



Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurelwood Elementary School	CA	April 22, 2025	June 12, 2025

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 Laurelwood Elementary School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Annual review of school goals with School Site Council and School Leadership team; focus plans for spending targeted funds on the school's students with the greatest needs in Science, Technology, Engineering, Art, Music (STEAM), English Language Arts (ELA), English Language Development (ELD) and positive school climate (MTSS/PBIS/Safety). Current year data is being used to create goals and plans for the 2025-2026 school year, including guiding teacher, grade level, and school wide focuses at the Tier 1 level and Tier 2 Intervention groups. Whole group trends in data will be analyzed throughout the year to identify areas of need for all students. Individual student data will be analyzed to determine which students are in need of intervention support, in the classroom and during pull out small group sessions. Small group pull out groups include reading and math intervention, based on essential standards assessments and data from ELPAC, F&P, iReady, and Origo Module assessments.

This year we have added an additional focus to support a reduction in suspensions. We have had an increase in physical aggression leading to suspensions for all students, students with disabilities, and students with more than race. Student's with disabilities was our highest % of suspensions. Floater para support, increased mindfulness lessons, and lunch time activities will be used to support engagement of students, reduce physical aggression, and minimize the need for suspension.

Educational Partner Involvement

How, when, and with whom did your Laurelwood 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

The Single Plan for Student Achievement (SPSA) is a living document requiring annual review and updates. Our SPSA goes through a process of review and update each spring by the school leadership team (SLT) and the School Site Council (SSC) prior to being sent to the SCUSD Board of Trustees for final approval.

During an "all" staff meeting on 4/9/25, two School Leadership Meetings on 3/25/25 and 4/22/25, and two School Site Council Meetings on 4/8/25 and 4/22/25, the staff and each committee reviewed the past year's SPSA goals and data, as well as discussed budgetary priorities for identified goals which include three academic areas:

- 1) Science/Technology/Engineering, Arts and Mathematics (STEAM)
- 2) English Language Development and English Language Arts (Reading/Writing)
- 3) positive school climate goal using MTSS and safety as the base.

SSC is comprised of equal numbers of parents, teachers/classified staff, meets six times per year to review our targeted allocation budget, provide program input and develops/approve annual goals for student achievement and campus climate.

Our English Learner Advisory Council meets 4 times per year regarding the needs of English Learners (ELs) during the regular SSC meetings (8 times per year). The two groups voted to merge ELAC and SSC in 2021 and have continued to vote for the merge each subsequent year. This advisory body includes parents of English Learners, the site ELSAT and the school principal. ELAC representatives attend District ELAC (DELAC) for training and support. They also attend and report to the SSC at each meeting. Once all the SPSA goals and the budget are determined by these stakeholder groups, the School Site Council votes to approve the goals and budget and sends the annual SPSA updates forward to the school board for final approval.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Laurelwood is currently identified for Targeted Support and Improvement (TSI) for our Students with Disabilities student group. This identification is based on the 2024 Dashboard, which flagged a high suspension rate for this group. In the 2023 Dashboard, Students with Disabilities were also identified for high chronic absenteeism, which showed improvement in 2024.

As part of our needs assessment, we identified several resource inequities that may be contributing to these outcomes. Students with Disabilities at Laurelwood have limited access to proactive behavior supports and social-emotional learning opportunities compared to their peers. Additionally, staffing constraints and caseload demands make it difficult to consistently implement individualized behavior intervention plans or provide timely Tier 2 and Tier 3 supports. Support at recess time is another area that more resources are needed to increase staff on the playground to support students with emotional regulation during peer to peer interaction and to engage students in safe play.

We also recognize that many general education staff need additional professional development on de-escalation strategies and supports aligned to students' IEPs. These gaps may lead to increased disciplinary referrals and missed instructional time for our Students with Disabilities.

These resource inequities are being addressed through goals and actions in our 2025–2026 SPSA, including increased classroom support in general education to support students with IEPs that are in general education classrooms, increased activities and adult supervision at recess, and systems to monitor implementation of behavior plans more consistently across settings.

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.

The indicator of most concern is Suspension Rate. Suspension data is showing in the red for All students, students with disabilities, and students with two or more races. Suspensions have been due to major physical contact with others, related to behavior concerns in the classroom or emotional regulation responses during recess. The greatest issue with suspension is students who are have caused harm to others.

For the indicator of Suspension, the student group of Two or More races is in the Orange Range (1.9% per day), which is far below the Blue Range of the overall student body. This group has 53 students in in with a small number of those students having been suspended. As a site, we are working with all of our resources to support these students with the use of Wellness and Counseling and Positive Behavior support to minimize the behaviors that are leading to suspension. All students are learning emotional to prevent physical contact that leads to suspensions.

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.

Suspension rates for All Students, Students with Disabilities and students of Two or More Races are both in the red. As a site, we are working with all of our resources to support these students with the use of Wellness and Counseling and Positive Behavior support to minimize the behaviors that are leading to suspension. All students are learning emotional to prevent physical contact that leads to suspensions. Additionally, site is looking to increase supervision and engagement with students during recess time.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Laurelwood 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	0.38%	0.58%	0.74%	2	3	4
African American	1.89%	1.73%	0.93%	10	9	5
Asian	56.52%	56.43%	55.58%	299	294	299
Filipino	0.76%	0.77%	1.12%	4	4	6
Hispanic/Latino	9.83%	10.17%	11.52%	52	53	62
Pacific Islander	%	0%	%		0	
White	20.79%	20.92%	21.75%	110	109	117
Multiple/No Response	7.18%	7.1%	7.06%	38	37	38
Total Enrollment				529	521	538

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	82	102	87
Grade 1	92	83	83
Grade 2	97	80	80
Grade3	82	96	88
Grade 4	95	75	91
Grade 5	81	85	69
Total Enrollment	529	521	538

Conclusions based on this data:

1. Laurelwood enrollment continues to increase.
2. The percent of students who are Spanish/Latino in continuing to slightly increase each year.
3. Enrollment numbers are balancing per grade level to fall between 80-90 students per grade level, with the lowest group of 69 in 5th grade having graduated.

