



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Wood Elementary School	27-66142-6109177	May 21, 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 Laurel Wood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Laurel Wood School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC,

the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

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

Plan Description

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

This plan is being used by Laurel Wood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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Laurel Wood Elementary is committed to providing all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Educational Partner Involvement

How, when, and with whom did Laurel Wood Elementary 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

At the beginning of the year the staff goes over the SPSA to review the budgets and plan for Student Achievement, Improve school Culture and Climate for All Learners, English Learners, and Students with Disabilities, and Parent Involvement. Knowing that this is an ever changing plan, over a period of 2-3 months we go over each section of the plan to make improvements to help our students and parents. Our school site council reviews the plan and gives their suggestions as the approve the expenditures in the SPSA. Our ELAC also reviews the plan and gives their ideas to the SSC to review. Any changes and or expenditures in the SPSA is approved by the SSC at their monthly meeting.

Laurel Wood Elementary took great care to ensure all educator partners have a voice and opportunities provide our site input on the School Plan for Student Achievement (SPSA). We scheduled meetings throughout the year to determine the effectiveness of our current programs and what areas can be improves for the future. All community partners are valued as part of our team, deciding how our funds are used to maximize student achievement, social-emotional well being, safety, and parent involvement. These meetings included all educational partners, such as ELAC (English Language Advisory Committee), SSC (School Site Council), PTC (Parent Teacher Club, and Padres Unidos, a community group that works to empower our ELAC parents through outreach and communication. Additionally, our Panorama culture and climate surveys, (completed by students, parents, and staff members) gave essential input for our 2024 SPSA.

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.

According to the data, there are no indicators in orange and red at this time.

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.

English Learners: English Language Arts

Steps to address this area of low performance include:

1. Individualized outreach to English Learners and their families
2. Ongoing ELPAC intervention after school
3. Communication with parents of English Learners to support their students at home
4. Designated ELD in all classrooms, utilizing small groups for targeted intervention and strategies such as language modeling, and improving domain mastery: Reading,
5. Additional planning opportunities for grade level teams

English Learners: Mathematics

Steps to address this area of low performance include:

1. Project based, collaborative instruction
2. Additional planning opportunities for grade level teams
3. Small group targeted intervention emphasizing subject matter conceptual mastery and academic english language skills

Students with Disabilities: English Language Arts

Steps to address this area of low performance include:

1. Project based, collaborative instruction
2. Additional planning opportunities for SDC and RSP teams
3. Utilize supplementary/modified curricula, including Steps to Advance
4. Individualized outreach to parents and families of Students with Disabilities
5. Small group instruction to meet all students at their individual levels

Students with Disabilities: Mathematics

Steps to address this area of low performance include:

1. Project based, collaborative instruction
2. Additional planning opportunities for SDC and RSP teams
3. Utilize supplementary curricula/modified, including Touch Math
4. Individualized outreach to parents and families of Students with Disabilities
5. Small group instruction to meet all students at their individual levels

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Increase student performance on STAR Reading and Math.

Reduce Chronic Absenteeism specifically for English Learners, Homeless and White student subgroups.

Steps to address this area of low performance include:

1. Increase PBIS incentives for good attendance, such as individual and class celebrations, school-wide contests, and weekly raffles.
2. Individual and family outreach
3. Working with Community Partners, such as FRC, Padres Unidos, and PTC to boost student attendance

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Laurel Wood Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	%	0.68%	0.74%		3	3
African American	%	0.68%	0.25%		3	1
Asian	%	2.28%	2.22%		10	9
Filipino	%	3.88%	3.21%		17	13
Hispanic/Latino	%	81.74%	82.47%		358	334
Pacific Islander	%	0.23%	0.25%		1	1
White	%	6.62%	7.90%		29	32
Multiple/No Response	%	3.65%	1.98%		16	8
Total Enrollment					438	405

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		66	45
Grade 1		51	53
Grade 2		62	54
Grade3		59	65
Grade 4		63	58
Grade 5		51	59
Grade 6		86	51
Total Enrollment		438	405

Conclusions based on this data:

1. Our enrollment has been declining for the past three years and looks like that trend will continue.
2. Our ethnic breakdown is pretty stable.
3. Enrollment is declining across several grade levels. With low Kinder numbers, this is likely to continue.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	115	113	114	23.80%	27.1%	28.1%
Fluent English Proficient (FEP)	47	48	38	13.50%	11.1%	9.4%
Reclassified Fluent English Proficient (RFEP)				12.3%		

Conclusions based on this data:

1. Our English Learners population has remained pretty consistent at about 26% over the past three years, however the recent decline may be attributed to higher rents in the area or recruitment to Dual Immersion programs.
2. Our Fluent English proficient has increased by 3.2%.
3. Our reclassified -RFEP students has declined by 14.5% over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	62	61	0	62	61	0	62	61	0.0	100.0	100.0
Grade 4	89	48	61	0	47	61	0	47	61	0.0	97.9	100.0
Grade 5	67	88	49	0	87	49	0	87	49	0.0	98.9	100.0
Grade 6	90	64	83	0	62	83	0	62	83	0.0	96.9	100.0
All Grades	290	262	254	0	258	254	0	258	254	0.0	98.5	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.	2368.		6.45	14.75		19.35	11.48		19.35	26.23		54.84	47.54
Grade 4		2449.	2395.		14.89	6.56		25.53	18.03		27.66	16.39		31.91	59.02
Grade 5		2448.	2489.		10.34	20.41		20.69	26.53		19.54	20.41		49.43	32.65
Grade 6		2485.	2505.		8.06	7.23		27.42	36.14		29.03	30.12		35.48	26.51
All Grades	N/A	N/A	N/A		9.69	11.42		22.87	24.02		23.26	24.02		44.19	40.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.68	14.75		50.00	42.62		40.32	42.62
Grade 4		12.77	8.20		68.09	54.10		19.15	37.70
Grade 5		9.20	12.24		55.17	73.47		35.63	14.29
Grade 6		12.90	4.82		53.23	71.08		33.87	24.10
All Grades		10.85	9.45		55.81	60.63		33.33	29.92

