School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Elementary School (Lower Campus and Upper Campus)	41689656044168	October 1, 2024	October 24, 2024

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

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

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

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

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

Schoolwide Program

At Laurel School, we place tremendous value on continuous growth and improvement. Twice honored with the California Distinguished School Award and once recognized with the National Blue Ribbon Award, Laurel is not a school that rests on its laurels! Each year, we carefully examine the achievement of our full student population and disaggregate data to assess how well we are serving students across all state-identified subgroups. Using both annual and interim measures, teachers and school leaders collaborate to evaluate the effectiveness of our wide range of programs and interventions, monitoring progress down to the individual child. Instructional adjustments are made quickly and strategically as soon as new trends or needs are identified.

Currently, 40% of our student body participates in our Spanish Immersion Program, which begins with 90% of instruction in Spanish in kindergarten and gradually transitions to a balanced 50% Spanish / 50% English instructional model by fifth grade. Even though classroom instruction in Immersion is predominantly in Spanish in the early grades, we maintain common academic benchmarks for student achievement, growth, and engagement across both our English-Only and Spanish Immersion programs.

We also recognize the importance of addressing persistent achievement gaps, particularly for students of color, students from low-income households, and English Learners. Laurel's 2025-2026 School Plan for Student Achievement (SPSA) outlines targeted actions, evidence-based strategies, and resource allocations designed to meet these critical areas of need.

Equally important is our commitment to the whole child. We prioritize engaged and purposeful learning, social-emotional development, and character education. Students are encouraged to develop voice and choice in their learning through the workshop model in reading and writing, as well as through Project-Based Learning units that foster inquiry, creativity, and problem-solving. Our credentialed Art, Music, Library, P.E., and World Language teachers enrich the student experience by valuing diversity, individual expression, and creativity and teaching standards-based enrichment curricula.

Laurel's two Adminsitrative Counselors play a central role in leading our Positive Behavior Intervention and Supports (PBIS) framework and Life Skills program, ensuring that pro-social behavior and emotional regulation are consistently taught and reinforced. In partnership with families, teachers, and staff, we celebrate students for demonstrating Life Skills—our character education program—and support their development as kind, resilient, and responsible members of the community. To further strengthen student well-being, we provide ongoing professional development for staff on the RULER approach, equipping educators with research-based strategies to foster emotional intelligence and healthy classroom climates.

As we move through the 2025-26 school year, Laurel remains dedicated to innovation, equity, and excellence—ensuring that every child is supported, challenged, and inspired to thrive.

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

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 5
School and Student Performance Data 6
Student Enrollment 6
CAASPP Results 9
ELPAC Results 14
Goals, Strategies, & Proposed Expenditures 18
Goal 1 18
Goal 2 22
Goal 3 27
Goal 4 29
School Site Council Membership 32
Recommendations and Assurances 33
Instructions 34
Appendix A: Plan Requirements 41

Plan Description

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

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

- Schoolwide Program

  At Laurel School, we place tremendous value on continuous growth and improvement. Twice honored with the California Distinguished School Award and once recognized with the National Blue Ribbon Award, Laurel is not a school that rests on its laurels! Each year, we carefully examine the achievement of our full student population and disaggregate data to assess how well we are serving students across all state-identified subgroups. Using both annual and interim measures, teachers and school leaders collaborate to evaluate the effectiveness of our wide range of programs and interventions, monitoring progress down to the individual child. Instructional adjustments are made quickly and strategically as soon as new trends or needs are identified.

  Currently, 40% of our student body participates in our Spanish Immersion Program, which begins with 90% of instruction in Spanish in kindergarten and gradually transitions to a balanced 50% Spanish / 50% English instructional model by fifth grade. Even though classroom instruction in Immersion is predominantly in Spanish in the early grades, we maintain common academic benchmarks for student achievement, growth, and engagement across both our English-Only and Spanish Immersion programs.

  We also recognize the importance of addressing persistent achievement gaps, particularly for students of color, students from low-income households, and English Learners. Laurel's 2025-2026 School Plan for Student Achievement (SPSA) outlines targeted actions, evidence-based strategies, and resource allocations designed to meet these critical areas of need.

  Equally important is our commitment to the whole child. We prioritize engaged and purposeful learning, social-emotional development, and character education. Students are encouraged to develop voice and choice in their learning through the workshop model in reading and writing, as well as through Project-Based Learning units that foster inquiry, creativity, and problem-solving. Our credentialed Art, Music, Library, P.E., and World Language teachers enrich the student experience by valuing diversity, individual expression, and creativity and teaching standards-based enrichment curricula.

  Laurel's two Adminsitrative Counselors play a central role in leading our Positive Behavior Intervention and Supports (PBIS) framework and Life Skills program, ensuring that pro-social behavior and emotional regulation are consistently taught and reinforced. In partnership with families, teachers, and staff, we celebrate students for demonstrating Life Skills—our character education program—and support their development as kind, resilient, and responsible members of the community. To further strengthen student well-being, we provide ongoing professional development for staff on the RULER approach, equipping educators with research-based strategies to foster emotional intelligence and healthy classroom climates.

