School Year: **2026-27**

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lawrence Elementary School	39685856042147	May 8, 2026	6/16/2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

Table of Contents

Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards. Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academicachievement.

Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

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

Educational Partner Involvement

How, when, and with whom did your Lawrence Elementary 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 Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Comprehensive Needs Assessment
The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis
In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development
The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement
The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

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 2025 CA Dashboard, the following indicators were "red" or "orange"
Chronic Absenteeism - orange
Suspension Rate - orange

A review of the 2024–2025 California School Dashboard indicates several areas requiring continued improvement at Lawrence Elementary. In English Language Arts, students are performing 49.5 points below standard, although performance improved by 10.5 points from the prior year. In Mathematics, students are performing 61.1 points below standard, with an improvement of 17.0 points from the prior year. While these gains suggest positive academic growth, overall performance in both content areas remains below statewide levels, indicating the need to continue strengthening core instruction and ensuring students have consistent access to grade-level, standards-aligned learning. English Learner Progress is also in the Yellow performance level, with 50.0% of English learners making progress, signaling a need for continued focus on language development and access to rigorous academic content.

Local assessment data reflects similar patterns. On the Middle of the Year DIBELS assessment, 50% of students in Kindergarten through Grade 2 performed at or above grade level, suggesting that about half of primary students are developing foundational literacy skills at expected levels. However, on the MOY STAR assessment, only 29.5% of students in Grades 2–6 scored proficient in ELA, indicating that stronger literacy performance is not yet sustained across upper grades. State assessment data reinforces this concern: during the 2024–2025 school year, 29.52% of students in Grades 3–6 met or exceeded standards in ELA, and 24.05% met or exceeded standards in Mathematics, highlighting continued schoolwide need in both content areas.

Additional areas of concern include chronic absenteeism and suspension. Chronic absenteeism is currently 28.8%, which remains substantially higher than the statewide rate of 17.1%, despite a modest decline from the prior year. Suspension is also an area of concern, with 5.6% of students suspended at least one day, an increase of 1.9 percentage points from the prior year, compared with the statewide rate of 2.9%. Students with disabilities also reflect significant need, performing 87.6 points below standard in ELA and 105.6 points below standard in Mathematics, while also experiencing 29.2% chronic absenteeism and a 6.4% suspension rate. Local indicators further show Standard Not Met in the areas of Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study, suggesting the need for stronger schoolwide systems that support both instructional quality and student engagement.

Findings from the Comprehensive Needs Assessment further clarify these priorities. Lawrence's identified needs in Practice 3.2 point to a need for greater consistency in curriculum alignment, rigor, and instructional practice across classrooms so that all students experience access to high-quality, standards-based instruction. Needs in Practice 3.3 highlights gaps in structured intervention systems, particularly for multilingual learners and students facing attendance or behavioral barriers, limiting timely access to targeted supports. In addition, needs in Practice 4.3 suggest that limited family engagement and stakeholder input may reduce alignment between school expectations and home-school partnership efforts. Collectively, these findings suggest that Lawrence must strengthen instructional coherence, intervention systems, and structured family engagement processes in order to improve equitable access and student outcomes across the school.

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.

No student group performed two or more performance levels below the "All Students" group on any state indicator on the California School Dashboard.

Annual Review

SPSA Year Reviewed: 2025-26

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Lawrence Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-2 DIBELS Assessment
2nd-6th Grade STAR Reading Assessment
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)
This targeted improvement will contribute to the overall academic growth and success of our students.

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

Overall, the implementation of strategies to support the articulated goal showed partial success with strong implementation in several key areas, along with some challenges in systems development and staffing.

In data collection and analysis, the school began strengthening systems for consistent use of student data. While SWIS was not previously utilized, a structured system was developed to ensure data use is not centralized with one individual, and implementation of this system is beginning to scale at the start of the current year.

In terms of leadership and coordination, PBIS systems were implemented with consistency, including monthly PBIS team meetings. However, there is a continued need to further develop distributed leadership to increase shared ownership and sustainability of systems across staff.

Data conferences were implemented as planned, supporting MTSS decision-making; however, staff participation in peer observation opportunities was limited, as teachers did not consistently utilize available substitute coverage to observe instruction in other classrooms.

ELD instruction and supports for English learners were implemented effectively, and staff reported that these structures were helpful in supporting student learning and engagement.

Educational assemblies and enrichment experiences were highly successful, with students demonstrating strong engagement and positive feedback. These experiences included rigorous academic connections such as planetarium visits and family-involved learning opportunities, strengthening learning across multiple settings.

Teachers also utilized study trips and enrichment funding to build meaningful grade-level experiences and traditions. Staff expressed interest in continuing and expanding these opportunities in future years.

A key challenge was the inability to fill the Math Intervention TOSA position, which limited the depth of targeted math intervention support available to students.

Additionally, supplemental teacher resources were used to support MTSS and core instruction, contributing to overall instructional support, though continued refinement is needed to maximize impact.

Overall, while foundational systems are in place and several strategies were implemented effectively, continued focus is needed on staffing stability, distributed leadership, and consistent use of collaborative learning structures to further strengthen MTSS implementation and improve student outcomes.

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

There were several differences between the intended implementation and the budgeted expenditures used to support the articulated goal.

Professional development funds were not fully utilized as originally planned due to access to district-provided substitute options. Although funds were allocated for release time, staffing constraints within the substitute pool required adjustments in how professional learning and collaboration time were supported.

As a result, additional funds were redirected to support Language Power resources for teachers, including instructional materials and training to strengthen language development instruction.

In addition, all allocated funds designated for technology to support core instruction were fully expended, ensuring continued access to instructional technology tools for students and staff.

Overall, budget adjustments were made in response to staffing limitations and operational needs while still prioritizing instructional support and student learning.

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.

Based on the analysis of implementation, several refinements will be made to strengthen the goal, strategies, and MTSS structures for the upcoming year.