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.23	6.56		38.71	55.74		58.06	37.70
Grade 4		8.51	4.92		65.96	42.62		25.53	52.46
Grade 5		11.49	12.24		49.43	63.27		39.08	24.49
Grade 6		6.45	7.23		62.90	63.86		30.65	28.92
All Grades		7.75	7.48		53.10	56.69		39.15	35.83

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45	6.56		66.13	65.57		27.42	27.87
Grade 4		8.51	4.92		70.21	68.85		21.28	26.23
Grade 5		2.30	10.20		75.86	71.43		21.84	18.37
Grade 6		9.68	8.43		70.97	73.49		19.35	18.07
All Grades		6.20	7.48		71.32	70.08		22.48	22.44

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.84	13.11		54.84	52.46		40.32	34.43
Grade 4		19.15	3.28		61.70	70.49		19.15	26.23
Grade 5		6.90	18.37		58.62	63.27		34.48	18.37
Grade 6		11.29	15.66		54.84	69.88		33.87	14.46
All Grades		9.69	12.60		57.36	64.57		32.95	22.83

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Conclusions based on this data:

1. We have 40% of our students at Met or Exceeded Standards in ELA.
2. We plan to use inclusion strategies for our SWD and provide more support staff during assessments.
3. In ELA, SWD appeared in Red on the Dashboard while EL, Hispanic, Homeless and SED students appeared in the orange.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	62	61	0	62	61	0	62	61	0.0	100.0	100.0
Grade 4	89	48	61	0	47	61	0	47	61	0.0	97.9	100.0
Grade 5	67	88	49	0	86	49	0	86	49	0.0	97.7	100.0
Grade 6	90	64	83	0	62	83	0	62	83	0.0	96.9	100.0
All Grades	290	262	254	0	257	254	0	257	254	0.0	98.1	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.	2375.		6.45	11.48		19.35	19.67		25.81	11.48		48.39	57.38
Grade 4		2480.	2413.		17.02	4.92		36.17	16.39		23.40	34.43		23.40	44.26
Grade 5		2433.	2499.		6.98	26.53		5.81	16.33		24.42	22.45		62.79	34.69
Grade 6		2465.	2482.		8.06	6.02		16.13	21.69		24.19	32.53		51.61	39.76
All Grades	N/A	N/A	N/A		8.95	11.02		17.12	18.90		24.51	25.98		49.42	44.09

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.06	8.20		38.71	42.62		53.23	49.18
Grade 4		25.53	9.84		46.81	31.15		27.66	59.02
Grade 5		5.81	28.57		43.02	34.69		51.16	36.73
Grade 6		11.29	8.43		38.71	48.19		50.00	43.37
All Grades		11.28	12.60		41.63	40.16		47.08	47.24

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.52	11.48		35.48	36.07		50.00	52.46
Grade 4		21.28	4.92		55.32	44.26		23.40	50.82
Grade 5		5.81	26.53		39.53	44.90		54.65	28.57
Grade 6		9.68	4.82		40.32	56.63		50.00	38.55
All Grades		11.67	10.63		41.63	46.46		46.69	42.91

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.06	13.11		62.90	55.74		29.03	31.15
Grade 4		23.40	9.84		63.83	54.10		12.77	36.07
Grade 5		8.14	18.37		44.19	51.02		47.67	30.61
Grade 6		8.06	9.64		56.45	60.24		35.48	30.12
All Grades		10.89	12.20		55.25	55.91		33.85	31.89

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Conclusions based on this data:

1. Overall 36.4% of students met or exceeded in Math.
2. Area of weakness - problem solving & data analysis. More hands on math experience is needed.
3. SWD in the red on dashboard. Plan to use more inclusion strategies and increase intervention opportunities during the school day.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1382.4	1424.5	1377.0	1403.0	1439.1	1387.9	1334.5	1390.0	1351.0	12	16	23
1	*	*	1400.3	*	*	1417.4	*	*	1382.5	10	8	16
2	1492.6	1454.6	1439.2	1506.3	1462.3	1466.0	1478.5	1446.6	1411.8	11	17	13
3	1495.0	1462.2	1473.8	1512.4	1470.1	1494.4	1477.0	1453.7	1452.6	13	18	17
4	1487.8	1514.5	1495.1	1496.0	1535.2	1509.4	1478.9	1493.5	1480.5	25	13	16
5	1531.7	1524.6	1535.9	1544.0	1541.4	1544.5	1519.0	1507.2	1526.9	21	25	11
6	1504.8	1526.6	1541.4	1509.4	1524.8	1551.9	1499.5	1528.1	1530.4	16	17	20
All Grades										108	114	116