  As we move through the 2025-26 school year, Laurel remains dedicated to innovation, equity, and excellence—ensuring that every child is supported, challenged, and inspired to thrive.

Our Tier 1 classroom based supports for students and intervention programs are led by general education 2.0 FTE reading specialists, 2.0 FTE EL teachers, and a 0.6 FTE Math Interventionist. Our EL Specialists teach Designated ELD to all EL students and classroom teachers teach Integrated ELD in the classroom. EL Specialists monitor progress of our EL students who have been reclassified. Quarterly meetings occur with the principal and intervention team and each classroom teacher to review progress of our student groups - Students with Disabilities, English Learners, Hispanic and Social-Economically Disadvantaged.

Educational Partner Involvement

How, when, and with whom did Laurel Elementary School (Lower Campus and Upper Campus) 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 school principals lead the School Site Council (SSC) which is composed of parents, teachers, and other staff representing multiple grade levels, and programs. The SSC will meet 5 times in the 2025-2026 school year. During this time, actions and outcomes within the single plan for student achievement will be reviewed and monitored by the SSC stakeholders.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Laurel Elementary School (Lower Campus and Upper Campus). 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0.45%	1.06%	0.91%	3	7	6
Asian	20.72%	21.21%	21.88%	139	140	144
Filipino	0.45%	0.45%	0.76%	3	3	5
Hispanic/Latino	20.72%	20.45%	22.49%	139	135	148
Pacific Islander	1.34%	1.21%	1.22%	9	8	8
White	42.47%	42.27%	39.36%	285	279	259
Two or More Races	12.52%	12.12%	12.16%	84	80	80
Not Reported	1.34%	1.21%	1.22%	9	8	8
			Total Enrollment	671	660	658

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	0	46	61
Kindergarten	123	102	92
Grade 1	118	85	104
Grade 2	103	113	83
Grade3	111	99	111
Grade 4	107	113	97
Grade 5	109	102	110
Total Enrollment	671	660	658

Conclusions based on this data:

1. Laurel School's K-5 enrollment has been more stable for the past two years, after a slight decline over years.
2. The three largest ethnic groups are White (42%), Hispanic (20%) and Asian (21%).
3. Laurel's African American, Filipino, and Pacific Islander population altogether is less than 5%.

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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	57	69	62	8.5%	10.5%	9.4%
Fluent English Proficient (FEP)	69	80	76	10.3%	12.1%	11.6%
Reclassified Fluent English Proficient (RFEP)	28	22	28	4.2%	3.3%	4.3%

Conclusions based on this data:

1. The number of students who are classified as English Learners is stabilizing after a pattern of steady increases each year up until 2023.
2. The number of Reclassified Fluent English Proficient (RFEP) increased slightly as a part of meeting our LCAP goal 3.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	115	100	110	112	100	110	111	100	110	97.4	100	100.0%
Grade 4	107	111	97	106	110	96	106	110	96	99.1	99.1	99.0%
Grade 5	111	104	110	109	103	109	109	103	109	98.2	99	99.1%
All Grades	333	315	317	327	313	315	326	313	315	98.2	99.4	99.4%

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2499.	2486.	2485.	53.15	53.00	50.9	28.83	21.00	26.4	9.01	13.00	13.6	9.01	13.00	9.1%
Grade 4	2529.	2547.	2562.	52.83	66.36	60.4	17.92	11.82	24.0	17.92	10.91	13.5	11.32	10.91	2.1%
Grade 5	2591.	2585.	2598.	58.72	49.51	67.0	28.44	35.92	21.1	6.42	7.77	6.4%	6.42	6.80	5.5%
All Grades	N/A	N/A	N/A	54.91	56.55	59.4	25.15	22.68	23.8	11.04	10.54	11.1	8.90	10.22	5.7%

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.84	35.00	33.6%	54.05	57.00	58.2%	8.11	8.00	8.2%
Grade 4	34.91	43.64	45.8%	57.55	49.09	52.1%	7.55	7.27	2.1%
Grade 5	44.04	43.69	47.7%	52.29	51.46	47.7%	3.67	4.85	4.6%
All Grades	38.96	40.89	42.2%	54.60	52.40	52.7%	6.44	6.71	5.1%

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.14	43.00	30.9%	46.85	48.00	58.2%	9.01	9.00	10.9%
Grade 4	37.74	52.73	45.8%	52.83	38.18	52.1%	9.43	9.09	2.1%
Grade 5	48.62	51.46	56.0%	44.95	41.75	38.5%	6.42	6.80	5.5%
All Grades	43.56	49.20	44.1%	48.16	42.49	49.5%	8.28	8.31	6.4%