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	182	173	159	27.00%	34.4%	29.6%
Fluent English Proficient (FEP)	145	154	171	27.10%	27.4%	31.8%
Reclassified Fluent English Proficient (RFEP)	41	60	73	3.6%	7.8%	13.6%

Conclusions based on this data:

1. Our English Learner enrollment represents approximately one-third of our student body annually, although fluctuating each year.
2. The number of Fluent English Proficient (FEP) is continuing to increase slightly.
3. The number of students who are Reclassified Fluent English Proficient has increased over two year, however we do not have the current year data.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	94	85	73	93	84	73	93	84	89.0	98.9	98.8
Grade 4	90	80	91	86	79	90	86	79	90	95.6	98.8	98.9
Grade 5	82	84	70	77	83	69	77	83	69	93.9	98.8	98.6
All Grades	254	258	246	236	255	243	236	255	243	92.9	98.8	98.8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2471.	2466.	2476.	36.99	43.01	50.00	32.88	23.66	27.38	20.55	13.98	9.52	9.59	19.35	13.10
Grade 4	2560.	2566.	2557.	68.60	73.42	61.11	16.28	15.19	20.00	10.47	3.80	6.67	4.65	7.59	12.22
Grade 5	2591.	2586.	2586.	61.04	60.24	57.97	23.38	21.69	24.64	9.09	8.43	7.25	6.49	9.64	10.14
All Grades	N/A	N/A	N/A	56.36	58.04	56.38	23.73	20.39	23.87	13.14	9.02	7.82	6.78	12.55	11.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.36	37.63	38.10	57.53	49.46	52.38	4.11	12.90	9.52
Grade 4	46.51	50.63	46.67	46.51	40.51	42.22	6.98	8.86	11.11
Grade 5	48.05	42.17	43.48	49.35	51.81	47.83	2.60	6.02	8.70
All Grades	44.49	43.14	42.80	50.85	47.45	47.33	4.66	9.41	9.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.03	36.56	28.57	58.90	47.31	60.71	15.07	16.13	10.71
Grade 4	61.63	59.49	51.11	32.56	35.44	41.11	5.81	5.06	7.78
Grade 5	51.95	56.63	50.72	40.26	34.94	42.03	7.79	8.43	7.25
All Grades	47.46	50.20	43.21	43.22	39.61	48.15	9.32	10.20	8.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.18	25.81	23.81	72.60	67.74	66.67	8.22	6.45	9.52
Grade 4	25.58	34.18	37.78	63.95	60.76	56.67	10.47	5.06	5.56
Grade 5	25.97	30.12	27.54	71.43	62.65	65.22	2.60	7.23	7.25
All Grades	23.73	29.80	30.04	69.07	63.92	62.55	7.20	6.27	7.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.51	30.11	39.29	58.90	51.61	53.57	9.59	18.28	7.14
Grade 4	40.70	45.57	42.22	56.98	45.57	47.78	2.33	8.86	10.00
Grade 5	42.86	39.76	43.48	51.95	53.01	46.38	5.19	7.23	10.14
All Grades	38.56	38.04	41.56	55.93	50.20	49.38	5.51	11.76	9.05

Conclusions based on this data:

1. On the CAASPP, 90.48% of third graders achieved at, near, or above standard in the area of reading/language arts, improving from 87% the year before. In grade four, 88.89% of students achieved reading scores at, near, or above grade standard and 91.31% of fifth graders met or exceeded the standard, both grades slightly decreasing from the previous year. The three grade levels combined showed 90.13% of all students reading at, near, or above grade level standard in 2024, exceeding district, county and state level scores.
2. In the area of writing, on the CAASPP, third graders achieved at 89.28% at, near, or above standard. Fourth graders scored at 92.22% at, near, or above standard. Fifth grade showed overall scores of 92.75% at, near, or above the grade level standard. There was a slight decrease in students at, near, or above standards in 4th grade, but a slight increase for 3rd and 5th grade.
3. For the Overall Achievement for All Students, 88.07% achieved at, near, or above standard, a slight increase from 87.45 the previous year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	94	85	75	93	84	75	93	84	91.5	98.9	98.8
Grade 4	90	80	91	85	79	91	85	79	91	94.4	98.8	100
Grade 5	82	84	70	77	82	69	77	82	69	93.9	97.6	98.6
All Grades	254	258	246	237	254	244	237	254	244	93.3	98.4	99.2

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2497.	2500.	2500.	46.67	52.69	53.57	32.00	21.51	29.76	14.67	15.05	9.52	6.67	10.75	7.14
Grade 4	2565.	2574.	2568.	63.53	63.29	57.14	22.35	25.32	24.18	9.41	10.13	12.09	4.71	1.27	6.59
Grade 5	2593.	2594.	2613.	59.74	63.41	66.67	23.38	14.63	21.74	7.79	15.85	10.14	9.09	6.10	1.45
All Grades	N/A	N/A	N/A	56.96	59.45	58.61	25.74	20.47	25.41	10.55	13.78	10.66	6.75	6.30	5.33

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52.00	50.54	48.81	38.67	37.63	41.67	9.33	11.83	9.52
Grade 4	51.76	55.70	51.65	42.35	40.51	40.66	5.88	3.80	7.69
Grade 5	58.44	47.56	52.17	35.06	43.90	44.93	6.49	8.54	2.90
All Grades	54.01	51.18	50.82	38.82	40.55	42.21	7.17	8.27	6.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.67	46.24	46.43	49.33	47.31	48.81	8.00	6.45	4.76
Grade 4	60.00	56.96	56.04	31.76	43.04	37.36	8.24	0.00	6.59
Grade 5	46.75	56.10	56.52	45.45	37.80	39.13	7.79	6.10	4.35
All Grades	50.21	52.76	52.87	41.77	42.91	41.80	8.02	4.33	5.33

Conclusions based on this data:

1. On the CAASPP, in third grade, 92.85% nearly met, met, or exceeded the standard, while 93.41% of fourth graders nearly met, met, or exceeded mathematics grade level standards this past year. In grade five, 98.55% of the students met or exceeded the mathematics standard goal. 3rd grade and 5th grade show positive growth with 4th grade declining. Overall, 94.68% of third, fourth and fifth graders at Laurelwood nearly met, met, or exceeded the standard in the area of overall mathematics, a slight increase from 93.7% in the previous year.
2. On the CAASPP, in the area of Problem Solving & Modeling/Data Analysis, 93.06% of 3rd, 4th, and 5th grade students score nearly met, met, or exceeded, increasing slightly from 91.73% the previous year.
3. On the CAASPP, in the area of Communicating Reasoning, 94.67% of 3rd, 4th, and 5th grade students score nearly met, met, or exceeded, decreasing slightly from 95.67% the previous year.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1466.6	1472.5	1446.0	1470.4	1465.4	1455.2	1457.4	1488.8	1424.2	36	46	43
1	1459.8	1461.5	1473.6	1453.3	1467.4	1481.1	1465.8	1455.2	1465.5	35	32	26
2	1483.6	1476.1	1479.6	1484.7	1461.9	1483.5	1482.1	1489.8	1475.3	35	31	28
3	1470.9	1481.7	1499.3	1457.6	1476.8	1504.0	1483.8	1486.2	1494.1	23	32	23
4	1509.8	1497.5	1544.8	1491.1	1477.4	1558.8	1528.2	1517.2	1530.3	18	19	25
5	*	1511.3	*	*	1495.3	*	*	1526.8	*	10	18	10
All Grades										157	178	155

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	36.96	27.91	22.22	41.30	41.86	25.00	15.22	20.93	11.11	6.52	9.30	36	46	43
1	11.43	18.75	23.08	45.71	34.38	42.31	20.00	34.38	15.38	22.86	12.50	19.23	35	32	26
2	11.43	16.13	17.86	48.57	38.71	53.57	31.43	29.03	21.43	8.57	16.13	7.14	35	31	28
3	8.70	12.50	21.74	52.17	40.63	43.48	13.04	34.38	26.09	26.09	12.50	8.70	23	32	23
4	16.67	26.32	40.00	50.00	36.84	40.00	22.22	21.05	20.00	11.11	15.79	0.00	18	19	25
5	*	22.22	*	*	44.44	*	*	11.11	*	*	22.22	*	*	18	*
All Grades	21.02	23.03	28.39	40.13	39.33	42.58	23.57	24.72	20.00	15.29	12.92	9.03	157	178	155

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	38.89	41.30	32.56	30.56	34.78	41.86	22.22	17.39	18.60	8.33	6.52	6.98	36	46	43
1	20.00	28.13	34.62	28.57	28.13	38.46	37.14	31.25	11.54	14.29	12.50	15.38	35	32	26
2	37.14	22.58	53.57	34.29	32.26	28.57	20.00	29.03	10.71	8.57	16.13	7.14	35	31	28
3	21.74	12.50	52.17	34.78	56.25	30.43	13.04	18.75	8.70	30.43	12.50	8.70	23	32	23
4	11.11	31.58	60.00	66.67	36.84	36.00	5.56	10.53	4.00	16.67	21.05	0.00	18	19	25
5	*	27.78	*	*	33.33	*	*	16.67	*	*	22.22	*	*	18	*
All Grades	28.03	28.09	45.81	36.31	37.08	34.84	21.66	21.35	11.61	14.01	13.48	7.74	157	178	155

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.44	26.09	30.23	33.33	41.30	27.91	41.67	30.43	34.88	5.56	2.17	6.98	36	46	43
1	14.29	9.38	11.54	37.14	40.63	42.31	22.86	34.38	26.92	25.71	15.63	19.23	35	32	26
2	5.71	12.90	14.29	42.86	51.61	28.57	34.29	22.58	42.86	17.14	12.90	14.29	35	31	28
3	8.70	12.50	8.70	21.74	25.00	21.74	43.48	43.75	52.17	26.09	18.75	17.39	23	32	23
4	11.11	10.53	20.00	50.00	47.37	28.00	22.22	31.58	36.00	16.67	10.53	16.00	18	19	25
5	*	22.22	*	*	27.78	*	*	27.78	*	*	22.22	*	*	18	*
All Grades	14.65	16.29	18.71	34.39	39.33	30.32	33.76	32.02	38.06	17.20	12.36	12.90	157	178	155

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	41.30	37.21	38.89	54.35	53.49	11.11	4.35	9.30	36	46	43
1	34.29	43.75	53.85	60.00	53.13	46.15	5.71	3.13	0.00	35	32	26
2	37.14	32.26	46.43	57.14	54.84	42.86	5.71	12.90	10.71	35	31	28
3	47.83	31.25	30.43	39.13	56.25	56.52	13.04	12.50	13.04	23	32	23
4	77.78	68.42	60.00	11.11	21.05	40.00	11.11	10.53	0.00	18	19	25
5	*	44.44	*	*	44.44	*	*	11.11	*	*	18	*
All Grades	45.86	41.57	45.81	45.86	50.00	47.10	8.28	8.43	7.10	157	178	155

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.56	32.61	34.88	55.56	50.00	58.14	13.89	17.39	6.98	36	46	43
1	11.43	18.75	30.77	60.00	62.50	50.00	28.57	18.75	19.23	35	32	26
2	28.57	12.90	42.86	60.00	61.29	50.00	11.43	25.81	7.14	35	31	28
3	13.04	6.25	56.52	56.52	78.13	34.78	30.43	15.63	8.70	23	32	23
4	5.56	26.32	80.00	66.67	47.37	16.00	27.78	26.32	4.00	18	19	25
5	*	33.33	*	*	38.89	*	*	27.78	*	*	18	*
All Grades	21.02	21.35	49.03	57.96	57.87	41.94	21.02	20.79	9.03	157	178	155