For MTSS data conferences, structured peer observation time will be formally built into the system rather than offered as an optional activity. This will ensure that instructional walkthroughs and peer learning are a required part of data-driven collaboration. During MTSS data sessions, teams will also conduct structured classroom walkthroughs focused on rigor and instructional practices, with clear expectations, schedules, and follow-up actions embedded into the process.

Additionally, there will be a continued focus on strengthening schoolwide expectations for English Learner (EL) instruction, ensuring a high academic bar is maintained for EL students. Instruction will be framed through a strength-based lens rather than a deficit model. Support from district ELD coaches will be leveraged to further build staff capacity in high-quality ELD instruction and expectations.

These changes will be reflected in the SPSA under the sections related to MTSS data conferencing structures, instructional practices/peer collaboration, and English Learner support strategies.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

The implementation of strategies to support the articulated goal was generally effective, with strong implementation in several key areas and continued opportunities for refinement.

In data collection and analysis, the school did not previously utilize SWIS; however, a new system was developed to ensure data collection and analysis are not dependent on a single individual. This system is now being implemented at the start of the current year to improve consistency and accessibility of behavior data.

In leadership and coordination, PBIS systems were implemented consistently, including monthly PBIS team meetings. While systems were in place and functioning, there is a continued need to strengthen distributed leadership to increase shared ownership and sustainability of implementation.

Targeted professional learning and training were provided on Tier 2 behavioral supports, including tone of voice, reinforcement strategies, behavior intervention plan (BIP) breakdown, and strategies for addressing power struggles. These trainings supported staff capacity to respond more effectively to student behavior needs.

Family engagement strategies were implemented effectively, and overall PBIS implementation was recognized at a Platinum level, reflecting strong and consistent schoolwide systems.

Data indicates that students who participated in restorative supports, including means of correction support plans and targeted student safety plans, did not demonstrate recurring behavioral concerns, suggesting these interventions were effective in reducing repeat incidents.
In addition, student assemblies and schoolwide engagement activities contributed positively to school culture and student connectedness.

Overall, while implementation was strong in PBIS systems, training, and student supports, continued attention is needed to strengthen distributed leadership and fully formalize data systems for long-term sustainability.

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

There were no major deviations from the intended implementation or budgeted expenditures; however, some refinements were made in how supports were operationalized.

During implementation, the school developed and strengthened student safety plans and contingency planning systems to ensure staff had clear guidance on the supports students should receive prior to disciplinary action. This work focused on building staff capacity to implement consistent, preventative supports aligned with PBIS and MTSS practices.

These systems were also shared with families to improve communication and collaboration, ensuring that expectations and support plans were transparent and understood by all stakeholders.

Overall, the adjustments enhanced implementation fidelity and improved alignment between behavioral supports, staff response protocols, and family engagement.

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.

Based on the analysis of implementation, changes will be made to strengthen leadership structures and data coordination within PBIS and MTSS systems.

For the upcoming year, the Vice Principal and Counselor will take on expanded roles to support coordination and implementation of PBIS and MTSS data systems, including assisting with the facilitation of data analysis and student support planning. This will help distribute leadership responsibilities more effectively across the site team.

In addition, the school will develop a formal internal data protocol for PBIS and MTSS, including clear expectations for how behavior data is collected, reviewed, and used to guide decision-making. This will support more consistent and structured analysis of student needs.

Finally, ongoing internal PBIS staff development will be implemented to strengthen staff capacity in data-driven decision-making, Tier 1 and Tier 2 supports, and consistent implementation of behavior systems.

These updates will be reflected in the SPSA under the sections related to PBIS leadership and coordination, data systems/protocols, and professional development activities.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

Implementation of strategies to support the parent involvement goal showed mixed effectiveness, with strengths in communication and clear opportunities for improvement in engagement practices.

Communication systems were implemented and generally effective, with evidence that families are opening and accessing messages. However, some families opted out of communications, indicating a need to review communication frequency and formats to ensure messages remain accessible and responsive to family preferences.

A formal parent survey was not administered this year due to concerns about survey fatigue, which limited the ability to gather structured feedback on family engagement and satisfaction.

In addition, while parent participation in school events occurred, families were not consistently or explicitly invited into defined roles within these activities. This limited opportunities for deeper engagement and shared ownership in school events.

Overall, communication systems were functional, but future implementation will focus on strengthening meaningful family participation and improving engagement structures beyond basic information sharing.

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

There were no significant differences in budgeted expenditures; however, adjustments will be made to implementation strategies to better support family engagement.

One key change moving forward will be the addition of a paper newsletter distributed periodically, in response to varying family preferences for receiving school communication. This adjustment is intended to complement existing digital communication systems and improve access for families who may not consistently engage with electronic messaging.

Overall, expenditures remained aligned with the original plan, with refinements made to communication methods to better meet family needs.

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.

Based on the analysis of implementation, several changes will be made to strengthen family engagement systems and improve monitoring of outreach effectiveness.

The school will shift to more intentional and consistent communication practices by implementing regular opening newsletters, ensuring families receive predictable, accessible updates about school programs and events. In addition, the use of Remind will be discontinued and communication tools will be reallocated to more effective platforms that better support family access and engagement.

A stronger focus will also be placed on monitoring engagement and participation data, including tracking family involvement in school events, communication open rates, and other indicators of engagement. This data will be used to evaluate effectiveness over time and guide ongoing improvements to parent involvement strategies.

These changes will be reflected in the SPSA under the Parent Involvement goal, communication strategies, and family engagement monitoring systems.

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.

Academic Growth and Achievement
By Spring 2026, Lawrence Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 9 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement.

Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 10 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2.All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

1. Strengthening Core Instruction in ELA and Mathematics
Student achievement in both English Language Arts (49.5 points below standard) and Mathematics (61.1 points below standard) indicates a continued need to improve access to rigorous, standards-aligned instruction. Although there is year-over-year growth in both areas, overall performance remains significantly below standard, demonstrating the need for stronger Tier 1 instruction and instructional consistency across classrooms.