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.03	22.00	23.6%	67.57	69.00	72.7%	5.41	9.00	3.6%
Grade 4	21.70	24.55	26.0%	68.87	70.00	70.8%	9.43	5.45	3.1%
Grade 5	27.52	27.18	28.4%	67.89	66.99	67.0%	4.59	5.83	4.6%
All Grades	25.46	24.60	26.0%	68.10	68.69	70.2%	6.44	6.71	3.8%

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.54	35.00	25.5%	51.35	52.00	69.1%	8.11	13.00	5.5%
Grade 4	29.25	34.55	40.6%	64.15	61.82	55.2%	6.60	3.64	4.2%
Grade 5	34.86	44.66	31.2%	57.80	51.46	60.6%	7.34	3.88	8.3%
All Grades	34.97	38.02	32.1%	57.67	55.27	61.9%	7.36	6.71	6.0%

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

Conclusions based on this data:

1. Laurel School supports high achievement for students resulting in 94%+ of all students performing at, near, or above standard across all ELA areas.
2. The claim area results in ELA reveal an relative need to focus on research & inquiry.
3. While a decrease of 5% from the year before, we still see writing claims as the greatest strengths, as evidenced by 44% of the students performing above standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	115	100	110	115	100	110	115	100	110	100.0	100	100.0%
Grade 4	107	111	97	106	109	96	106	109	96	99.1	98.2	99.0%
Grade 5	111	104	110	110	103	109	110	103	109	99.1	99	99.1%
All Grades	333	315	317	331	312	315	331	312	315	99.4	99	99.4%

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2503.	2505.	2503	59.13	56.00	52.7	22.61	27.00	25.5	13.04	7.00	12.7	5.22	10.00	9.1%
Grade 4	2542.	2567.	2563.	50.00	66.06	60.4	28.30	18.35	25.0	16.98	12.84	8.3%	4.72	2.75	6.3%
Grade 5	2597.	2591.	2611.	67.27	58.25	67.0	8.18	21.36	22.0	13.64	11.65	4.6%	10.91	8.74	6.4%
All Grades	N/A	N/A	N/A	58.91	60.26	60.0	19.64	22.12	24.1	14.50	10.58	8.6%	6.95	7.05	7.3%

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55.65	56.00	58.2%	38.26	34.00	31.8%	6.09	10.00	10.0%
Grade 4	49.06	66.06	60.4%	39.62	29.36	32.3%	11.32	4.59	7.3%
Grade 5	61.82	59.22	65.1%	24.55	32.04	25.7%	13.64	8.74	9.2%
All Grades	55.59	60.58	61.3%	34.14	31.73	29.8%	10.27	7.69	8.9%

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58.26	56.00	49.1%	35.65	34.00	44.6%	6.09	10.00	6.4%
Grade 4	44.34	52.29	60.4%	49.06	42.20	32.3%	6.60	5.50	7.3%
Grade 5	58.18	49.51	56.0%	32.73	41.75	37.6%	9.09	8.74	6.4%
All Grades	53.78	52.56	54.9%	38.97	39.42	38.4%	7.25	8.01	6.7%

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.43	51.00	50.9%	42.61	39.00	41.8%	6.96	10.00	7.3%
Grade 4	43.40	61.47	49.0%	47.17	34.86	46.9%	9.43	3.67	4.2%
Grade 5	53.64	42.72	56.9%	36.36	49.51	36.7%	10.00	7.77	6.4%
All Grades	49.24	51.92	52.4%	41.99	41.03	41.6%	8.76	7.05	6.0%

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

Conclusions based on this data:

1. Laurel School maintains steady achievement with 84% of students meeting or exceeding standards in mathematics on the CAASPP.
2. In Math, we saw a high level of achievement, with 61% of students attaining the level of exceeding standards in Concepts and Procedures.
3. In contrast, Concepts and Procedures was also the area with the most students performing at the below standard level (8.9%).

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1425.7	1457.5	1498.3	1437.8	1467.6	1513.8	1397.0	1433.6	1461.8	26	28	17
1	1463.6	1441.6	*	1488.1	1461.4	*	1438.8	1421.5	*	13	11	6
2	*	1496.0	*	*	1516.0	*	*	1475.5	*	7	13	10
3	*	*	1554.4	*	*	1581.9	*	*	1526.1	5	4	11
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	4	*	5
All Grades										57	63	51

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	42.86	47.06	30.77	21.43	41.18	34.62	21.43	11.76	11.54	14.29	0.00	26	28	17
1	7.69	9.09	*	61.54	18.18	*	15.38	54.55	*	15.38	18.18	*	13	11	6
2	*	30.77	*	*	46.15	*	*	23.08	*	*	0.00	*	*	13	10
3	*	*	63.64	*	*	27.27	*	*	9.09	*	*	0.00	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	15.79	34.92	43.14	40.35	25.40	45.10	26.32	25.40	1.96	17.54	14.29	1.96	57	63	51