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	18.75	0.00	16.67	31.25	21.74	50.00	25.00	34.78	33.33	25.00	43.48	12	16	23
1	*	*	0.00	*	*	31.25	*	*	43.75	*	*	25.00	*	*	16
2	18.18	5.88	0.00	54.55	47.06	23.08	27.27	11.76	46.15	0.00	35.29	30.77	11	17	13
3	7.69	0.00	17.65	53.85	38.89	35.29	38.46	33.33	23.53	0.00	27.78	23.53	13	18	17
4	4.00	15.38	12.50	44.00	38.46	25.00	28.00	38.46	50.00	24.00	7.69	12.50	25	13	16
5	23.81	16.00	27.27	38.10	48.00	45.45	23.81	24.00	18.18	14.29	12.00	9.09	21	25	11
6	6.25	29.41	30.00	25.00	41.18	45.00	50.00	5.88	15.00	18.75	23.53	10.00	16	17	20
All Grades	9.26	13.16	12.07	39.81	39.47	31.90	35.19	24.56	32.76	15.74	22.81	23.28	108	114	116

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	25.00	4.35	16.67	18.75	17.39	50.00	31.25	34.78	16.67	25.00	43.48	12	16	23
1	*	*	18.75	*	*	37.50	*	*	18.75	*	*	25.00	*	*	16
2	54.55	29.41	7.69	27.27	23.53	53.85	18.18	17.65	30.77	0.00	29.41	7.69	11	17	13
3	38.46	27.78	35.29	61.54	33.33	29.41	0.00	16.67	11.76	0.00	22.22	23.53	13	18	17
4	32.00	53.85	50.00	44.00	38.46	31.25	12.00	0.00	12.50	12.00	7.69	6.25	25	13	16
5	47.62	60.00	54.55	38.10	28.00	36.36	4.76	4.00	0.00	9.52	8.00	9.09	21	25	11
6	25.00	41.18	75.00	37.50	35.29	15.00	25.00	5.88	5.00	12.50	17.65	5.00	16	17	20
All Grades	36.11	37.72	34.48	37.96	30.70	29.31	17.59	14.91	17.24	8.33	16.67	18.97	108	114	116

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.25	0.00	0.00	31.25	13.04	58.33	43.75	30.43	41.67	18.75	56.52	12	16	23
1	*	*	0.00	*	*	18.75	*	*	43.75	*	*	37.50	*	*	16
2	0.00	0.00	0.00	54.55	41.18	15.38	27.27	23.53	23.08	18.18	35.29	61.54	11	17	13
3	7.69	0.00	0.00	0.00	5.56	23.53	69.23	44.44	41.18	23.08	50.00	35.29	13	18	17
4	0.00	7.69	0.00	8.00	23.08	18.75	48.00	30.77	43.75	44.00	38.46	37.50	25	13	16
5	4.76	4.00	9.09	19.05	20.00	27.27	57.14	48.00	36.36	19.05	28.00	27.27	21	25	11
6	6.25	5.88	5.00	6.25	35.29	35.00	25.00	35.29	35.00	62.50	23.53	25.00	16	17	20
All Grades	2.78	3.51	1.72	13.89	24.56	21.55	48.15	37.72	36.21	35.19	34.21	40.52	108	114	116

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	25.00	13.04	58.33	62.50	34.78	25.00	12.50	52.17	12	16	23
1	*	*	37.50	*	*	37.50	*	*	25.00	*	*	16
2	36.36	17.65	15.38	54.55	64.71	76.92	9.09	17.65	7.69	11	17	13
3	38.46	11.11	35.29	61.54	66.67	35.29	0.00	22.22	29.41	13	18	17
4	32.00	53.85	25.00	56.00	38.46	68.75	12.00	7.69	6.25	25	13	16
5	19.05	16.00	27.27	66.67	80.00	54.55	14.29	4.00	18.18	21	25	11
6	12.50	11.76	35.00	56.25	76.47	60.00	31.25	11.76	5.00	16	17	20
All Grades	27.78	19.30	26.72	58.33	69.30	50.86	13.89	11.40	22.41	108	114	116

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	31.25	0.00	41.67	37.50	56.52	41.67	31.25	43.48	12	16	23
1	*	*	12.50	*	*	68.75	*	*	18.75	*	*	16
2	54.55	29.41	23.08	45.45	41.18	76.92	0.00	29.41	0.00	11	17	13
3	66.67	50.00	52.94	33.33	27.78	17.65	0.00	22.22	29.41	12	18	17
4	52.00	53.85	62.50	32.00	38.46	25.00	16.00	7.69	12.50	25	13	16
5	71.43	88.00	81.82	23.81	4.00	18.18	4.76	8.00	0.00	21	25	11
6	50.00	75.00	75.00	43.75	12.50	20.00	6.25	12.50	5.00	16	16	20
All Grades	52.34	53.10	41.38	37.38	30.09	40.52	10.28	16.81	18.10	107	113	116