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	28.26	13.95	66.67	71.74	76.74	8.33	0.00	9.30	36	46	43
1	31.43	31.25	26.92	42.86	56.25	61.54	25.71	12.50	11.54	35	32	26
2	11.43	16.13	10.71	68.57	67.74	71.43	20.00	16.13	17.86	35	31	28
3	4.35	15.63	4.35	65.22	53.13	56.52	30.43	31.25	39.13	23	32	23
4	0.00	10.53	12.00	83.33	63.16	72.00	16.67	26.32	16.00	18	19	25
5	*	22.22	*	*	55.56	*	*	22.22	*	*	18	*
All Grades	18.47	21.91	14.19	61.15	62.36	69.68	20.38	15.73	16.13	157	178	155

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	52.78	67.39	58.14	38.89	26.09	30.23	8.33	6.52	11.63	36	46	43
1	20.00	3.13	11.54	54.29	75.00	69.23	25.71	21.88	19.23	35	32	26
2	20.00	25.81	35.71	65.71	58.06	57.14	14.29	16.13	7.14	35	31	28
3	13.04	12.50	13.04	69.57	71.88	73.91	17.39	15.63	13.04	23	32	23
4	38.89	31.58	36.00	55.56	63.16	60.00	5.56	5.26	4.00	18	19	25
5	*	27.78	*	*	50.00	*	*	22.22	*	*	18	*
All Grades	30.57	30.90	34.19	54.78	55.06	55.48	14.65	14.04	10.32	157	178	155

Conclusions based on this data:

1. On the ELPAC, 155 students, designated as English Learners were assessed, a decrease from 178 the previous year.
2. On the ELPAC, 28.39% scored a four (well developed), an increase from 23.03 the previous year. 42.58% scored a three (somewhat/moderately), an increase from 39.33% the previous year. The increase in the percentage of students scoring level 1 or 2 decreased, as a result of the increase with the percentage of students score at level 3

or 4. A goal is to continue to increase the percentage of students scoring at level 4 to lead to a higher number of students meeting eligibility for reclassification.

3. On the ELPAC, 49.03% score well developed in Oral Language, a large increase from 21.35% in the previous year. An increase in oral language has been a goal supported through hands on learning and small group intervention.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
538	9.1%	29.6%	0.0%
Total Number of Students enrolled in Laurelwood 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	29.6%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	49	9.1%
Students with Disabilities	30	5.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9%
American Indian	4	0.7%
Asian	299	55.6%
Filipino	6	1.1%
Hispanic	62	11.5%
Two or More Races	38	7.1%
Pacific Islander	0	0.0%
White	117	21.7%

Conclusions based on this data:

1. Almost one-third of students enrolled at Laurelwood are designated as English learners. This is on top of a students who are reclassified already.

2. Almost one in every 10 students is designated as Socioeconomically disadvantaged.
3. Our largest racial/ethnic student group at Laurelwood is Asian, making up over half of the student body. Our Asian students are also very diverse, with the largest representation being Indian. What is the second highest ethnicity group at 21/7% and then Hispanic at 11.5%

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Laurelwood students showed high performance in all three academic areas of English Language Arts, Mathematics, and English Learner Progress.
- A concern and focus area is the suspension rate, showing in the Orange range.
- An area that has improved is chronic absenteeism, which has improved to Yellow.

School and Student Performance Data

Academic Performance English Language Arts

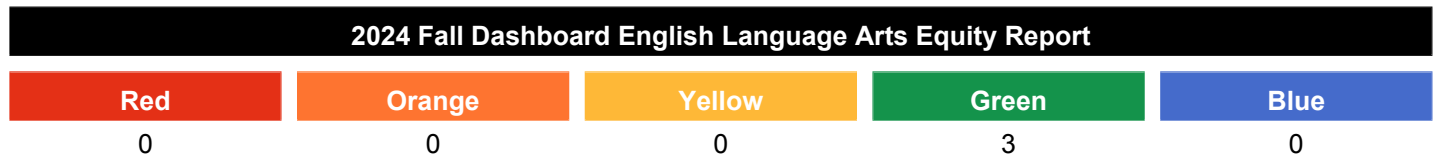
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 75.3 points above standard Maintained 2.3 points 233 Students	English Learners  Green 33.1 points above standard Increased 9.1 points 94 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  No Performance Color 19.0 points above standard Declined 18.5 points 29 Students

Students with Disabilities  No Performance Color 27.0 points below standard Maintained 2.0 points 22 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 77.0 points above standard Declined 12.4 points 126 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  No Performance Color 14.9 points above standard Increased 4.2 points 24 Students
Two or More Races  No Performance Color 114.9 points above standard Increased 27.7 points 19 Students	Pacific Islander  No Performance Color 0 Students	White  Green 76.2 points above standard Declined 3.4 points 53 Students

Conclusions based on this data:

1. "All Students" at Laurelwood are achieving at high levels in English Language Arts as evidenced by exceeding the grade level standard by 75.3 points and ranking the school on the dashboard at the very high level.
2. Many student groups do not have enough students to have a performance color, however Asian and White are both showing Green, with 77.0 and 76.2 points, respectively, above standard. Both groups did decline from the previous year.
3. English learners showed an increase of 9.1 points and now are in the Green, due to being 33.1 points above the standard.

School and Student Performance Data

Academic Performance Mathematics

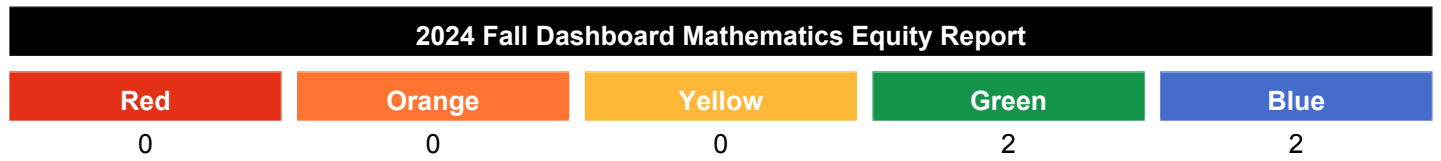
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 78.8 points above standard Increased 3.0 points 237 Students	English Learners  Blue 49.3 points above standard Maintained 1.0 points 98 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Green 6.8 points above standard Declined 12.1 points 30 Students

Students with Disabilities  No Performance Color 25.9 points below standard Maintained 1.0 points 23 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 88.6 points above standard Declined 10.9 points 129 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  No Performance Color 6.2 points above standard Increased 21.8 points 25 Students
Two or More Races  No Performance Color 92.5 points above standard Increased 14.4 points 19 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 77.1 points above standard Increased 5.2 points 53 Students

Conclusions based on this data:

1. In math, overall half of the students groups scored Green and the other half scored blue, both high performing.
2. Looking at "All students", performance increased and is showing in Blue, High Performance with a 78.8 points above the standard. Students designated as English Learners and students designated as White also scored in the Blue range, showing an increase, 49.3 and 77.1 points above standard.
3. Students designated Asian and students designated as Socioeconomically disadvantaged showed a decrease overall and are doing well, but in the Green range.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
71.6% making progress.	making progress.
Number Students: 95 Students	Number Students: 0 Students

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.