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.77	50.00	70.59	38.46	17.86	17.65	15.38	21.43	11.76	15.38	10.71	0.00	26	28	17
1	53.85	18.18	*	23.08	54.55	*	7.69	18.18	*	15.38	9.09	*	13	11	6
2	*	46.15	*	*	46.15	*	*	7.69	*	*	0.00	*	*	13	10
3	*	*	72.73	*	*	27.27	*	*	0.00	*	*	0.00	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	35.09	46.03	70.59	35.09	26.98	21.57	12.28	17.46	7.84	17.54	9.52	0.00	57	63	51

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	28.57	29.41	23.08	17.86	35.29	46.15	35.71	23.53	23.08	17.86	11.76	26	28	17
1	0.00	0.00	*	30.77	18.18	*	53.85	45.45	*	15.38	36.36	*	13	11	6
2	*	15.38	*	*	15.38	*	*	61.54	*	*	7.69	*	*	13	10
3	*	*	18.18	*	*	54.55	*	*	18.18	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	5.26	22.22	17.65	24.56	15.87	39.22	43.86	39.68	29.41	26.32	22.22	13.73	57	63	51

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.31	46.43	64.71	42.31	53.57	35.29	15.38	0.00	0.00%	26	28	17
1	61.54	18.18	*	30.77	72.73	*	7.69	9.09	*	13	11	6
2	*	53.85	*	*	46.15	*	*	0.00	*	*	13	10
3	*	*	63.64	*	*	36.36	*	*	0.00%	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	45.61	44.44	66.67	36.84	50.79	33.33	17.54	4.76	0.00%	57	63	51

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	57.14	52.94	65.38	21.43	47.06	19.23	21.43	0.00%	26	28	17
1	30.77	9.09	*	53.85	72.73	*	15.38	18.18	*	13	11	6
2	*	46.15	*	*	53.85	*	*	0.00	*	*	13	10
3	*	*	100.00	*	*	0.00%	*	*	0.00%	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	24.56	46.03	60.78	56.14	38.10		19.30	15.87	0.00%	57	63	51

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	17.86	29.41	73.08	75.00	64.71	19.23	7.14	5.88%	26	28	17
1	7.69	0.00	*	53.85	72.73	*	38.46	27.27	*	13	11	6
2	*	0.00	*	*	76.92	*	*	23.08	*	*	13	10
3	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	8.77	9.52	24.00	57.89	71.43	56.00	33.33	19.05	20.00	57	63	51

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.92	39.29	52.94	38.46	32.14	29.41	34.62	28.57	17.65	26	28	17
1	7.69	0.00	*	76.92	63.64	*	15.38	36.36	*	13	11	6
2	*	15.38	*	*	76.92	*	*	7.69	*	*	13	10
3	*	*	18.18	*	*	81.82	*	*	0.00%	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	19.30	30.16	25.49	50.88	47.62	64.71	29.82	22.22	9.80%	57	63	51

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

Conclusions based on this data:

1. Just 2% of our EL students achieved at Level 1 and 2% at Level 2 on their ELPAC.
2. 47% of Laurel kindergarteners and 64% of Laurel 3rd graders achieved the highest ELPAC summative level (4), qualifying them for consideration for reclassification.
3. According to the ELPAC, we see that reading is the lowest achievement area for our EL students, with a full 20% achieving at the lowest/beginning level on the ELPAC reading domain.

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.

Grow Student Belonging
Broad Goal:
"All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

Metric:
Quantitative data Panorama Survey ""Overall, how much do you feel that you belong at your school?""(quite belong, extremely belong) & ""How often do you have opportunities to share your identity and/or culture at school"" (quite often, very often) NOTE: 5 point scale with the top two being favorable.

Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
"All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

Metric:
Quantitative data Panorama Survey ""Overall, how much do you feel that you belong at your school?""(quite belong, extremely belong) & ""How often do you have opportunities to share your identity and/or culture at school"" (quite often, very often) NOTE: 5 point scale with the top two being favorable.

Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

*Focal students groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

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.

Research has identified strength or asset-based learning as key to improved engagement, wellness, and a positive attitude towards school. This concept isn't new, but MPCSD's identified need is to deepen our staff's understanding and implementation of culturally responsive and asset based instruction. Taking a strength-based approach to teaching and supporting students involves recognizing and valuing the diverse strengths and assets that students from various cultural backgrounds bring to the learning environment. By leveraging students' diverse strengths but also creates a learning environment where every student feels a sense of belonging, acceptance, and appreciation for their unique contributions.