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	12.50	0.00	66.67	62.50	65.22	33.33	25.00	34.78	12	16	23
1	*	*	6.25	*	*	43.75	*	*	50.00	*	*	16
2	9.09	5.88	0.00	72.73	64.71	46.15	18.18	29.41	53.85	11	17	13
3	0.00	0.00	0.00	53.85	16.67	52.94	46.15	83.33	47.06	13	18	17
4	0.00	7.69	0.00	44.00	46.15	43.75	56.00	46.15	56.25	25	13	16
5	9.52	8.00	27.27	66.67	52.00	36.36	23.81	40.00	36.36	21	25	11
6	6.25	17.65	5.00	6.25	41.18	45.00	87.50	41.18	50.00	16	17	20
All Grades	4.63	7.89	4.31	50.93	47.37	49.14	44.44	44.74	46.55	108	114	116

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.25	17.39	33.33	68.75	26.09	66.67	25.00	56.52	12	16	23
1	*	*	0.00	*	*	62.50	*	*	37.50	*	*	16
2	9.09	11.76	15.38	72.73	52.94	23.08	18.18	35.29	61.54	11	17	13
3	7.69	0.00	0.00	84.62	72.22	76.47	7.69	27.78	23.53	13	18	17
4	0.00	7.69	6.25	64.00	61.54	62.50	36.00	30.77	31.25	25	13	16
5	0.00	32.00	9.09	85.71	40.00	72.73	14.29	28.00	18.18	21	25	11
6	6.25	25.00	35.00	81.25	50.00	50.00	12.50	25.00	15.00	16	16	20
All Grades	2.78	14.16	12.93	71.30	55.75	51.72	25.93	30.09	35.34	108	113	116

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall number of EL students is decreasing.
2. Our scores appear to be increasing year to year, but the number of students reclassifying is declining. Need to target ELs with small group ELD instruction and improve scale score in reading.
3. Writing appears to be a weak area for most grades. We should preview the writing prompts during PLC to align writing instruction to match the level of rigor required.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
438	60	25.8	0.2
Total Number of Students enrolled in Laurel Wood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	25.8
Foster Youth	1	0.2
Homeless	115	26.3
Socioeconomically Disadvantaged	263	60
Students with Disabilities	95	21.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
American Indian	3	0.7
Asian	10	2.3
Filipino	17	3.9
Hispanic	358	81.7
Two or More Races	16	3.7
Pacific Islander	1	0.2
White	29	6.6

Conclusions based on this data:

1. We are predominantly hispanic population with 81%.
2. A high percentage of our students are socioeconomically disadvantaged at 72%.
3. We need more improvement in all areas to get to green and blue indicators for all subgroups.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. According to the 2019 dashboard, SWD are in the red and other counted subgroups are in the orange. Consistent use of MTSS, PBIS and SEL strategies are required to improve these numbers in 21-22.

School and Student Performance Data

Academic Performance English Language Arts

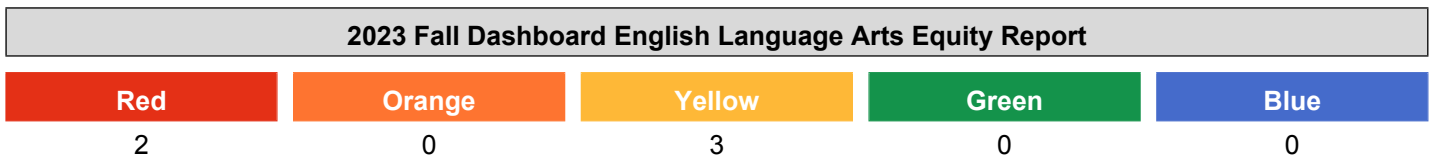
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 44 points below standard Increased +4.7 points 248 Students	<p>English Learners</p>  Red 91.2 points below standard Decreased -8.1 points 77 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  Yellow 53.7 points below standard Increased Significantly +36.1 points 58 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 67.1 points below standard Increased +7.7 points 138 Students	<p>Students with Disabilities</p>  Red 146.1 points below standard Decreased -9.3 points 58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.7 points below standard Increased +5.6 points 203 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	5.7 points below standard Maintained -2.1 points 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.7 points below standard Decreased -7.3 points 57 Students	4.3 points above standard Increased Significantly +16.5 points 20 Students	25.3 points below standard Increased +8.6 points 149 Students

Conclusions based on this data:

1. Our students with disabilities are far below the school average.
2. All groups increased except for our students with disabilities. This was true in 2018, but the 2019 dashboard showed a decline in these areas to orange.
3. Consistent access to paraeducator supply for student academic achievement is key to improving and recovering from the impact of the Covid-19 pandemic.

School and Student Performance Data

Academic Performance Mathematics

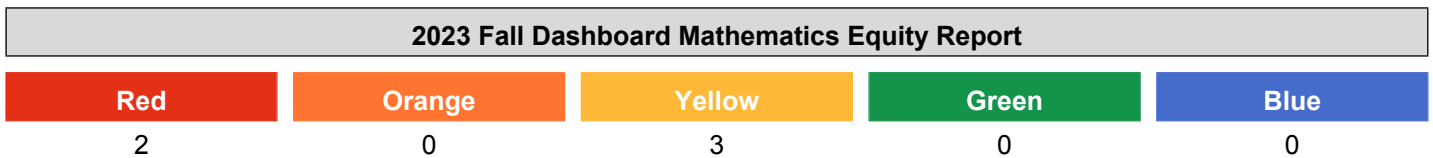
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>60.7 points below standard</p> <p>Increased +6.9 points</p> <p>248 Students</p>	<p>English Learners</p>  <p>Red</p> <p>116 points below standard</p> <p>Decreased -6.3 points</p> <p>77 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  <p>Yellow</p> <p>69.4 points below standard</p> <p>Increased Significantly +24.5 points</p> <p>58 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>83.8 points below standard</p> <p>Increased +7.8 points</p> <p>138 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>171.6 points below standard</p> <p>Decreased -11.4 points</p> <p>58 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.5 points below standard Increased +7.4 points 203 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	18.4 points below standard Decreased -13.1 points 18 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144.2 points below standard Decreased -10.5 points 57 Students	35.4 points below standard Increased Significantly +24.6 points 20 Students	36.2 points below standard Increased +11 points 149 Students