2. Increasing Proficiency in Literacy Across Grade Levels
Local and state data show inconsistent literacy outcomes, with only 50% of K–2 students performing at or above grade level on DIBELS and only 29.5% of Grades 2–6 students proficient on STAR ELA. State ELA proficiency (29.52%) further confirms the need for a cohesive, vertically aligned literacy system that strengthens foundational skills and ensures sustained reading achievement in upper grades.

3. Strengthening Mathematics Achievement Schoolwide
With only 24.05% of students meeting or exceeding standards in Mathematics, there is a clear need for more consistent math instruction, improved conceptual understanding, and stronger intervention systems to support students performing below grade level.
4. Expanding Support for English Learners
English Learner Progress is in the Yellow performance level, with 50% making progress toward English proficiency. This indicates a need for stronger integrated and designated ELD instruction and increased access to rigorous academic content for multilingual learners.

5. Addressing Achievement Gaps for Students with Disabilities
Students with disabilities demonstrate significant academic need, performing 87.6 points below standard in ELA and 105.6 points below standard in Mathematics. This highlights the need for stronger inclusion practices, differentiated instruction, and targeted academic supports within general education and specialized settings.

6. Improving Attendance and Instructional Access
Chronic absenteeism (28.8%) is well above the state average, indicating that many students are missing critical instructional time. This directly impacts academic performance and highlights the need for stronger attendance systems to ensure consistent access to instruction.

7. Strengthening Instructional Coherence and Tiered Support Systems
Local indicator and CNA findings point to inconsistencies in curriculum alignment, rigor, and instructional practices across classrooms (Practice 3.2). In addition, gaps in structured intervention systems (Practice 3.3) suggest the need for more consistent academic supports, particularly for students needing additional time and scaffolding to access grade-level content.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: English Language Arts (ELA) Distance from Standard	2025 CA Dashboard: 49.5 points below standard	2026 Dashboard: Reduce distance from standard to 43.5 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 61.1 points below standard	2026 Dashboard: Reduce distance from standard to 52.1 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 50.0% making progress	2026 Dashboard: Increase to 53.0% making progress.
i-Ready ELA MOY: Distance from Standard	i-Ready ELA MOY: Distance from Standard	(MOY 2027): Reduce distance from standard to 32.88 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 27.95 points below standard	(MOY 2027): Reduce distance from standard to 20.95 points below 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	Strategy: Strengthen Tier 1 ELA instruction and early literacy systems through coaching, intervention, and progress monitoring. Adult Actions: The District ELA TOSA and site-based LCRSET intervention teacher will support K–6 literacy instruction through modeling, co-teaching, and instructional planning aligned to evidence-based literacy practices. The ELA TOSA and LCRSET intervention teacher will provide flexible, short-term small group instruction for students needing additional literacy support. Teachers will use DIBELS, SIPPS, i-Ready, and other literacy data to identify students needing additional support and plan targeted instruction. School leaders, ELA and LCRSET TOSAs, and teachers will coordinate intervention schedules, assessment timelines, core visits, and data conference structures to strengthen implementation. The ELA and LCRSET TOSAs will collaborate with site leadership to identify professional learning needs and support teachers in delivering effective literacy instruction. The ELA and LCRSET TOSAs and intervention staff will assist with DIBELS and SIPPS testing and support teachers with testing timelines as needed. Teachers and intervention staff will progress monitor students receiving literacy support on a regular cycle of 3-6 weeks and adjust instruction based on student need. Teachers and school staff will communicate with families of students receiving literacy support about student progress, instructional goals, and strategies that can be reinforced at home.	All	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA (.5 LCFF and .5 Central Title 1). $0 1900 Other Cert Salaries LCRSET Grant funded position
1.2	Strategy: Refine MTSS data conferences and instructional response systems to improve how staff identify student needs, plan targeted supports, and monitor intervention effectiveness. Adult Actions: School leaders will define clear expectations for MTSS data conferences, including required data	All	$15,592 Title I 1150 Teacher Sub Certificated Subs for Data Conferences & Analysis $3,894 Title I 3000 Benefits Benefits for teacher subs

	sources, decision-making protocols, documentation tools, and follow-up timelines. Specialists, including resource teachers, speech staff, intervention teachers, counselors, and other relevant support staff, will participate as appropriate to support a whole-child, tiered approach to student support. Staff will use common data collection and intervention planning tools to document individual student needs, supports provided, student progress, and next steps. Teacher teams will participate in scheduled MTSS data conferences to review universal screener, state, and local data and identify students needing Tier 2 academic, behavioral, or attendance support. Teachers, intervention staff, and specialists will use MTSS data conferences to plan targeted supports, assign responsibilities, and determine progress-monitoring cycles for identified students. Admin and MTSS team will monitor implementation of MTSS systems through meeting schedules, agendas, intervention plans, progress-monitoring records, and follow-up actions, and will adjust structures based on student response and implementation evidence. Provide teacher release time for K-2 small group DIBELS assessment implementation to support consistent and reliable Dibels data for MTSS team use.		
1.3	Strategy: Provide instructional and organizational resources that support standards-aligned instruction, student access, and consistent use of AVID WICOR strategies across classrooms. Adult Actions: Teachers will use supplemental books, software licenses, and duplicating services to support standards-aligned instruction and intervention. Teachers will implement AVID WICOR strategies and organizational routines to support student engagement, note-taking, organization, and independent learning. All students will have access to common organizational materials that support participation in daily classroom instruction. School leaders will monitor implementation of AVID-aligned organizational practices and resource use across classrooms.	All	$24,400 Title I 4300 Materials Supplemental Resources for AVID & VL $2,000 Title I 5880 (Consultants) Student Planners $4,000 Title I 5715 Print Shop Duplicating $500 Title I 4328 Warehouse Supplies Supplemental Copy Paper

