



Laurel
Elementary School

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Elementary School	41690396044945	May 18,2026	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

As a school identified for Targeted Support and Intervention (TSI) or Additional Targeted Support and Intervention this SPSA describes the goals, strategies, and actions being implemented to improve the academic performance (CAASPP ELA or Math) of our English Learner student group. As a school identified for Targeted Support and Intervention (TSI) or Additional Targeted Support and Intervention this SPSA describes the goals, strategies, and actions being implemented to improve the engagement (chronic absenteeism) of Native Hawaiian/Pacific Islander, Hispanic/Latino, students with disabilities and Homeless Youth. As a school identified for Targeted Support and Intervention (TSI) or Additional Targeted Support and Intervention this SPSA describes the goals, strategies, and actions being implemented to improve and the support conditions (suspensions) of Native Hawaiian/Pacific Islanders and students with disabilities student groups.

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

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

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

The section called "Student Performance Data: Data Indicators and Targets" includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups; statements of challenges in their academic performance and engagement; and statements of the key planning ideas to improve their performance and engagement--including actions that can address any resource inequities identified for these student groups

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

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement included various stakeholders. Parents and staff reviewed and discussed the SPSA at our Student Site Council (SSC) meeting. Members of the SSC gave input and approved the final SPSA budget. The SPSA was also discussed and shared with teachers at a staff meeting and input was given in finalizing the SPSA. ELAC members shared input around the SPSA in May 2026 meeting.

Laurel Staff Meeting: May 11, 2026.

SSC Meetings: April 20, May 18. Unanimous approval at the May 18, 2026 meeting.

ELAC Meeting April 22, 2026

Resource Inequities

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

Compared to other schools, Laurel enrolls a higher number of newcomers, English Learners, and struggling readers and mathematicians. SMFCSD has specific strategies for addressing these learners' needs at all schools by allocating centrally-funded Teachers on Special Assignment (ToSAs), but the standard allocation at Laurel would be insufficient given the high number of these students enrolled. This would be a resource inequity. Consequently, as identified in the Goal 1 section of this SPSA, Laurel, with district support, is allocating additional language & literacy, multilingual, and mathematics ToSA staffing to remediate this potential resource inequity. This expanded ToSA staffing will continue to focus on strengthening Tier 1 classroom instruction in literacy, math, and science and begin implementing Tier 2 academic intervention programs.

Similarly, compared to other schools, Laurel enrolls a higher number of students from economically-struggling families, with related attendance and social-emotional challenges. SMFCSD also has specific strategies for addressing these needs at all schools by allocating counselors. But this standard allocation at Laurel would be insufficient given the high number of these students enrolled. This would be a resource inequity. Consequently, as identified in the Goal 2 and 3 sections of this SPSA, Laurel, with district support, is allocating additional counselor time, community school specialists (for family support), and related social-emotional support providers (social workers and behavior technicians). This expanded staffing will continue to focus on strengthening Tier 1 and 2 social-emotional supports. Also Laurel and the district are committing additional resources to ensure "economic supports" like two computers for every student (1 at home and 1 at school) and learning materials that can be given to students who typically might not be able to afford them.

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. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.21%	%	%	1		
African American	0.42%	0.21%	0.69%	2	1	3
Asian	7.58%	6.40%	5.53%	36	30	24
Filipino	1.68%	1.49%	2.53%	8	7	11
Hispanic/Latino	72.21%	76.55%	77.19%	343	359	335
Pacific Islander	2.11%	2.56%	1.84%	10	12	8
White	8.42%	6.82%	5.76%	40	32	25
Multiple/No Response	6.53%	5.33%	5.53%	31	25	24
Total Enrollment				475	469	434

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		16	20
Kindergarten	47		70
Grade 1	77		55
Grade 2	81		52
Grade3	84		71
Grade 4	83		84
Grade 5	83		82
Total Enrollment	475		434

Conclusions based on this data:

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

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	275	300	280	57.5%	57.9%	64.5%
Fluent English Proficient (FEP)	44	40	32		9.3%	7.4%
Reclassified Fluent English Proficient (RFEP)	16	8	8	43.2%	21.6%	5.4%

Conclusions based on this data:

1. There is a need to better support our English Learners to improve in their language acquisition to become Reclassified Fluent English Proficient.
2. We will continue to better support students through after school programs and our focus for the school being on ELD and supporting with more opportunity for student voice to share in conversation building and language proficiency.