Conclusions based on this data:

1. Our students with disabilities are far below our school average and their scores decreased. We've added two more SDC classes in 21-22, so ensuring adherence to their academic goals will be key.
2. It will be important to monitor the fidelity of the implementation of the adaptive math program Dreambox. This is a new tool for this school year that has shown promising results.
3. Consistent access to paraeducator support for student academic achievement is key to improving and recovering from the impact of the Covid-19 pandemic.

School and Student Performance Data

Academic Performance English Learner Progress

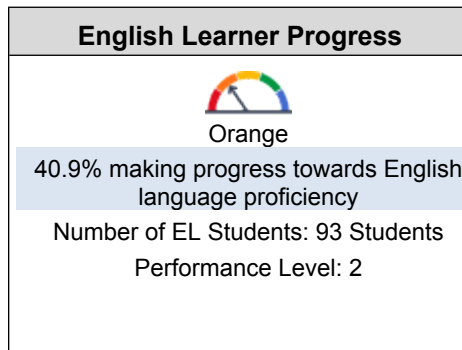
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	40	1	37

Conclusions based on this data:

- Of the 147 EL learners, we have 78.9% of our students at Moderately or Well Developed.
- We have 20 % (30 students) who are beginning or Somewhat developed.
- Utilizing small group ELD to frontload ELPAC practice and supports for ELD will help improve performance on the ELPAC.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 31.6% Chronically Absent Declined Significantly -16.1 455 Students	 Orange 26.8% Chronically Absent Declined -26.8 127 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 33.1% Chronically Absent Declined -23.7 121 Students	 Yellow 37.8% Chronically Absent Declined Significantly -18.9 278 Students	 Orange 43.4% Chronically Absent Declined -16 106 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 10 Students	5.9% Chronically Absent Declined -7.5 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.4% Chronically Absent Declined Significantly -17.4 373 Students	33.3% Chronically Absent Increased 6.1 18 Students	Less than 11 Students 1 Student	 Orange 29% Chronically Absent Declined -12.9 31 Students

Conclusions based on this data:

1. Our highest rate of absenteeism are our homeless and students with disabilities.
2. Our third highest group are the socially disadvantaged students.
3. This year attendance will be a concern due to the many required absences for quarantine caused by the Covid-19 pandemic.

School and Student Performance Data

Conditions & Climate Suspension Rate

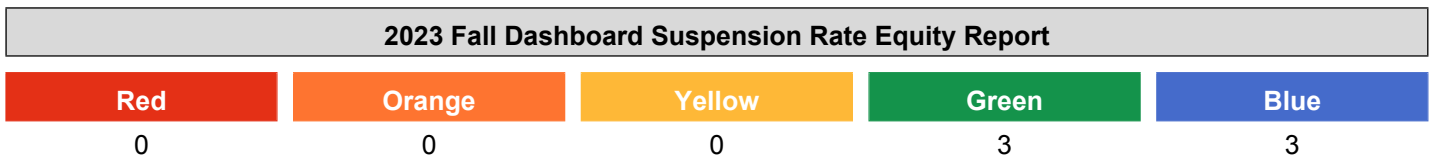
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.4 462 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.6% suspended at least one day	Declined Significantly -2.4 462 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -3 129 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -3 129 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students		
All Students														
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Less than 11 Students 2 Students														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.8% suspended at least one day</td> </tr> <tr> <td>Declined -2.2 123 Students</td> </tr> </tbody> </table>	Homeless	 Green	0.8% suspended at least one day	Declined -2.2 123 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.1% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.1 284 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	1.1% suspended at least one day	Declined Significantly -1.1 284 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Declined -4.9 107 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	0.9% suspended at least one day	Declined -4.9 107 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>0% suspended at least one day Maintained 0 17 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0.8% suspended at least one day Declined Significantly -2.6 379 Students</p>	<p>0% suspended at least one day Maintained 0 18 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day Declined -3.2 31 Students</p>

Conclusions based on this data:

1. We have steadily decreased our suspension rate.
2. Our highest suspension rate was our Students with disabilities (red).
3. The proactive implementation of MTSS, PBIS and SEL strategies (including the deployment of full time school counselor and school psychologist) will be targeted to reduce those behaviors that lead to suspension.

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.

Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, students with disabilities and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

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.