1.4	Strategy: Professional Development to Strengthen Instructional Practices through Visible Learning and PLCs Strengthen instructional effectiveness through ongoing professional learning focused on Visible Learning and collaborative PLC structures that support data-driven instruction and student achievement. Adult Actions: Teachers will participate in ongoing professional development on Visible Learning using Corwin resources, with a focus on teacher clarity, success criteria, and formative assessment practices. At a minimum, all teachers will receive two full day training sessions on Visible Learning & Clarity (July 2026 and January 2027). Teachers will progressively implement clear learning intentions and success criteria to support student understanding and ownership of learning. Implementation will be differentiated based on individual teacher capacity, with all teachers expected to practice and apply this strategy at least once per quarter as they build proficiency. Ongoing support and opportunities for collaboration will be provided to strengthen consistent and effective use over time. Teachers will apply formative assessment strategies to monitor student learning and adjust instruction in real time. Teachers will engage in structured PLC meetings to collaboratively plan lessons, analyze student data, and align instruction to rigorous, grade-level standards. Teachers will participate in shared inquiry within PLCs to reflect on instructional practices and identify strategies to improve student outcomes.	All	$37,000 Title I 5880 (Consultants) Corwin - on site Professional Development $20,000 Title I 5220 Conference Visible Learning, Clarity and PLC Conference and PD opportunities
1.5	Strategy: Study Trips to Supplement Grade-Level Core Curriculum Provide experiential learning opportunities that deepen students' understanding of grade-level standards and enrich academic learning. Action Steps: Teachers will align study trips to grade-level core curriculum standards and instructional units. Teachers will prepare students in advance through pre-teaching of key concepts, vocabulary, and learning objectives. Teachers will design and implement hands-on learning experiences during trips that reinforce classroom instruction.	All	$10,000 Title I 5872 Field Trips Entrance fees and charter bus transportation for field trips $601 Title I 5712 Transportation Lodi USD Bus Transportation for Field Trips

	Teachers will facilitate guided exploration, prompting students to make observations, ask questions, and connect learning to academic content. Teachers will integrate interdisciplinary connections across subject areas to extend and deepen learning. Teachers will provide post-trip reflection activities to reinforce concepts and assess student understanding.		
1.6	Strategy: Strengthen math instruction through job-embedded professional learning, coaching, and collaborative planning that support rigorous, grade-level, student-engaged teaching practices. Adult Actions: Teachers will participate in targeted quarterly professional learning focused on rigorous, grade-level math instruction, small-group planning, classroom management, and effective use of i-Ready curriculum and data. Teachers will establish and reinforce clear routines, rules, and norms that support collaborative learning, mathematical discourse, peer feedback, questioning, and productive struggle during math instruction. Teachers will use PLC time to analyze student data, identify learning needs, and plan instructional responses, including reteaching, differentiation, and small-group instruction. Math coaches will provide coaching cycles that include collaborative planning, modeling, review of practice, feedback, and reflection aligned to identified math instructional priorities. Administrators will provide at least three opportunities for peer observation within and across schools focused on rigorous math instruction, flexible grouping, and classroom structures that support student engagement. Administrators and coaches will monitor implementation through walkthroughs, PLC artifacts, coaching notes, and teacher reflection. Administrators will offer Math professional development training with the SJCOE ($700 per person).	All	$4,900 Title I 5800 Prof and Operating/Consultants Professional Development Opportunities
1.7	Strategy: Strengthen Special Day Class differentiated instruction and intervention planning through data use, coaching, and professional learning to improve access to grade-level curriculum for students at risk of not meeting benchmark expectations.	Special Day Class (SDC) Students	$50,000 Title I 5880 (Consultants) WestEd Consultant support and Professional Development

	Adult Actions: SDC teachers will use student achievement and progress-monitoring data to identify learning needs and plan differentiated instruction, small-group supports, and targeted intervention. WestEd will provide coaching, professional learning, and implementation tools to support SDC teachers in using data to strengthen differentiated instruction and intervention planning. School leaders and WestEd will review implementation progress regularly and adjust support based on SDC teacher needs, student response, and identified areas of growth. Teachers and leaders will use mid-year and end-of-year implementation reflections to identify instructional shifts, monitor progress, and guide next steps.		
1.8	Instructional Materials and Curriculum Supports Funds will be allocated to support student learning through the purchase of high-quality, research-based instructional materials, including but not limited to SIPPS, DIBELS, Heggerty, Language Power, and classroom library books aligned to grade-level standards and student needs. The Site Administrator (Principal) will oversee the allocation of funds and ensure purchased materials align with site goals, SPSA priorities, and identified student academic and literacy needs. The MTSS team or Grade Level PLC Teams will identify and recommend curriculum and supplemental instructional materials based on student data, including literacy, language development, and intervention needs. The LCRSET/ ELA TOSAs (if applicable) will support teachers in the implementation of selected programs such as SIPPS, Heggerty, and Language Power, including modeling instructional strategies and providing ongoing coaching. The Classroom Teachers will implement adopted instructional materials and use them to deliver standards-aligned instruction, targeted intervention, and small group support to address student learning gaps. The Site Administrator (Principal) and Office Staff will coordinate purchasing, inventory, and distribution of instructional materials to ensure timely access for classrooms and intervention groups.	All	$5,642 Title I 4200 Books Books & Supplemental Curriculum