2024 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
8.4%	20%	1.1%	70.5%

Conclusions based on this data:

- English Learner progress is showing the in Blue Range, High Performance, with 71.6% making progress.
- 70.5% percent of ELs progressed at least one ELPI level and 21.1% of English learners maintained their previous ELPI Level
- 8.4% of ELs decreased one ELPI Level, which will be a focus area

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

13.7% Chronically Absent

Declined 2.3

563 Students

English Learners



Yellow

16.1% Chronically Absent

Declined 1.1

180 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Socioeconomically Disadvantaged



Yellow

18.6% Chronically Absent

Declined 4.1

70 Students

Students with Disabilities  Green 6.7% Chronically Absent Declined 28.9 45 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Orange 15.3% Chronically Absent Increased 1.9 314 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Yellow 15.4% Chronically Absent Declined 14.4 65 Students
Two or More Races  Green 8.3% Chronically Absent Declined 8.6 48 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.9% Chronically Absent Declined 3.1 121 Students

Conclusions based on this data:

1. Overall 13.7% of students are considered Chronically Absent, a small decrease from the previous year, but still in the yellow range. No groups are in the red this year.
2. Students designated as Asian are the group with the lowest performance for Chronically Absent, 15.3% and an increase of 1.9 points.
3. Students designated as Hispanic improved from Red to Yellow, with 15/4% chronically absent, a decline of 14.4.

School and Student Performance Data

Conditions & Climate Suspension Rate

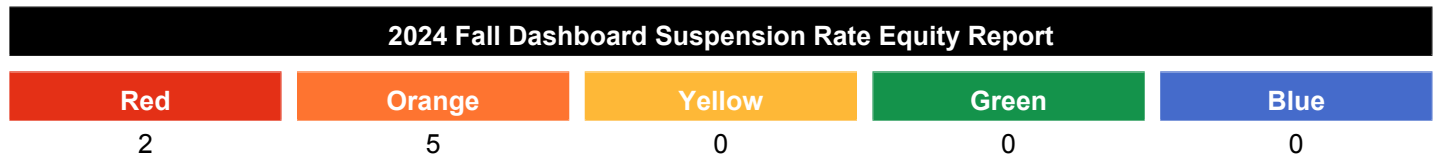
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3% suspended at least one day Increased 2.8% 573 Students	English Learners  Orange 2.7% suspended at least one day Increased 2.7% 182 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Orange 5.6% suspended at least one day Increased 5.6% 71 Students

Students with Disabilities  Red 6.5% suspended at least one day Increased 6.5% 46 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Orange 2.5% suspended at least one day Increased 2.5% 321 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 1.5% suspended at least one day Increased 1.5% 65 Students
Two or More Races  Red 6.1% suspended at least one day Increased 4.2% 49 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 4.1% suspended at least one day Increased 4.1% 123 Students

Conclusions based on this data:

1. Suspension rates have increased 2.8%, putting the category of "All Students" in the Orange range. From previously being an area of high performance.
2. Focus areas are Students with Disabilities and Two or More Races, both in the Red Range with high increased.
3. Remaining student groups are all in the orange range, Asian at 2.5% and increased, White with 4.1% and increased, English learners with 2.7% and increased, Hispanic with 1.5% and increased, and Socioeconomically disadvantaged and increased.

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.

STEM - Science, Technology, Engineering and Mathematics

Next Generation Science Standards (NGSS) focus on a combination of science, technology, engineering and mathematics (STEM). One goal of STEM education is to "increase STEM literacy or the knowledge and understanding of scientific and mathematical concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity for all students."

By utilizing classroom technology such as one to one Chromebooks (K-5), interactive Smart projectors, Origo Stepping Stones 2.0 online mathematics lessons, iReady mathematics assessments instruction along with FOSS hands-on science instruction, and hands-on learning lessons with STEAM and garden specific activities, Laurelwood students will be able to gain the knowledge in STEAM, with a focus on science and mathematics, that they need to compete in a global, technologically advanced society for both college and career bound individuals.

Implementation Objective(s):

By June of 2026, all teachers in grades K-5th will implement trimester assessments and complete data analysis for iReady Mathematics and Origo pre and post tests.

By June of 2026, 100% of all TK-5 classes will participate in at least three Garden specific lessons, in the Laurelwood Garden. This will be measured by the Garden schedule.

By June of 2026, 100% of all TK-5 classes will participate in at least one, non Garden specific, STEAM related activity, outside the classroom, per trimester. This will be measured by the STEAM schedule.

By June, of 2026, 100% of all TK-5 classes will utilize the district adopted FOSS curriculum. This will be measured by teacher submission each trimester.

By June, 2026, 100% of students identifying as scoring below grade level in Mathematics, will have at least one round of Mathematics small group in class or during pull out groups.

Improvement Objective(s):

By June of 2026, 75% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.

By June of 2026, 50% of student in grades K - 5th, designated as English Learners, will score Early On, Mid, or Above Grade Level on the iReady Math Diagnostic 3.

By June of 2026, grades 1st - 5th will score an average of 80% or above, per grade level, on the Origo end of Module Assessments.

By June of 2025, 85% of Laurelwood students in Grades 3, 4, and 5 will meet or exceed grade level standards in the area of mathematics on CAASPP.