Laurel Wood showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:

English Learners: 72.73% Standard Not Met (Level 1)

Students with Disabilities: 80.36% Standard Not Met (Level 1)

Laurel Wood showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:

English Learners: 78.79% Standard Not Met (Level 1)

Students with Disabilities: 92.86% Standard Not Met (Level 1)

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
All students in grades TK - 6 will score at or above grade level on STAR Early Literacy or Star Reading	TK: 25%, T3 68% K: 23%, T3 51% (SEL) and ??%, T3 ??% STAR Reading 1: 14%, T3 69% (SEL) and 12%, T3 67% STAR Reading 2: 27%, T3 67% 3: 36%, T3 57% 4: 31%, T3 48% 5: 41%, T3 58% 6: 19%, T3 38%	The goal will be for all students to show growth and ideally at least 60% will be at designated grade level targets by T3.
All students in grades 1 - 6 will score at or above grade level on Star Math.	1: 42%, T3 83% 2: 43%, T3 67% 3: 33%, T3 61% 4: 43%, T3 62% 5: 61%, T3 75% 6: 27%, T3 59%	The goal will be for all students to show growth and ideally at least 65% to be at/above benchmark targets.
SBAC ELA - English Learners	72.73% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Students with Disabilities	80.36% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - English Learners	78.79% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - Students with Disabilities	92.86% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%

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	Provide strategic intervention and enrichment such as phonemic awareness strategies (ILF, Phonics for Reading, etc) through classified staff to work with all targeted students in classes as needed.	All students and targeted groups such as ELs, Homeless, SWD, and SED.	4530 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Para time to support K-3 and ELs 4000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Licences needed to support site intervention programs, etc. Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Licences needed to support site intervention programs, etc. 4000

			LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Materials needed to support site intervention programs. 4132 Title I Part A: Allocation 4000-4999: Books And Supplies Materials needed to support site intervention programs.
1.2	Coordinate MTSS and COS meetings to facilitate an early warning system to indicate pupil performance and success. Plan, monitor and evaluate interventions. Include teachers on Leadership teams and focus teams to collaborate regarding academic program and interventions. Offer extra time for classified staff, as needed, to support classes with additional intervention supports - related to academic achievement and decreasing chronic absenteeism. Provide training opportunities for a variety of intervention or enrichment programs, etc.	All students and targeted groups such as ELs, Homeless, Foster, etc.	3000 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly pay to attend meetings/collaborate 4000 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute time to release teachers for meetings 3000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hourly pay to attend meetings/collaborate 3000 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Hourly to pay classified staff to attend meetings/collaborate
1.3	Provide supplemental instructional supplies to enhance all programs.	All students and targeted groups such as ELs, Homeless, Foster, etc.	5000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase books, school supplies, manipulatives, writing tools, etc. to further student achievement in ELA and math. 3500 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase materials needed by paraprofessionals to use with students to increase academic achievement.
1.4	Utilize consultants and outside vendors to provide extended learning opportunities to increase student engagement and achievement.	All students and targeted group such as ELs Homeless, Foster, etc	5000 Title I Part A: Allocation

			5800: Professional/Consulting Services And Operating Expenditures Create partnerships with local entities such as the Tutor Doctor, Ariel, Main Street Studio etc to provide extended learning opportunities. 5000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Create partnerships with local entities to provide extended learning opportunities.
1.5	Target outreach to EL and SWD teachers, students and families. Provide after school and evening opportunities for family education and staff/district collaboration with a focus on grade level standards, EL reclassification, and SPED.	Targeted groups SWD and ELs, all students as applicable.	425 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Provide hands on workshops and presentations that focus on EL and SWD student success. 1500 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Provide additional academic support for subgroup SWD and EL families. 1000 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Provide support for SWD and EL families as needed during after school and evening activities

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.

Analysis

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

2023-24 Successes:

Improve student learning through targeted intervention and small groups.

Vendors have provided time for teacher collaboration to improve student achievement.

COS and MTSS team has organized and monitored students receiving intervention, ongoing PD, and improved communication.

Supplemental materials have been successful and are in use in classrooms and intervention programs.

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

2023-24 Challenges:

Limited staff to provide intervention and small group instruction

Shifting members in vendor staffing

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.

Goal changes: Yes, additional funding to target SWD and EL student success as measured by formal assessments SBAC and STAR

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.

Safe, Positive, and Well-Resourced Schools

Increase positive school climate through PBIS incentives, events, and recognitions. Implement student leadership team to lead peer mediation and support school wide restorative practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

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.

Need:

Increase School Climate/Belonging/Engagement: PBIS incentives appropriate for grade levels, consistency with student store, frequent/ongoing celebrations and activities for students and families

Peer mediation, student leadership in restorative practices to boost respectful interactions among students

Specific staff/student assignments for recess activities

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
Culture/Climate/Safety survey results.	School Climate response 51% favorable	Meet or exceed district average of 59% response favorable for School Climate
SEL Screener	Monitor students who often indicate they are sad, mad or worried	Targeted interventions and PBIS activities for identified students will improve SEL screener data