	The Intervention Staff (e.g., Reading Intervention Teachers/Paras) will use supplemental curriculum materials to provide targeted support to students requiring additional academic assistance.		
1.9	Certificated Supplemental Intervention Timecards for Targeted Students SPSA funds will be used to provide certificated staff with paid timecard opportunities to deliver supplemental intervention to targeted students needing additional support in ELA, Math, Science and foundational skills based on DIBELS, STAR, CAASPP, and classroom data. Implementation Activities: Teachers will identify students in need of additional academic support using a variety of data sources and classroom observations. The Principal and Teachers will support this process as needed to ensure students are appropriately identified for supplemental intervention. Teachers who have received preapproval for their intervention plans may provide intervention sessions and subsequently submit timecards for compensation for the additional instructional time. Teachers will monitor student progress regularly and adjust groups and instruction based on data. This strategy provides additional instructional time to support students who need targeted academic intervention beyond the regular school day.	All	$3,669 Title I 1120 Teacher Temp Teacher Timecards $917 Title I 3000 Benefits Benefits for teacher timecards $240 Title I 1220 Cert Pupil Support/Temp Counselor Timecards $60 Title I 3000 Benefits Benefits for counselor timecards
1.10	Strengthen English Learner outcomes through consistent designated and integrated ELD instruction, bilingual and classified instructional support within core instruction, and supplemental language development supports, including Language Power. Adult Actions Classroom teachers will provide daily designated ELD instruction for identified English Learners aligned to students' language proficiency levels and instructional needs. Teachers will integrate language development strategies, academic vocabulary, structured discourse, and scaffolded supports within core instruction across content areas. Bilingual and classified support staff will provide supplemental instructional assistance to support language development and student access to grade-level learning. District ELD Coaches will provide classroom support, modeling opportunities, and collaborative	English Learners	

	instructional support conversations aligned to site and district instructional priorities throughout the school year.		

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Goal Lawrence will strengthen its tiered systems of support to improve students' social-emotional and behavioral outcomes by implementing a comprehensive and responsive system of interventions. Staff will build consistent Tier 1 practices that promote a positive school climate, explicitly teach social-emotional skills such as emotion regulation and self-efficacy, and create structured, supportive classroom environments where students feel safe, connected, and ready to learn. Through collaboration in PLCs, coaching, and professional learning, staff will increase their capacity to integrate social-emotional supports within daily instruction, using strategies such as structured routines, student engagement practices, and formative check-ins to respond to student needs and remove barriers to learning. Lawrence will strengthen systems to identify students in need of additional social-emotional, behavioral, and attendance support, ensuring interventions are appropriately matched, monitored, and adjusted. Specialists will be included in planning and intervention processes, with a focus on removing barriers for English Learners, students with disabilities, and students requiring targeted support. Additionally, Lawrence will enhance family and stakeholder engagement by providing clear and consistent communication around student well-being, supports, and progress. The school will create opportunities for meaningful family partnership and ensure communication is accessible, supporting a shared responsibility for improving student social-emotional health, behavior, and attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas. Based on current data, Lawrence will focus on strengthening student engagement, behavior, and social-emotional supports to improve overall student outcomes.

Attendance: While chronic absenteeism has decreased from 30.3% (2024) to 28.8% (2025), rates remain in the orange performance level. The goal is to continue reducing chronic absenteeism by strengthening Tier 1 attendance practices and targeted interventions.

Behavior: Suspension rates have increased (from 3.8% to 5.6%), indicating a need to strengthen behavior supports. The goal is to reduce suspension rates through consistent implementation of PBIS, with a focus on Tier 2 and Tier 3 supports.

PBIS/MTSS Implementation: While Tier 1 implementation remains strong (93%), Tier 2 and Tier 3 fidelity has declined (Tier 2: 100% ? 92%, Tier 3: 100% ? 76%), and recognition dropped from Platinum to no recognition. The goal is to strengthen Tier 2 and Tier 3 systems to improve fidelity and regain recognition status.

Social-Emotional Learning (SEL): Panorama data shows declines in key areas:

- Grades 3–5: Decreases in Emotion Regulation (41% ? 40%), Challenging Feelings (48% ? 45%), and Self-Efficacy (40% ? 36%)
- Grade 6: Decrease in Emotion Regulation (38% ? 35%), with Self-Efficacy remaining stagnant (41%)

The goal is to improve student SEL outcomes, particularly in emotion regulation and self-efficacy, through targeted instruction and supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2025: ALL Student group (orange) with 28.8% of students chronically absent. Which is a (decrease) of 1.6%	2026: ALL Student group (yellow) with 24% of students chronically absent. Which is a (decrease) of 4.8%
CA Dashboard - Suspension Rate	ALL Student Group (orange) with 5.6% suspended at least one day. Which is an (increase) of 1.8%	ALL Student group will go from (orange) to (yellow) with 2.6% suspended at least one day. Which is a decrease of 3%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score 93% Tier 2 TFI Score 92% Tier 3 TFI Score 76%	Goal: 2026-2027 Local Data: Tier 1 TFI Score 97% Tier 2 TFI Score 97% Tier 3 TFI Score 85%
PBIS Recognition	No recognition for the 25/26 school year. Applied in April 2026 for Platinum recognition.	Goal: To receive Platinum status for the 26/27 school year.
Panorama Survey	Panorama Student Survey Winter 2026 Results Grades 3-5 Emotion Regulation - 40% Challenging Feelings - 45% Self-Efficacy (new goal) - 36% Results Grade 6 Emotion Regulation - 35% Self-Efficacy - 41%	oal: Panorama Student Survey Winter 2027 Results Grades 3-5 Emotion Regulation - 45% Challenging Feelings - 50% Self-Efficacy (new goal) - 41% Results Grade 6 Emotion Regulation - 40% Self-Efficacy - 46%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Interventions and Supports (PBIS) Collaboration Educators will engage in ongoing collaboration to strengthen social-emotional and behavioral supports through a comprehensive PBIS framework, aligned to site goals of reducing chronic absenteeism, decreasing suspension rates, improving Panorama SEL outcomes (emotion regulation and self-efficacy), and increasing PBIS fidelity (TFI Tier 2 and Tier 3). Leadership and Coordination The Site Administrators (Principal/Vice Principal) will oversee PBIS implementation and monitor progress toward reducing chronic absenteeism (28.8%) and suspension rates (5.6%). • The PBIS Team will hold monthly PBIS meetings focused on improving Tier 2 (92%) and Tier 3 (76%) TFI scores and teachers and school counselor will be able to submit timecards to be compensated for their time. • The PBIS Team will align PBIS efforts to support SEL growth in emotion regulation and self-efficacy as identified in Panorama data. Data Collection and Analysis The PBIS Team, Counselor, and site Administration will collect and analyze behavior (suspensions), attendance (chronic absenteeism), and SEL data (Panorama). • The PBIS Team will use data to identify students needing Tier 2 and Tier 3 supports, with a focus on reducing suspensions and improving student engagement. • The Administrator (Principal) will ensure data is reviewed regularly and used to adjust interventions. Developing and Implementing PBIS Systems • The PBIS Team will refine and implement schoolwide expectations and Tier 1 practices to maintain strong universal supports (93% TFI). • The Administrators and PBIS Team Lead will ensure consistent Tier 1 implementation across classrooms to support a positive school climate and reduce behavior incidents.	All	$1,920 Title I 1120 Teacher Temp Certificated Timecards $480 Title I 3000 Benefits Benefits for Certificated Timecards $240 Title I 1220 Cert Pupil Support/Temp Counselor Timecards $60 Title I 3000 Benefits Benefits for Counselor Timecards