By June of 2026, 60% of English Learners in Grades 3, 4, and 5 will meet or exceed grade level stand in the area of mathematics on CAASPP.

By June of 2026, at least 70% of all fifth graders will meet or exceed grade level standards as measured on the California Science Test (CAST).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between 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.

Students, designated as English Learners, are scoring 45% Early On, Mid, or Above Grade Level on the iReady Math Diagnostic 3. Students, designated as Economically Disadvantaged, are scoring 36% Early On, Mid, or Above Grade Level on the iReady Math Diagnostic 3. Students. Overall student body scoring at 69% Early, Mid, or Above Grade Level on iReady Math Diagnostic 3.

Students, designated as English Learners, are scoring 56.4% on the end of year CAASPP Mathematics Assessments, compared to 84% of all students.

Students designated as English Learners and students designated as Economically Disadvantaged are showing a need for extra support with mathematics. All students, with a focus on English Learners, socioeconomically disadvantaged, and Hispanic Latino, will be identified for mathematics support and small groups will be used to give targeted instruction.

Creating opportunities for all student , targeting student designated as English Learners and socioeconomically disadvantaged, in STEAM is a focus to create experience to support knowledge in STEAM.

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
Third Trimester K-5 iReady Math Early On, Mid, or Above Grade Level (all students)	73% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.	75% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.
Third Trimester K-5 iReady Math Early On, Mid, or Above Grade Level (English Learners)	73% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.	75% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.
Third Trimester K-5 iReady Math Early On, Mid, or Above Grade Level (Socioeconomically Disadvantaged)	45% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.	75% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.
Origo Module Assessments 1st-5th	Current overall 1st - 5th Grade average 80% on all Module Assessments	Overall average of 82% in 1st-5th Grade on all Module Assessments
End of Year CAASSP Math Percent Meeting/Exceeding Grade Level Standard (all students 3rd-5th)	84.0% of students in grades 3rd, 4th, and 5th Grade met or exceeded grade level standard	85% of students in grades 3rd, 4th, and 5th Grade, will meet or exceed grade level standard
End of Year CAASSP Math Percent Meeting/Exceeding Grade Level Standard (English Learners 3rd-5th)	56.4% of students in grades 3rd, 4th, and 5th Grade, designated as English Learners, met or exceeded grade level standard	60%% of students in grades 3rd, 4th, and 5th Grade, designated as English Learners, will meet or exceed grade level standard
End of Year CAST portion of the CAASPP (all 5th Grade)	70% of students in grades 3rd, 4th, and 5th Grade met or exceeded grade level standard	85% of students in grades 3rd, 4th, and 5th Grade, will meet or exceed grade level standard

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	Small Group Math Intervention groups, based on iReady and Origo assessments to support targeted students, focusing on English Learners,	English Learners, Socioeconomically disadvantaged, foster youth, students	3840 Targeted Allocation 2000-2999: Classified Personnel Salaries

	Socioeconomically Disadvantaged, Foster Youth, and Students Experiencing Homelessness.	experiencing homelessness and all students	Classified Salary 1440 Targeted Allocation 3000-3999: Employee Benefits
1.2	Supplies for Science, Technology, Engineering, and Math activities to create hands on learning opportunities for students, focusing on English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students Experiencing Homelessness.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	7190 Targeted Allocation 1000-1999: Certificated Personnel Salaries Classified Salary 3716 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA 1592 Targeted Allocation 3000-3999: Employee Benefits
1.3	STLA for support with garden maintenance and garden lessons to create hands on learning opportunities in the area of science, to build the scientific English vocabulary of all students, focusing on English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students Experiencing Homelessness.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	800 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA 200 Targeted Allocation 3000-3999: Employee Benefits
1.4	STEAM PD/Planning release time for teachers to collaborate around creating hands on STEAM Activities.	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	900 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Release 330 Targeted Allocation 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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.

Small group intervention in Math was increased to support students who were performing below level, focusing on English Learners. This increase was allowed by using donations from the Walk-A-Thon to support STEAM activities that were previously funded by Targeted Funds and built in the SPSA. Math groups have seen an increase from pre assessments to post assessments while focusing on essential skills in each grade level.

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

No major differences after we adjusted the budget to increase intervention by using Donations to support STEAM.

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.

Continued funding of small group math intervention. Planning to keep STEAM funding mainly with donations.

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.

English Language Development (ELD) / English Language Arts (ELA)

Literacy is a key focus to support all students in reading and writing at grade level each year, with a focus on Phonics in primary grades and use of reader's and writer's workshop in all grades K-5.

Guided by the English Learner Master Plan, Laurelwood administrators and leadership team will provide support to ALL teachers in planning and delivering high-quality integrated and designated English Language Development instruction. This instruction provides access for English learners to core curriculum. We work together to ensure that all students become 21st century global citizens with high levels of academic language and the ability to demonstrate real-world application of rigorous academic content.

It is our goal that all Laurelwood students identified as English Language Learners (ELLs) will demonstrate continued, consistent growth each year in English language acquisition (listening, speaking, reading, writing) in order to meet the English Language Development standards as measured by the ELPAC (English Learner Proficiency Assessment). Furthermore, English Language Learners (ELLs) as a student group will show continued, consistent growth in English Language Arts as measured by Fountas and Pinnell reading assessments completed three times per year at the end of each trimester.

Implementation Objective:

By June of 2026, 100% of K-2 teachers implement the UFLI Phonics Curriculum.

By June of 2026, 100% of 3rd-5th grade teachers implement the Morphology Curriculum.

By June of 2026, 100% of K-5 students will participate in weekly iReady Reading lessons.

By June of 2026, 100% of K-5 students, designated English Learners, will receive designated ELD lessons each week.

By June of 2026, 100% of K-5 students who are assessed below level in reading will receive small group intervention in class or in small group pull out for at least one round.

By June of 2026, all Laurelwood teachers in grades K-5 will analyze data from iReady reading assessments and F&P Assessments in grade level professional learning community (PLC) to monitor student learning.

Improvement Objective(s):

By June of 2026, 80% of students in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Reading for Diagnostic 3.