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
2.1	PBIS team members will provide support and plan for increased school wide incentives and events to foster connections and community.	All students and targeted groups such as SWD, ELs, Homeless, Foster, etc.	4500 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Stipend or hourly pay for additional PBIS team member(s) to reinforce character traits/build inclusive environment, etc.
2.2	Provide materials and training for student leadership to enhance campus safety and student belonging	All students and targeted group such as SWD, ELs, Homeless and foster, etc.	4000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Purchase safety equipment to support student leadership, redirect student behaviors and increase visibility of supervisors, etc. 3500 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Signage, radios, lock, etc to secure campus and alert visitors to safety protocols.
2.3	Assign staff/student leaders recess duty/equipment to encourage cooperative and safe play opportunities.	All students and targeted groups such as SWD, ELs, Homeless, Foster, etc.	3000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Purchase recess or PE equipment and items needed to stimulate student activity, etc. 3000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contract with Peaceful Playgrounds, Fitandfunplayscapes or similar company to enhance blacktop activities, etc.
2.4	Build the capacity of teachers and classified staff to reduce bullying through Restorative Practices: classroom meetings, structured play activities, peer mediation, and continue anti-bullying professional development.	All students and targeted group s such as SWD, ELs, Homeless, Foster, etc.	4000 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries

			Professional development to improve PBIS strategies for all staff 5000 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Professional development to improve PBIS strategies for all staff
2.5	Provide flexible classroom supplies or furnishing and outdoor equipment to allow movement, standing, etc ensuring the equity of access to learning when students are high energy/distractible/etc.	All students and targeted groups such as SWD, ELs, Homeless, Foster, etc.	3500 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Equipment and supplies less than \$500 each to support high needs students and SEL teaching strategies, etc. None Specified None Specified
2.6	Support PBIS positive behavior strategies by maintaining incentive programs that reward students for following purposefully taught expectations (Responsible, Respectful, Make Right Choices).	All students and targeted groups such as SWD, ELs, Homeless, Foster, etc.	4500 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Stock student store and support other student incentives as needed to reward positive behavior choices, etc.

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.

Analysis

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

2023-24 Successes:

1. Student responses on Panorama survey reflected a 9 point increase in student "belonging"
2. Restorative practices, such as classroom circles are implemented in all classes, building community among students and staff
3. Flexible seating that allow movement for students has reduced behavioral issues
4. ODR data declined
5. Improved student attendance
6. SEL screener provides real-time insight into student social/emotional needs
7. Clear safety protocols are in place.

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

2023-24 Challenges:

1. PBIS incentives are not followed with fidelity due to staff absences

2. Recess activities "Playworks" have not been successful due to lack of staff buy in and availability
3. Peer relationships in upper grade levels (5th/6th) need conflict resolution teams

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.

Goal changes:

ODR decrease and "Student Belonging" increase goals were attained in the past year. The new goals will focus on strengthening peer relationships, restorative practices, and increasing PBIS implementation via incentives, events, and student/staff recognitions.

Providing flexible seating and movement opportunities will continue.

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.

Cultivate Quality Staff to Provide Excellent Service

Increase in professional development participation all all academic areas, specifically for ELD for all classified and certificated staff. (LCFF: P1, P2)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

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.

Needs:

More staff members to participate in Professional Development opportunities

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
Attendance & Participation in conferences, workshops and collaboration opportunities.	Approximately 33% regular participants take advantage of outside/extended professional development.	Increased number of certificated and classified staff participating in outside/extended professional development to 50% or more

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
3.1	Hire subs to release teachers to work with ELD curriculum, PBIS, MTSS, Academic coaches and other specialists for collaboration, training and planning.	All students and targeted groups such as SWD, ELs, homeless and foster, etc.	5000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

			Certificated substitutes to relieve teachers for PD and collaboration
3.2	Provide opportunities for admin, certificated and classified staff to attend off site, virtual and/or in-person workshops, trainings and conferences to improve professional performance and student outcomes	All students and targeted groups such as SWD, ELs, homeless and foster, etc.	3500 LCFF- Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Workshops, trainings and conferences
3.3	Offer extra time as needed for classified staff on a limited basis to support classes with additional intervention supports etc. Provide training opportunities for a variety of intervention programs, etc.	All students and targeted groups such as SWD, ELs, homeless and foster, etc.	4000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified staff training and classroom support None Specified None Specified None Specified None Specified
3.4	Survey all staff to get feedback on PD, according to need and interest.	All students and targeted groups such as SWD, ELs, homeless and foster, etc.	500 LCFF- Concentration/Supplemental 5900: Communications Surveys and outreach
3.5	PD for classified staff around student supervision, behavior management strategies and professional expectations in the workplace	All students and targeted groups such as SWD, ELs, homeless and foster, etc.	5500 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Professional development for classified staff
3.6	PD materials and supplies to enhance learning.	All students	3000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Supplies to implement professional development strategies

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.

Analysis

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

2023-24 Successes:

Grade Level Release Time has allowed for in depth collaboration around instruction, effective curriculum implementation, and data analysis

MTSS Team reviewed and refined our SST process
Academic Coach and MTSS Specialists identified needs and strategies for target groups

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

2023-24 Challenges:
Poor professional performance and frequent turnover of para educators, as well as after school program staff.
Some teachers were reluctant to implement Designated ELD due to lack of training and disinterest in Benchmark ELD curriculum

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

Goal changes: Addition of survey for staff to plan PD, targeted PD for ELD and classified staff

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.

Enhance Belonging and Strengthen Home, School, and Community Partnerships

Improve parent engagement through targeted outreach, family activities, and inviting ongoing input from families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - School, home, and community partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

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.

