant contract	5000-5999: Services And Other Operating Expenditures Site Title 1	5,000
MTSS, Tier 1: Provide teachers with Responsive Classroom training to strengthen classroom procedures and culture.	Contractor costs	5800: Professional/Consulting Services And Operating Expenditures District Central funding	35,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in school-year professional development in: 1. how to implement SST and 504 processes; and in 2. wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer	District-provided materials and resources		

and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting specifically student groups identified in ATSI: Socio-economically disadvantaged, Youth with Compromised Housing, English Learners, and Latinx.	1.0 Behavior Technician District-provided materials and resources	2000-2999: Classified Personnel Salaries Site Title 1	60,000
MTSS, Tier 1 & 2: Implement Positive Behavior Interventions and Supports (PBIS) strategies and progressive discipline framework.	PBIS Leadership Team extra time; student incentives and materials (student store)	0001-0999: Unrestricted: Locally Defined Site Title 1	15,000
MTSS, Tier 1: Implement site-based strategies for “supported play” (Girls on the Run, recess coaches, etc.), so that students experience safe play and build physical, mental and social/emotional health.	\$5000 Girls on the Run from Title 4 contract \$55,000 for Supported Play staffing (\$40,000 Title 1 and \$10,000 Title 4)	5800: Professional/Consulting Services And Operating Expenditures Site Title 1	40,000
MTSS, Tier 1: Implement Project Cornerstone to engage students on positive PBIS beliefs.	Cost of program and materials such as books	5800: Professional/Consulting Services And Operating Expenditures	5000
MTSS, Tier 1-3: Support principal and teachers leaders to plan and prepare key wellness actions, particularly during the 2025 summer break, to ensure effective implementation during the school year.	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Title 1	
<b>STRATEGY: Reducing Chronic Absenteeism</b>			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB), targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, and Latinx students).			
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the	Incentives costs	4000-4999: Books And Supplies Site Title 1	4,000

<p>implementation/ expansion of attendance rewards &amp; recognitions activities and family engagement and education about the importance of attendance.</p>			
<p>MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of activities and resources that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism.</p>	<p>"Student care" resources, including washer/dryer</p>	<p>None Specified Site Supplemental</p>	<p>6,000</p>
<p>MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.</p>			
<p>MTSS Tier 2: On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism --targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, and Latinx students).</p>			
<p>MTSS Tier 2: Care Team members will conduct empathy interviews with students and families of specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.). Targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with</p>			

Compromised Housing, Multilingual students, and Latinx students).			
MTSS Tier 3: Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism--targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, and Latinx students).			
<b>STRATEGY: Supporting Students with Compromised Housing/Foster Youth</b>			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).			
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.			
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.			

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,319,429.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$5,000.00
District Central funding	\$1,494,415.00
Other	\$300,000.00
Site Supplemental	\$124,112.00
Site Title 1	\$395,902.00

Subtotal of state or local funds included for this school: \$2,319,429.00

Total of federal, state, and/or local funds for this school: \$2,319,429.00



# 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
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## Expenditures by Funding Source

Funding Source	Amount
	5,000.00
District Central funding	1,494,415.00
Other	300,000.00
Site Supplemental	124,112.00
Site Title 1	395,902.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	19,167.00
1000-1999: Certificated Personnel Salaries	1,154,179.00
2000-2999: Classified Personnel Salaries	440,945.00
4000-4999: Books And Supplies	113,425.00
5000-5999: Services And Other Operating Expenditures	437,705.00
5800: Professional/Consulting Services And Operating Expenditures	85,000.00
None Specified	69,008.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures		5,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	1,116,310.00

2000-2999: Classified Personnel Salaries	District Central funding	77,000.00
5000-5999: Services And Other Operating Expenditures	District Central funding	236,105.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	35,000.00
None Specified	District Central funding	30,000.00
2000-2999: Classified Personnel Salaries	Other	125,000.00
4000-4999: Books And Supplies	Other	10,400.00
5000-5999: Services And Other Operating Expenditures	Other	164,600.00
0001-0999: Unrestricted: Locally Defined	Site Supplemental	1,167.00
2000-2999: Classified Personnel Salaries	Site Supplemental	116,945.00
None Specified	Site Supplemental	6,000.00
0001-0999: Unrestricted: Locally Defined	Site Title 1	18,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	37,869.00
2000-2999: Classified Personnel Salaries	Site Title 1	122,000.00
4000-4999: Books And Supplies	Site Title 1	103,025.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	37,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	45,000.00
None Specified	Site Title 1	33,008.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,352,262.00
Goal 2	422,167.00
Goal 3	545,000.00

# 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
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
David Chambliss (standing in for the principal)	Principal
Julie MacArthur	Other School Staff
Julie Wolfe	Other School Staff
Carolyn Franco	Classroom Teacher
Sarah Stump	Classroom Teacher
Sheila Esquivias	Other School Staff
Alissa Talesnick	Parent or Community Member
Maggie Chan	Parent or Community Member
Michael Ru	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 6/10/2024.

Attested:



Principal, David Chambliss (standing in for principal) on 6/18/2024



SSC Chairperson, Alissa Talesnick on 6/21/2024