- The PBIS Team, Counselor, and Psychologist will strengthen Tier 2 and Tier 3 interventions targeting students with repeated behavior incidents, chronic absenteeism, and low SEL indicators.

- Teachers will implement SEL strategies (e.g., emotion regulation, self-management routines, positive reinforcement) within daily instruction to support student well-being and readiness to learn.

Training and Professional Development
The Administrator (Principal) with the input of the PBIS Team, will provide professional learning focused on SEL strategies, behavior supports, and improving classroom climate.

- Instructional Coaches/TOSAs/Gen Ed District Psychologist (if available) will support teachers in embedding SEL practices and consistent PBIS implementation.
- The PBIS Team will support staff in using data to inform interventions and improve outcomes.

Supporting Staff and Students

- The Counselor, Psychologist, and Behavior Support Staff will provide targeted and intensive interventions for students identified through data (behavior, attendance, SEL needs).
- The PBIS Team will support teachers with strategies to address behavior, increase engagement, and improve student self-efficacy.

- All Staff will contribute to a positive school environment that promotes student connection, belonging, and consistent expectations.

Family and Community Engagement
The Administrator and Counselor will communicate with families, in addition to teacher communication, regarding attendance, behavior, and SEL supports, particularly for students identified as chronically absent or in need of intervention.

- The site Principal, with the input of the PBIS Team, will create opportunities for family input and partnership in supporting student behavior and attendance.

- Administrators and site Counselor will connect families with resources as needed to reduce barriers impacting attendance and student well-being.

	Evaluation and Continuous Improvement The Administrator, Counselor and PBIS Team will monitor progress toward: • Decreasing chronic absenteeism • Reducing suspension rates • Improving Panorama SEL outcomes (emotion regulation and self-efficacy) • Increasing Tier 2 and Tier 3 TFI scores and regaining recognition status The PBIS Team and Counselor will adjust supports based on data to ensure continuous improvement. The Administrator will ensure fidelity and sustainability of PBIS systems. Documentation Requirement The PBIS Team will maintain documentation of all collaboration meetings, including agendas, attendance, dates, times, and notes. Documentation will be submitted with timecards for approval and available for program monitoring.		
2.2	Assemblies to Support School Culture and Curriculum School-wide assemblies will be used to reinforce academic learning, strengthen school culture, and support student social-emotional development. Assemblies will be intentionally designed to align with school values and may include one or more of the following components: Real-World Connections: Presentations or speakers will connect classroom learning to real-world applications, helping students understand the relevance of their instruction beyond school. Community Building: Assemblies will bring students, staff, and families together to foster a sense of belonging, strengthen relationships, and build a positive school community. Inspiration and Motivation: Guest speakers and presentations will share stories of perseverance, growth, and success to inspire students to set goals and develop a growth mindset. Addressing Important Topics: Assemblies will provide opportunities to address topics such as kindness, bullying prevention, mental health, diversity, and character development, promoting awareness and positive decision-making. Skill Development: Targeted activities may support the development of skills such as leadership, communication, collaboration, and critical thinking through interactive or engaging experiences. Celebration of Achievements: Assemblies will recognize student accomplishments in academics, behavior, attendance, and extracurricular activities	All	\$5,000 Title I 5880 (Consultants) Assemblies

	to build confidence and encourage continued success. Positive Behavior Reinforcement: Assemblies will reinforce schoolwide expectations and positive behaviors through modeling, storytelling, and interactive activities that support PBIS and school culture.		
2.3	Utilization of SWIS Suite Strategy: Implement the SWIS Suite as the primary schoolwide system for collecting, analyzing, and using student behavioral data to strengthen Tier 1, Tier 2, and Tier 3 PBIS supports within MTSS. This system will improve consistency, accuracy, and timeliness of behavior data used to inform instructional and behavioral interventions. School administrators and the PBIS Team will implement and maintain the SWIS Suite as the centralized behavior data system for tracking office discipline referrals, behavior trends, and student-level supports. PBIS Team members will receive training on SWIS data entry, reporting, and analysis to ensure consistent and accurate use of the system. Teachers and staff will document behavior incidents consistently in SWIS to ensure reliable schoolwide data collection and reporting. The PBIS Team will review SWIS data on a monthly basis to identify schoolwide trends, grade-level patterns, and individual students needing Tier 2 or Tier 3 supports. Site leadership (Administrator, VP, Counselor) will use SWIS reports during MTSS data meetings to guide intervention planning, monitor progress, and evaluate the effectiveness of behavior supports. The PBIS Team will use SWIS data to refine Tier 1 expectations, adjust Tier 2 interventions, and support Tier 3 individualized behavior plans. Data findings from SWIS will be shared with staff during PBIS meetings to support ongoing professional development and consistent implementation of behavior systems.	All	$700 Title I 5875 Technology Licenses SWIS Suite

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.