The parent response rate on the parent survey has declined in the areas of School Climate and School Safety. In regards to school climate, School safety

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
Parent Survey "School Climate"	31% of parents took the survey. Of the 128 responses, school climate is 74%, one point lower than last year at this time. Parents indicated they would like more extracurricular activities and appreciation of student diversity. Additionally, 10 points were lost in parent perception of teacher respect for their students.	Increase parent responses and school climate score to 80%
Parent Survey "School Safety"	31% of parents took the survey. Of the 128 responses, school climate is 77%, a five point decrease from last year at this time. Specifically, we had an 8 point drop in our response to bullying, and a 7 point drop in student kindness to one another.	Increase parent responses and school climate score to 80%

Parent Survey "Family Engagement"	31% of parents took the survey. Of the 128 responses, school climate is 59%, indicating that our families are seeking opportunities to connect with the school in person and help out on campus.	Increase parent responses and family engagement score to 65%
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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
4.1	Advertise meetings and events in multiple ways (at Parent Meetings, on Parent Square, on the Marquee, with posters and fliers, phone calls and direct parent communication, etc.)	All students and targeted groups such as SWD, ELs, homeless, foster, etc.	100 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials necessary to facilitate the advertising of meetings and events, etc.
4.2	Collaborate with parents (PTC, SSC, ELAC) to identify strategies to target school climate improvement	All students, and targeted groups such as SWD, ELs, Homeless, foster youth, etc.	5000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Consultants, inservices or workshops for parents and families, etc. 250 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Consultants, inservices or workshops for parents and families, etc. 3500 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Clerical staff extra time for phone calls
4.3	Celebrate student and family diversity with events that are open to the school community.	All students, specifically SWD and ELs	3434 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Speakers, materials and supplies for diversity events.
4.4	Continue to implement restorative practices, such as 2 to 10 positive/negative comments, class circles, and school-wide team building activities.	All students, and targeted groups such as SWD, ELs, Homeless, foster youth, etc.	3016 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Office support for families before and after school, etc.

			3500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra time for classified staff to outreach to parents to decrease chronic absenteeism.
4.5	Provide engaging assemblies, events, virtual and real field trips to motivate a shared sense of belonging and increased attendance.	All students, and targeted groups such as SWD, ELs, Homeless, foster youth, etc.	4000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Costs and materials associated with providing engaging learning experiences for all students, etc. 3000 LCFF- Concentration/Supplemental 5700-5799: Transfers Of Direct Costs Providing engaging assemblies, event, virtual and real field trips to motivate a shared sense of belonging and increased attendance.
4.6	Continue to implement positive behavioral interventions, peer mediation, and staff/community training. We will engage families through outreach and activities that demonstrate Restorative Justice Practices and include updates on school discipline legislation.	All students, and targeted groups such as SWD, ELs, Homeless, foster youth, etc.	201.40 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Translation, childcare services and other related expenses to facilitate parents involvement in meetings, etc.
4.7	Invite feedback from families on an ongoing basis	All students, and targeted groups such as SWD, ELs, Homeless, foster youth, etc.	100 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Conference registration, materials and related expenses, etc.

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.

Analysis

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

2023-24 Successes:

Our ELAC has grown into a robust group of parents that are increasingly involved with student support and school events. Parent coordinator has made a positive impact on family engagement.

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

2023-24 Challenges:

Parent involvement with SSC has declined, events were not as numerous as families would like.

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.

Goal changes:

Our focus will grow to include targeted parent outreach, diverse celebrations, and increased opportunities for parent input.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,688.40
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 Part A: Allocation	\$49,566.00
Title I Part A: Parent Involvement	\$1,076.40

Subtotal of additional federal funds included for this school: \$50,642.40

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 (\$)
LCFF-Concentration/Supplemental	\$83,046.00

Subtotal of state or local funds included for this school: \$83,046.00

Total of federal, state, and/or local funds for this school: \$133,688.40

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
LCFF-Concentration/Supplemental	83,046	0.00
Title I Part A: Allocation	49,566	0.00
Title I Part A: Parent Involvement	1,076.40	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	83,046.00
Title I Part A: Allocation	49,566.00
Title I Part A: Parent Involvement	1,076.40

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,500.00
2000-2999: Classified Personnel Salaries	36,747.40
4000-4999: Books And Supplies	38,232.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	21,709.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	13,500.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	29,046.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	25,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	8,000.00

5700-5799: Transfers Of Direct Costs	LCFF-Concentration/Supplemental	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	3,500.00
5900: Communications	LCFF-Concentration/Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	7,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,632.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	17,434.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	201.40
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	775.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,087.00
Goal 2	35,000.00
Goal 3	21,500.00
Goal 4	26,101.40

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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ms. Kelly Hendrix, Ms. McDermimd	Principal
Sebastian Manivanh, SSC President	Parent or Community Member
Mr. Michael Sloma - Teacher	Classroom Teacher
Mrs. Karie Duer - Teacher	Classroom Teacher
Maribel Caldera - Parent	Parent or Community Member
Denysse Vela - Parent	Parent or Community Member
Olivia Figueroa - ELAC Parent	Parent or Community Member
Mayte Calderon- ELAC Parent	Parent or Community Member
Becky Delameter - Classified	Other School Staff

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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Other: PBIS PTA Schoolwide Surveys of Staff and Parents Leadership Team

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 5/21/24.

Attested:

	Principal, Ms. Maire McDermid on 5/21/24
	SSC Chairperson, Sebastian Manivanh on 6/3/24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.