By June of 2026, 50% of students, designated as English Learners will score Early On, Mid, or Above Grade Level on the iReady Reading for Diagnostic 3.

By June of 2026, 60% of students, designated as Socioeconomically Disadvantaged, will score Early On, Mid, or Above Grade Level on the iReady Reading for Diagnostic 3.

By June of 2026, 70% of Laurelwood students in K-5 will meet the end of year F&P goals (at or above grade level in Reading) or make one year's growth. (TBD)

By June of 2026, English Learners will average an improvement of 3 levels of increase between the beginning of the year F&P and Trimester 3 F&P. (TBD)

By June of 2026, 82% of ALL Laurelwood students in Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts. (80.2% now)

By June of 2026, 45% of ALL Laurelwood students in, EL, Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts. (40.7% now)

By June of 2026, the percentage of EL/ML students to increased their ELPI Level will be at least 50%. (43.2% now)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between 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.

Students, designated as English Learners, are scoring 44% Early On, Mid, or Above Grade Level on the iReady Math Diagnostic 3. Students, designated as Economically Disadvantaged, are scoring 46% Early On, Mid, or Above Grade Level on the iReady Math Diagnostic 3. Students. Overall student body scoring at 78% Early, Mid, or Above Grade Level on iReady Reading Diagnostic 3.

For F&P, 40% of students, designated as English Learners, score At or Above grade level, compared to 70% of all students.

Students, designated as English Learners, are scoring 40.7% on the end of year CAASPP Mathematics Assessments, compared to 80.2% of all students.

The percentage of students, who are designated English Learners and have two years of annual ELPAC scores, is 43.2% showing one level of growth over one year.

Students designated as English Learners and students designated as Economically Disadvantaged are showing a need for extra support with reading. All students, with a focus on English Learners, and socioeconomically disadvantaged, will be identified for reading support and small groups will be used to give targeted instruction. Student identified as English Learners will be targeted for in class Designated ELD and out of class pull out ELD intervention groups for newcomers and those targeted for needing additional ELD support.

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
iReady Reading Assessment for Trimester 3 (all students)	75% of students in grades K - 5th scored Early On, Mid, or Above Grade Level on the iReady Reading Assessment for Trimester 3.	80% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.
iReady Reading Assessment for Trimester 3 (English Learners)	50% of student in grades K - 5th, designated as English Learners, scored Early On, Mid, or Above Grade Level on the iReady Reading Assessment for Trimester 3.	46% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.
iReady Reading Assessment for Trimester 3 (Economically Disadvantaged)	54% of student in grades K - 5th, designated as Economically Disadvantaged, scored Early On, Mid, or Above Grade Level on the iReady Reading Assessment for Trimester 3.	60% of student in grades K - 5th will score Early On, Mid, or Above Grade Level on the iReady Math Assessment for Trimester 3.
Third Trimester F&P Assessment (all students)	70% of Students in K-5th scored at or above grade level on the F&P Assessment	72% of Students in K-5th will score at or above grade level on the F&P Assessment.
Third Trimester F&P Assessment (English Learners)	40% of Students, designated as English Learners, in K-5th scored at or above grade level on the F&P Assessment	50% of Students, designated as English Learners, in K-5th will score at or above grade level on the F&P Assessment.
End of Year CAASPELA Percent Meeting/Exceeding Grade Level Standard (all students 3rd-5th)	80.2% of students in grades 3rd, 4th, and 5th Grade met or exceeded grade level standard	82% of students in grades 3rd, 4th, and 5th Grade, will meet or exceed grade level standard
End of Year CAASPELA Percent Meeting/Exceeding Grade Level Standard (English Learners)	40.7% of students in grades 3rd, 4th, and 5th Grade met or exceeded grade level standard	45% of students in grades 3rd, 4th, and 5th Grade, will meet or exceed grade level standard

Annual ELPAC Assessments	43.2% of EL/ML students increased their ELPI one level.	50% of EL/ML students will increase their ELPI one level.
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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
1.1	STLA for classroom support with Reading and ELD intervention to support English Learners	English Learners	8000 Targeted Allocation 2000-2999: Classified Personnel Salaries Classified Hourly 3000 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.2	Reading Intervention pull out groups with credentialed staff to support students who are below level in reading, in the primary grade levels, including and targeting English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	12,800 Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher Hourly 4800 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
1.3	Translation for parent meetings of ELs	English Learners	500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Translation
1.4	Release for classroom teachers to complete assessments and plan in class intervention for students, targeting English Learners, Socioeconomically Disadvantaged, Foster Youth and student experiencing homeless	English Learners, Socioeconomically disadvantaged, foster youth, students experiencing homelessness and all students	12600 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 3780 Targeted Allocation 1000-1999: Certificated Personnel Salaries Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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.

Focus on small group intervention for those students who are not performing at grade level and ELD groups to support our newcomers has helped to increase success with reading assessments.

reading groups has increased the number of students at level, with the growth of each student in reading groups has averaged 2 to 3 levels of growth in the year, almost equivalent to that of the general student body. English Learners has seen success with growth on the iReady Reading scores, even when not moving up a level on the assessments. The percentage of students who are at risk has gone down 10% this school year. Teacher release days for the F&P assessment has allowed for data collection and review to support targeting students in the neediness groups for extra support.

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

School Support TOSA was funded by the district which allowed for funds to be added to small group intervention.

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.

Greater focus on EL supports.

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.

Positive School Climate

All Laurelwood staff will maintain a safe and positive school climate focused on supporting student wellness and academic achievement. Multi-tiered systems of support are used to analyze student data around academics, behavior, and wellness, to determine areas of support for students. Growth in attendance and minimizing the need for suspensions are positively affected by a focus on emotional regulation and peer interactions. A focus will be on minimizing physical aggression and behaviors that lead to suspension.

Implementation Objective:

By June of 2026, all Laurelwood teachers TK-5 will implement Multi-Tiered Systems of Support (MTSS) using research based strategies for behavior and academics. Tracking Tier 1 implementation will include data collection during observations and walkthroughs led by external MTSS Coaches. Tracking Tier 2 intervention will include data collection for both academic and behavior strategies. Data collection will include Behavior Tracking Tool (BTT), Tiered Fidelity Inventory (TFI), and Check In/Check Out (CICO).