SSC to identify specific needs for Grow Student Belonging

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 Chronically Absenteeism Data on Focal Student Groups Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races *Selected based on data"	Baseline 2024-2025 Pending December 15th Release	Expected Outcome 2025-2026 TBD
"Percentage of focal students reporting favorably a feeling of “Sense of belonging” on the annual Panorama (grades 3- 8) “Sense of belonging"" Scale.” Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data"	Baseline 2024-2025 AA: Confidentiality protected EL: 87% Hispanic: 77% Pacific Islander: Confidentiality protected SWD: 75% SED: 79%	Expected Outcome 2025-2026 AA: Confidentiality protected EL: 89% Hispanic: 79% Pacific Islander: Confidentiality protected SWD: 77% SED: 81%
"Percentage of focal student groups reporting involvement with activities outside of school on the annual Panorama (grades 3- 8) ""How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?"" Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED "	ONLY 6TH-8TH GRADE ASKED ON PANORAMA SURVEY Baseline 2024-2025 AA: EL: Hispanic: Pacific Islander: SWD: SED:	Expected Outcome 2025-2026 AA: EL: Hispanic: Pacific Islander: SWD: SED:
Increase the enrollment number of students from Socio-Economically Disadvantaged families to participate in after-school events	ONLY 6TH-8TH GRADE ASKED ON PANORAMA SURVEY New Metric - Baseline 2024-2025	New Metric - Expected Outcome 2025-2026

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
1.1	Progress monitor student groups through empathy interviews to better understand and decrease chronic absenteeism	Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races *Selected based on data
1.2	Continue to systematize the implementation of Second Step, RULER, and other trauma informed best practices to support Social & Emotional Learning (SEL) across the district in order for all students, with attention towards our focal student groups to improve sens of belonging	All Students, with an emphasis on better serving students from marginalized groups.
1.3	Implement a newly adopted K-5 Social Studies adoption with a lens towards the social justice domains when teaching the Untold Stories kits that tells the stories and impacts of marginalized people in America in order for our diverse student groups to see themselves in the curriculum, spark curiosity, and develop empathy with other students	All Students, with an emphasis on better serving students from marginalized groups.
1.4	Develop ways to encourage our focal students to participate in after school activities, sports, and theater	Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data

1.5	Provide students from Socio-Economically Disadvantaged homes scholarships to attend after school clubs, activities, and outdoor education through various grants	Students from SocioEconomically Disadvantaged Families
1.6	LLR: Continue to systematize the implementation of Second Step, RULER, and other trauma-informed best practices to support Social & Emotional Learning (SEL) for all students, with attention towards our focal student groups to improve a sense of belonging	All Students, with an emphasis on better serving students from marginalized groups.
1.7	LLR: We will gather as a whole TK-2 Community of students and staff each week to celebrate each individual separately, acknowledge heritage and history months, allow students to voluntarily perform open-ended pieces, and review school expectations and procedures to ensure a positive experience for all.	All Students TK-2
1.8	LLR: Teachers will receive PD 2x this year around developmentally appropriate expectations for 4-8 year olds, and how to have scaffold for high expectations within our developmental band.	All Students TK-2 this school year.
1.9	LLR: Each TK-2 teacher will implement the life skills program with fidelity by recognizing students using their life skills and maintaining a home-school connection with life-skill grams, thus creating a strong sense of belonging for all Lower Campus students.	All Students, with an emphasis on better serving students from marginalized groups.
1.10	ULR: Provide opportunities for students who are Hispanic and low SES to participate in student-led clubs; All clubs occur before school (align schedule with Tinsley bus arrival) and at lunch.	3-5 gr Students who are Hispanic and low SES
1.11	ULR: Provide opportunities for students who are Hispanic and low SES to participate in student-led clubs; All clubs occur before school (align schedule with Tinsley bus arrival) and at lunch.	3-5 gr Students who are Hispanic and low SES
1.12	ULR: Interventionists collaborate to streamline intervention so that students can have the maximum amount of time in the classroom.	3-5 gr Students who are Multilingual, Hispanic, and low SES
1.13	ULR: All 3rd graders participate in The Lion King to increase school connection and sense of belonging.	Percentage of focal students reporting favorably a feeling of “Sense of belonging” on the annual Panorama (grades 3- 8) “Sense of belonging" Scale.” Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED *Selected based on data

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.

We continued to implement schoolwide strategies to strengthen students’ sense of belonging, including Second Step lessons, classroom community circles, ongoing student recognition, and regular school-wide assemblies. As a result, Panorama Survey data showed that 100% of English Learners, 77% of Hispanic students, 75% of students with disabilities, and 79% of students from socioeconomically disadvantaged households reported a strong sense of belonging at Laurel School.

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

Implemented actions as planned.

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.

At the Lower Campus, we measured student belonging and found that 99% of students know they have at least one adult on campus who cares about them.
At Upper Campus, we will use student surveys throughout the year to focus on the implementation of student and staff led clubs and the alternatives to recss that are offered.

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.