Parent Involvement
Strengthen family engagement by implementing a structured and consistent communication plan that provides regular updates on student learning, behavior, and school events. Increase opportunities for meaningful parent-teacher collaboration and two-way communication, and encourage active family participation in school activities, programs, and decision-making processes that support student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

1. Increase overall parent participation in academic events and conferences
Current attendance at academic events is low and inconsistent, with an average participation rate of approximately 16% in 2024–2025, and similar outcomes continuing into 2025–2026 (e.g., 7.4% Academic Awards, 37.3% Back to School Night). This indicates a need to increase overall family engagement beyond large kickoff events and improve sustained participation in ongoing academic-focused opportunities such as conferences, workshops, and student recognition events.

2. Strengthen participation in parent-teacher conferences
A new focus area is needed to establish baseline data and increase attendance at parent-teacher conferences. This reflects a need for stronger systems to ensure families are consistently engaged in discussions about student progress, goals, and academic support.

3. Improve consistency of two-way communication between school and families
A structured system for regular, documented two-way communication is needed. While communication tools exist currently (email, ClassDojo, Remind), there is a need to adjust communication methods to ensure that all families are being reached consistently at least once per trimester and that communication is meaningful, not just informational.

4. Increase parent involvement in feedback and shared decision-making
There is a need to expand family participation in surveys, committees, and advisory groups (e.g., SSC, ELAC), and to increase the percentage of families who feel their input is valued and reflected in school decisions. This indicates a need for stronger systems to actively solicit, include, and respond to parent voices.

5. Strengthen engagement beyond high-visibility events
Attendance patterns suggest families are more likely to attend large, visible events (e.g., Back to School Night) than ongoing academic or engagement opportunities. There is a need to build sustained engagement throughout the year, not only at the beginning or end of the school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Rate in Academic Events and Conferences Percentage of parents/guardians who attend academic-focused events, such as parent–teacher conferences, academic nights, or workshops.	25/26 Records: Back to School Night, 8/6/2025: 192 Parents out of 515 parents = 37.3% New Metric: Number of parents who attend Parent Teacher Conferences	2026/2027 Back to School Night goal = 50% New Metric: Number of parents who attend Parent Teacher Conferences. Goal = 75%
Frequency and Reach of Two-Way Communication with Families (ParentSquare Implementation) Percentage of families engaged in documented two-way communication with teachers or school staff at least once per trimester through ParentSquare. Communication will include messages, replies, or direct responses between families and staff using ParentSquare messaging tools, ensuring consistent, accessible, and trackable communication across all classrooms and school programs	New Metric	60% of our families will engage in two-way communication with teachers or school staff at least once per trimester, documented through communication logs or ParentSquare.
Parent Feedback and Engagement in Decision-Making Processes Percentage of parents participating in school surveys, focus groups, or advisory committees (e.g., School Site Council, ELAC), and reporting that their input is valued.	During the 2025–2026 school year, the site did not administer school-specific surveys, focus groups, or structured feedback cycles, as available opportunities for stakeholder input were utilized to support district-level LCAP engagement. As a result, there is no established baseline percentage of parent participation in site-based decision-making processes for this metric.	All families will be given at least two opportunities to provide feedback and input on decision making processes.

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	School-Community Organized Events/Activities Throughout the school year, the following activities will be implemented to strengthen family engagement, build school-community partnerships, and increase participation in school events and decision-making processes: The Site Administrator (Principal) will oversee the planning and coordination of all school-community events, including parent-teacher conferences, workshops, family engagement nights, and academic celebrations.	All	$500 Title I: Parent Involvement 4325 Food For Meetings Open P.O. for light Refreshments $2,001 Title I: Parent Involvement 5880 (Consultants) Fingerprinting Vendor $1,419 Title I: Parent Involvement 2120 Para Temp Paraeducator Timecards - Support after hour events

	The Office Staff and Site Administrator will support communication, scheduling, and logistics for all events to ensure families receive timely and accessible information. The ELAC Chair and Site Administrator (Vice Principal) will coordinate ELAC meetings and ensure meaningful input from English Learner families is gathered and shared with staff. The School Site Council (SSC) Chair and Site Administrator (Principal) will facilitate SSC meetings and support parent participation in site decision-making and SPSA development. The Classroom Teachers will conduct parent-teacher conferences, maintain ongoing communication with families, and provide updates on student progress and classroom activities. The Site Administrator (Principal) and Teacher Leads (as applicable) will coordinate family workshops and academic events designed to support student learning and provide families with tools to support students at home. Admin will provide additional timecards for paraeducators to support events taking place before or after scheduled workhours.		$552 Title I: Parent Involvement 3000 Benefits Benefits for Paraeducator Timecards - Support after hour events
3.2	Communication To ensure clear, consistent, and accessible communication with families, the school will utilize ParentSquare as the primary communication platform for all schoolwide messaging. ParentSquare will be used to share regular updates, important announcements, academic information, and school event details in a timely and unified manner. Through ParentSquare, families will receive information related to school events, student progress, attendance, behavior updates, and district or site-wide communications. The platform will also support two-way communication between families and staff, allowing for ongoing dialogue regarding students' academic, social-emotional, and behavioral needs. Additional communication supports, such as flyers and newsletters when needed, will be used to supplement ParentSquare messaging and ensure all families are informed and engaged. This system is designed to strengthen family engagement, improve consistency of communication, and support student success through strong school-home partnerships.	ALL	$0 LCFF 5875 Technology Licenses ParentSquare - District Funded

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.

TSI
By the end of the 2026 school year, Lawrence will reduce disproportionate outcomes for White students identified in the TSI indicators by decreasing the suspension rate from Red status to at least Orange, while also improving chronic absenteeism from Orange to Yellow or better.