By June 2026, all students will be taught the Zones of Regulation and mindfulness strategies to regulate emotions through Mindfulness Monday announcements and activities.

By June of 2026, all Laurelwood students in grades 1st-5th grade will have supervised and adult led lunch time activities.

By June of 2026, classroom support will be created to support PBIS, for all classes who have identified needs.

Improvement Objective:

By June of 2026, 80% of observed classrooms will meet Acceptable Implementation or Above on all six PBIS Classroom Practices. (4/6?)

By June of 2026, 95% of surveyed students and staff will be able to identify the Laurelwood Way expectations, as measure by the TFI. (92%?)

By June of 2026, 80% of students will be able to identify the Zones of Regulation and three strategies for regulating emotions. (TBD now)

By June 2026, the number of all students with a suspensions will be less than 2% (3% now)

By June 2026, the number of students, with disabilities, suspensions will be less than 4% (6.5% now)

By June 2026, the number of students, with two or more races, suspension will be less than 4% (6.1% now)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

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.

Suspension rates are increasing, particular with students of two or more races being in the red. Focus on all teachers implementing all six PBIS classroom practices and the implementation of Zones of Regulation and Mindfulness are needed to support student negative behaviors and suspensions. Positive behavior focuses will also support positive student to student interactions and support those students who have anxiety around school based on interactions with other students.

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
PBIS Classroom Practices Walkthrough Data	80% of observed classrooms will met Acceptable Implementation or Above on 4 out of 6 of the PBIS Classroom Practices.	80% of observed classrooms will meet Acceptable Implementation or Above on all six PBIS Classroom Practices
Laurelwood Way Expectations Survey	92% of surveyed students and staff were able to identify the Laurelwood Way expectations of Safe, Respectful, and Responsible.	95% of surveyed students and staff will be able to identify the Laurelwood Way expectations of Safe, Respectful, and Responsible
Mindfulness and Zones of Regulation Survey	80% of surveyed students and staff were able to identify the Zones of Regulation and three strategies for regulating emotions.	70% of surveyed students and staff will be able to identify the Zones of Regulation and three strategies for regulating emotions.
Suspension Data (all students)	3% of all students received at least one suspension day	2% or less of all students will receive at least one suspension day
Suspension Data (Students with disabilities)	6.5% of students with disabilities received at least one suspension day	4% or less of students with disabilities will receive at least one suspension day
Suspension Data (Students with two or more races)	6.1% of students with two or more races, received at least one suspension day	4% or less of students with two or more races will receive at least one suspension day

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	Continued implementation of Multi-tiered Systems of Support for Positive Behavior Intervention System (PBIS) program school-wide to support teaching of expectations, promoting positive behavior interaction in class, and reducing the need for suspension, targeting Students with Disabilities, English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless	English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	1800 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 660 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
1.2	Participate in collaboration meetings with principal/AP, EL Support, grade level teams and support staff to analyze data, write MTSS intervention plans, attend SST meetings, write 504s and/or individual goals to determine interventions, targeting English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless	English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	1800 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 660 Targeted Allocation 3000-3999: Employee Benefits Benefits 1956 Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher Hourly 734 Targeted Allocation

			3000-3999: Employee Benefits Benefits
1.3	School Leadership release time for meetings to analyze data, review school goals, action plan to target English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless	English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	900 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 330 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.4	STLAs for classroom support, targeting English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless.	English Learners, Socioeconomically Disadvantaged, Foster Youth and students experiencing homeless	15235 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA 5714 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.5	STLA for classroom support positive behavior interventions, to support CICO, recess activities, and prevent the need for suspensions	Students with disabilities, students with more than one race, English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	11808 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA 4428 Targeted Allocation 2000-2999: Classified Personnel Salaries Benefits
1.6	Provide lunchtime activities, using Allera Sports, on multiple days a week to promote positive and safe interactions among student to reduce physical contact and the need for suspension. Site will add lunchtime activities on other days of the week.	Students with disabilities, students with more than one race, English Learners, Socioeconomically Disadvantaged, Foster Youth, students experiencing homeless and all students	16291 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Allera Sports

Annual Review

SPSA Year Reviewed: 2024-25

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.

A school wide focus on PBIS classroom practices and Tier 1 Implementation has support meeting the Tiered Fidelity Index for PBIS Tier 1. Participation in CICO was successful for those who participated and limited negative behaviors and higher levels of discipline for those students involved. All students have been using mindfulness and emotional regulation strategies to support their emotions. Continued focused and targeted approaches for those students with high levels of absences or suspensions will be important in the future.

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

Funds were able to be moved from Goal 3 to support Goal 1 with a reduction in funds needed to support PBIS

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.

Adding objectives related to implementation of Zones of Regulation and assessing PBIS implementation. Adding School Support TOSA support.

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	\$127,804.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
Targeted Allocation	\$127,804.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$127,804.00

Total of federal, state, and/or local funds for this school: \$127,804.00

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
Targeted Allocation	127,804.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	127,804.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,056.00
2000-2999: Classified Personnel Salaries	47,827.00
3000-3999: Employee Benefits	19,130.00
5000-5999: Services And Other Operating Expenditures	16,791.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	44,056.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	47,827.00
3000-3999: Employee Benefits	Targeted Allocation	19,130.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	16,791.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	20,008.00
Goal 2	45,480.00
Goal 3	62,316.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Paul Fuller	Principal
Aimee Kalivoda	Classroom Teacher
Blake Lewis	Classroom Teacher
Vanessa Laranjo	Classroom Teacher
Kimberly Bettencourt	Other School Staff
Mohammed Zaheer	Parent or Community Member
Sharlene Ericson	Parent or Community Member
Monali Doshi	Parent or Community Member
Elizabeth Fitch	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 April 22, 2025.

Attested:



Principal, Paul Fuller on April 22, 2025



SSC Chairperson, Aimee Kalivoda on April 22, 2025