Strengthen Academic Excellence
Broad Goal:
"All students and specifically focal student groups will improve academic performance (meeting or exceeding standards) in ELA, Math, and Science as measured by the annual state assessments

Quantative data CAASPP & CAST
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
"All students and specifically focal student groups will improve academic performance (meeting or exceeding standards) in ELA, Math, and Science as measured by the annual state assessments

Quantative data CAASPP & CAST
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)"

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.

In MPCSD, we continue to see 20% of our focal student groups not meet grade level standards in English Langauge Arts, Mathematics, and Science. We need to interrupt this persistent outcome for our district.

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
"Percentage of 3rd-grade student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED "	Baseline 2024-2025 ELA CAASPP 3rd Grade All: 77% EL: Confidentiality protected HI, PI, AA: 52% SWD: 55% SED: 46%	Expected Outcome 2025-2026 ELA CAASPP 3rd Grade All: 79% EL: Confidentiality protected HI, PI, AA: 54% SWD: 57% SED: 48%
"Percentage of student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED Professional Development Feedback survey "	Baseline 2024-2025 ELA CAASPP All: 83% EL: Confidentiality protected HI, PI, AA: 54% SWD: 40% SED: 42%	Expected Outcome 2025-2026 ELA CAASPP All: 85% EL: Confidentiality protected HI, PI, AA: 56% SWD: 42% SED: 44%
"Percentage of student groups achieving “standard met” and “standard exceeded” on Math CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED Professional Development Feedback survey "	Baseline 2024-2025 MATH CAASPP All: 84% EL: Confidentiality protected HI, PI, AA: 54% SWD: 52% SED: 53%	Expected Outcome 2025-2026 MATH CAASPP All: 86% EL: Confidentiality protected HI, PI, AA: 56% SWD: 54% SED: 55%
Teacher feedback Survey on implementation CAST Interim Assessment Questions 5th Grade CAST Data	Baseline 2024-2025 5th Grade CAST Data 72%	Expected Outcome 2025-2026 5th Grade CAST Data 74%%
"Progress monitor AA, EL, Hispanic, Pacific Islander, SWD, SED student enrollment into compacted math classes. *Selected based on data"	Baseline 2024-2025 Student enrollment in compacted math classes District 5th Grade All 234 EL 3 SED 10 SWD 13 HI, PI, AA 21 Tinsley 8 Asian 52 White 132	Expected Outcome 2025-2026 Student enrollment in compacted math classes District 5th Grade All 234 EL 5 SED 12 SWD 15 HI, PI, AA 23 Tinsley 10 Asian 52 White 132
100% of K-2 Teachers will complete phonics training and will engage in PD led by the reading specialist focused on two main purposes: time to explore and discuss the physical materials from the Bridge to Reading program, including the digital resources, and time to observe a phonics lesson in action from one of our piloting teachers. Trainers from Heggerty will also provide PD to teachers on District Thursdays.	Baseline 2024-2025 Professional Development Attendance Record	Expected Outcome 2025-2026 Professional Development Attendance Record
"100% of classroom teachers and academic specialists will be trained on	Baseline 2024-2025	Expected Outcome 2025-2026

structured literacy in partnership with CORE by 2027: *K-2: Foundational Literacy Skills & Comprehension "	Professional Development Attendance Record	Professional Development Attendance Record
Laurel's Lower Campus will have representation on every district committee focused on asset-based math assessments, data analysis, and instructional implications.	Baseline 2024-2025 Professional Development Attendance Record	Expected Outcome 2025-2026 Professional Development Attendance Record
By the end of the year, 100% of TK students can rote count to 20; 100% of K students can rote count to 100; 100% of 1st graders will have fluency of addition and subtraction facts within 10; 100% of 2nd graders will have fluency of addition and subtraction facts within 20; As measured by Reflex reports.	Baseline 2024-2025 Reflex reports.	Expected Outcome 2025-2026 Reflex reports.
By the end of the school year, 100% of K-2 students will know the phonics concepts taught at each grade level as measured by an end-of-the-year phonics assessment for both decoding and encoding.	Baseline 2024-2025 Survey Teachers	Expected Outcome 2025-2026 Survey Teachers

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
2.1	K-5 teachers will receive professional development on using the adopted Foundational Literacy Skills materials to increase achievement in Language Arts by 2027	Students in grades K-5
2.2	"Have all teachers and intervention staff trained on structured literacy in partnership with CORE (is an organization that provides educators training on Foundational Literacy, Word Work, and Content Area Literacy) by 2027: *K-2: Foundational Literacy Skills & Comprehension *3-5-Spelling, Vocab, Grammar, Morphology, & Comprehension *6-8-Content Area Academic Vocabulary and Comprehension Strategies and Text Structures"	Students in grades K-8
2.3	All teachers will undergo professional development sessions focused on asset-based math assessments, data analysis, and instructional implications. These sessions will be tailored for both K-5 teachers with the aim of boosting achievement in mathematics.	Students in grades K-2
2.4	A three year trial of mid-year interim 3-8 science assessment so that teachers can utilize the data to inform instruction by 2027	Students in grades 3-5
2.5	Examine access and support eligibility for more AA, EL, Hispanic, Pacific Islander, SWD, SED students to attend compacted math courses	Students in grades 3-5
2.6	LLR: K-5 teachers will receive ongoing support using the adopted Foundational Literacy Skills materials to increase achievement in Language Arts by 2027	100% of K-2 Teachers will collaboratively compare practices and results related to the new phonics curriculum.
2.7	LLR: Analysis and collaboration around classroom based Universal and Supplemental Supports, specifically in writing and how our supports impact students within groups that we have historically underserved (20%)	Students in grades K-2