This will be achieved through the implementation of consistent, schoolwide Tier 1 and Tier 2 behavior supports (PBIS), increased use of restorative practices in place of exclusionary discipline, and targeted attendance interventions for students demonstrating patterns of chronic absenteeism. Progress will be monitored quarterly using discipline and attendance data disaggregated by student group to ensure reductions in both suspension rates and chronic absenteeism for White students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2.All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
3.All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

According to the California Dashboard, white students have RED in suspension Rate, supported by ORANGE in Chronic Absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2025 CA Dashboard: Suspension data shows students in the student group white, in Red.	2026 CA Dashboard: Suspension data shows students in the student group white, in orange or better.
CA Dashboard	2025 CA Dashboard: Attendance data shows students in the student group white, in orange.	2026 CA Dashboard: Absenteeism data shows students in the student group white, in yellow or better.

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	Strengthen Consistent PBIS Tier 1 Implementation Across All Classrooms To address inconsistent Tier 1 implementation, Lawrence will strengthen schoolwide fidelity of expectations, routines, and reinforcement systems through PBIS alignment and monitoring and specific monitoring for targeted students identified in TSI Goal. Strategies: Administrator (Principal/Vice Principal): Conduct walkthroughs and ensure schoolwide expectations are consistently taught and reinforced. PBIS Team Lead/Coach: Provide monthly PD and coaching on Tier 1 practices and positive behavior supports and specific monitoring for targeted students identified in TSI Goal. Teachers: Teach, post, and reinforce schoolwide expectations daily using consistent routines and language. PBIS Team: Review TFI Tier 1 data quarterly and identify areas needing support.	ALL + according to the California Dashboard targeted support for "white"	$0 Title I
4.2	Strengthen Early Tier 2 Behavioral Supports and Intervention Systems To address the lack of early Tier 2 supports, Lawrence will implement a proactive, data-driven system to identify and support students before behavior escalates. PBIS Team Lead, Counselor, Psychologist: Review behavior data weekly and identify students needing Tier 2 supports and specific monitoring for targeted students identified in TSI Goal.. PBIS Team: Assign interventions (CICO, small groups, mentoring) within one week of identification. Teachers: Submit behavior referrals early and implement classroom Tier 1 supports before escalation. Administrator: Monitor Tier 2 implementation and ensure timely intervention delivery.	ALL + according to the California Dashboard targeted support for "white"	$0 Title I
4.3	Strengthen Attendance Monitoring Systems Administrator: Oversee weekly attendance review meetings and ensure accountability for follow-up actions and specific monitoring for targeted students identified in TSI Goal.	ALL + according to the California Dashboard targeted support for "white"	$0 Title I

	Counselor: Lead attendance tracking, family outreach, and coordination of attendance interventions. Attendance Designee/Office Staff: Monitor daily attendance and flag students at risk of chronic absenteeism. Teachers: Contact families for early absences and reinforce daily attendance expectations with students.		
4.4	Strengthen Classroom Behavior Expectations and Clarity Teachers: Explicitly teach, model, and reinforce classroom and schoolwide expectations daily. Instructional Coaches/TOSAs/Psychologist (if available): Support teachers with classroom management coaching and SEL integration. PBIS Team: Provide walkthrough feedback focused on clarity of expectations and consistency. Administrator: Ensure expectations are consistently implemented across classrooms through observation and feedback and specific monitoring for targeted students identified in TSI Goal..	ALL + according to the California Dashboard targeted support for "white"	$0 Title I

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$196,287.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$196,287.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$191,815.00
Title I: Parent Involvement	$4,472.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $196,287.00

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

State or Local Programs	Allocation ($)
	$0.00
Central Title I	$0.00
LCFF	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $196,287.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
LCFF	0.00
Title I	191,815.00
Title I: Parent Involvement	4,472.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	5,589.00
1150 Teacher Sub	15,592.00
1220 Cert Pupil Support/Temp	480.00
1900 Other Cert Salaries	0.00
2120 Para Temp	1,419.00
3000 Benefits	5,963.00
4200 Books	5,642.00
4300 Materials	24,400.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5220 Conference	20,000.00
5712 Transportation	601.00
5715 Print Shop	4,000.00

5800 Prof and Operating/Consultants	4,900.00
5872 Field Trips	10,000.00
5875 Technology Licenses	700.00
5880 (Consultants)	96,001.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries		0.00
1900 Other Cert Salaries	Central Title I	0.00
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	5,589.00
1150 Teacher Sub	Title I	15,592.00
1220 Cert Pupil Support/Temp	Title I	480.00
3000 Benefits	Title I	5,411.00
4200 Books	Title I	5,642.00
4300 Materials	Title I	24,400.00
4328 Warehouse Supplies	Title I	500.00
5220 Conference	Title I	20,000.00
5712 Transportation	Title I	601.00
5715 Print Shop	Title I	4,000.00
5800 Prof and Operating/Consultants	Title I	4,900.00
5872 Field Trips	Title I	10,000.00
5875 Technology Licenses	Title I	700.00
5880 (Consultants)	Title I	94,000.00
2120 Para Temp	Title I: Parent Involvement	1,419.00
3000 Benefits	Title I: Parent Involvement	552.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5880 (Consultants)	Title I: Parent Involvement	2,001.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	183,415.00
Goal 2	8,400.00
Goal 3	4,472.00
Goal 4	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brianna Azevedo	Classroom Teacher
Alexis Pattenaude	Classroom Teacher
Rosa Torres	Parent or Community Member
Isabel Yepez	Parent or Community Member
Yanez Valez	
Joanna Julin	Parent or Community Member
Christine Alberg	Principal
Linda Xiong	Classroom Teacher
Judith Villagran	Other School Staff
Melissa Ramos	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 May 8, 2026.

Attested:

	Principal, Christine Alberg on 5/8/26
	SSC Chairperson, Melissa Ramos on 5/15/26