2.8	LLR: iReady Implementation in 1st Grade (Math) and 2nd Grade (Language Arts and Math). Teachers will facilitate two lessons to be completed by each child every week. By the end of the year, all first and second grade teachers will analyze data in iReady and make instructional plans in response to the data.	Designing practices and implementation to serve students within groups that we have historically underserved (20%) K-2
2.9	LLR: All 1-2 students will have ongoing practice and will be assessed on addition and subtraction math fact fluency.	By the end of the year, 100% of TK students can rote count to 20; 100% of K students can rote count to 100; 100% of 1st graders will have fluency of addition and subtraction facts within 10; 100% of 2nd graders will have fluency of addition and subtraction facts within 20; As measured by Reflex reports.
2.10	LLR: All K-2 teachers will use the phonics progress monitoring tools within the Bridge to Reading curriculum to monitor progress throughout the school year.	By the end of the school year, 100% of K-2 students will have been taught the phonics concepts specific to each grade level as measured by an end-of-the-year phonics assessment for both decoding and encoding.
2.11	LLR: The interventionist/academic specialist team will monitor the progress of students who receive EL pull-out support and/or intervention. Collaborative analysis of progress, frequency, and duration of services will occur on a trimesterly basis.	Action to help achieve the above metrics
2.12	ULR:Implement math intervention approach that focuses on monitoring student progress and adjusting instruction throughout the year	80% of Hispanic students achieving "standard met" and "standard exceeded" on ELA, Math, Science CAASP
2.13	ULR:Provide PD Days and Release Days of professional learning time on how to scaffold students in writing to reach grade level standards through Science and social students in each grade level with a focus on Hispanic students with instructional coach. Each grade level meets to plan standards-based units that are integrated across content areas with a focus on focal students accessing writing complex text. Each grade level meets to review and refine their yearlong plans.	Use local standards based writing rubrics to analyze student growth to ensure Hispanic students independently meet or exceed proficiency.
2.14	ULR: Offer optional PLC for teachers who want to study the new Math Frameworks and practice agreed-upon instructional routines that support increased engagement and expression, in collaboration with an instructional coach.	Implementation of mathematical routines in classrooms
2.15	ULR: Progress monitor AA, EL, Hispanic, Pacific Islander, SWD,and SED students on benchmark assessments and teacher-created assessments in order to adjust next steps for each student during bimonthly Intervention meetings.	Accelerate student achievement and exit students from intervention.

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.

Overall, more progress was made in ELA than in math across all student groups.

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

Implementation of 24-25 goals as planned.

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.

More focus will be paid on the implementation of and progress monitoring using iReady (1st grade Math and 2nd Grade L.A. and Math). More focus on interventionist-classroom teacher partnership and in-class coaching cycles in the upper grades.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development Goal
Broad Goal:
Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

Quantative data number of LTELs redesignated to Fluent English status
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

Quantative data number of LTELs redesignated to Fluent English status
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

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.

English Learners are best served in the general education class and therefore need accelerated reclassification.

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
Percentage of EL students achieving "moderately developed" and "well developed" on the ELPAC	Baseline 2024-2025 90% "moderately developed" and "well developed"	Expected Outcome 2025-2026 92% "moderately developed" and "well developed"
Decrease Number of Long-Term English Language Learners (LTEL)	Baseline 2024-2025 LTEL: 0	Expected Outcome 2025-2026 Zero Long Term English Learners
100% of English Learners will increase performance on the ELPAC by one ELPI level.	Baseline 2024-2025 83% increased performance on the ELPAC by one ELPI level	Expected Outcome 2025-2026 85% increased performance on the ELPAC by one ELPI level

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
3.1	Provide professional learning and coaching on implementation of ELD standards integration to core subject areas for all teachers in order to increase ELLs literacy and language achievement	Students in grades K-5
3.2	Provide learning opporutnities and support specifically for families that have students identified as Long Term EL Learners twice a year	Students in grades K-5
3.3	LLR: Provide intensive small group designated ELD time aligned to EL standards as suggested by the MPCSD EL Coordinator.	Students in grades K-2
3.4	LLR: EL teachers will coach classroom teachers during classroom instructional time to help classroom teachers embed language development strategies into their instruction on an ongoing basis.	Students in grades K-2
3.5	LLR: EL teachers will provide specific Professional Development to IAs, Paraeducators, and specialists.	Students in grades K-2
3.6	LLR: EL teacher will coach TK classroom teachers during classroom instructional time to help classroom teachers embed language development strategies into their instruction on an ongoing basis. Specifically on interactive read alouds, retelling, and oral language development.	Students in TK
3.7	ULR: Support EL Specialist to "case manage" students who are ELs in collaboration with families, classroom teachers and office staff	Students in grades 3-5
3.8	ULR: EL Specialist and teachers will plan ELD-standards based lessons across content areas	Students in grades 3-5
3.9	ULR: EL specialist will collaborate with the SPEd Specialists to see how studnets' disabilities may show up in all four domains for the purpose of writing IEP goals that meet the needs of English Language Learners. and for the el speciaslt to be able to provide services during eld that supports growth in language.	Students in grades 3-5

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.

Strategies were implemented as planned.

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

In 24-25, the TK students were no longer required to take the ELPAC assessment developed by the state for Kindergarten-age children.

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.

More push-in coaching to support teachers to deliver integrated ELD in the classrooms. Focus on classroom-EL teacher partnership and shared ownership over student progress.

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.

Creating Inspiring Environments
Broad Goal:
All students and specifically focal student groups will report an increased favorability regarding the overall social and physical learning climate of their school as measured by two questions on the annual panorama student survey.

Quantative data Panorama Survey questions "How pleasant or unpleasant is the physical space at your school?" & "How positive or negative is the feeling/vibe at your school?"
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Broad Goal:
All students and specifically focal student groups will report an increased favorability regarding the overall social and physical learning climate of their school as measured by two questions on the annual panorama student survey.

Quantative data Panorama Survey questions "How pleasant or unpleasant is the physical space at your school?" & "How positive or negative is the feeling/vibe at your school?"
Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress

Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)

Identified Need

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

The impacts of a school environment can greatly impact how our students learn, feel, and connect. The US Department of Education shares research on how the space in which our students learn is vitally important. At MPCSD, we have opportunities around our campuses to create a safe and inspiring setting so that kids can thrive when they are in a space to learn.

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
"Percentage of students responding favorably to a Panorama survey on the usage of the elementary schools' science lab ""How often do you use the science lab at your elementary school?"" Almost every day A few times a week Once a week A few times a month Rarely Never"	Baseline 2024-2025 4% of students responding favorably to a Panorama survey on the usage of the elementary schools' science lab	Expected Outcome 2025-2026 % of students responding favorably to a Panorama survey on the usage of the elementary schools' science lab
"Percentage of members on the student body and site council rating the overall experience favorably How would you rate your overall experience and involvement with the student body and site council activities this school year? Excellent Good Average Below Average Poor"	QUESTION NOT ASKED ON PANORAMA SURVEY Need to review question Baseline 2024-2025	Expected Outcome 2025-2026
Percentage of students reporting favorably to the physical spaces at school "How pleasant or unpleasant is the physical space at your school?" Somewhat Pleasant Neutral Somewhat Unpleasant Very Unpleasant Number of facilities meeting "Good Repair" status aligned with the School Accountability Report Card (SARC)	New Question - Baseline 2024-2025 80% of students reported favorably to the physical spaces at school Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) Status:	Expected Outcome 2025-2026 % of students reporting favorably to the physical spaces at school Number of facilities meeting ""Good Repair"" status aligned with the School Accountability Report Card (SARC) Status: Good Repair

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
4.1	Increase opportunties for experiential learning in every schools' science/STEM lab	K-5 Students
4.2	Utilize physical art and nature to represent the strengths and interests of the student body on campus to create a vibrant, safe, and welcoming environments.	TK-5 Students
4.3	Make learning visible in our environment	TK-5 Students
4.4	LLR: Increase opportunities for experiential learning in PBL Units	TK-2 Students
4.5	ULR: 5th Grade Art Club will create public art to help beautify the campus	3-5 Students

4.6	ULR: Build shared understanding of our behavioral expectations and use of outdoor space to increase student experience during unstructured time	3-5 Students

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.

Strategies were implemented as planned.

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

A district bond measure was passed and will be used to support some of these goals related to updating our facilities.

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.

We plan to implement as planned.

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:

2 School Principal

3 Classroom Teachers

5 Parent or Community Members

Name of Members	Role
Linda Creighton	Principal
Alicia Heneghan	Principal
Vidal Cubero	Classroom Teacher
Jennifer Ramirez	Classroom Teacher
Emily Smith	Classroom Teacher
Carly Newman	Parent or Community Member
Emily Chen	Parent or Community Member
Rohini Thukral	Parent or Community Member
Yola van Laanen	Parent or Community Member
Taliah Carter	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

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 9/30/2025.

Attested:

Principal, Linda Creighton(TK-2)/Alicia Heneghan (3-5) on 10/7/25

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.