School and Student Performance Data

Data Indicators and Targets

<https://docs.google.com/spreadsheets/d/1a9Ujf58diiz-FCKPRBf83Jsn6bh1m5WxFYrOWYuz0tY/edit?usp=sharing>

Data Statements: Strength

1. CAASPP Literacy: Comparing 2024 and 2025 scores, the percentage of students from Hispanic and RFEP groups had an increase in their scores.

CAASPP Math: Comparing 2024 and 2025 scores, the percentage of all RFEP students went up 17%.

In district benchmarks, all subgroups increased by approximately 20% for meeting or exceeded.

Footsteps2Brilliance Usage: Laurel's Total Number of Hours per student increased 4 times from last year, to 39 hours per student.

3rd-5th grade district benchmarks for literacy: both 4th and 5th grade cohorts increased.

Chronic Absenteeism (Students absent 18 or more days): Comparing end of year 2024 to 2025, Laurel student chronic absenteeism improved significantly, with 5 point improvement overall and roughly 10 point improvement for key student groups. English Learners, Latinos subgroups stayed the same. Homeless youth and Native Pacific Islanders and SED went down.

CHKS Survey Data: Comparing 2024 to 2025 (3rd grade compared to 4th and 4th compared to 5th): The percentage of Laurel students saying they agreed/strongly agreed showed improvement for feeling safe at school.

Data Statements: Challenges

2. CAASPP Literacy: Comparing 2024 and 2025 scores, the percentages of students meeting/exceeding grade level went down overall and for English Learners and socio-economically disadvantaged students.

CAASPP Math: Comparing 2024 and 2025 scores, the percentages of students meeting/exceeding grade level went down for most student groups.

District Literacy Benchmark: Not all of our Kinder through 2nd graders made benchmark.

Chronic Absenteeism (Students absent 18 or more days): Chronic absenteeism rates, while improving, are still historically high. Certain subgroups went up: Special Education

Laurel suspension rates while improving since 2024-25 school year are still historically high. It is extremely high for Native Pacific Islander.

Planning Statements

3. Laurel must continue to focus on strengthening Tier 1 classroom instruction in literacy, math, and science and begin implementing Tier 2 academic intervention programs. Providing student materials to support a more well-rounded education through STEM. Give teachers more opportunities to observe other teachers in literacy, math and STEM (supported by Title IV well rounded education funds).

Based on SSC 25-26 meetings, in continued consultation, the school is focusing more on family engagement through literacy, math, and STEM by holding meetings in ELAC, volunteering on campus to read and play math games with students, parent-teacher conferences, and PTA events (supported by Title IV well rounded education funds).

The school will continue to support Girls on the Run to promote students' social-emotional well-being, physical health, confidence, and leadership skills (supported by Title IV safe and healthy student funds).

The school will continue to support flexible seating and focus tools to support student well-being, engagement, and self-regulation throughout the school day (supported by Title IV safe and healthy student funds).

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

Laurel must strengthen the strategies used in classrooms to have positive, culturally responsive environments, and we must build up our PBIS and school-wide programs to enhance the quality of school culture that students experience. Laurel will also put calm corners into place to support regulation when they are upset or frustrated. This is in hopes to lessen the suspension rate as students will feel more welcomed into the classroom.

SPSA Goals and Strategies

Goal 1

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Continue to implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum.		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards") for lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided curriculum.		
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction for foundational literacy (PAF) targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	162,000
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction for foundational literacy (PAF) targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided 1.0 FTE ToSA	1000-1999: Certificated Personnel Salaries Site Title 1	162,000
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home	District-provided resource.		

literacy resource for all PreK-3 students targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.			
MTSS, Tier 1: Support K-3rd teachers to participate in school-year professional development to deepen implementation of I-ELD/D-ELD strategies to ensure access to grade level content curriculum and accelerate the learning of Multilingual students.	District-provided materials and resources		
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA literacy assessment for grades 3-5.	District-provided materials and resources		
MTSS Tier 1 & 2: Assign 1.0 fte paraeducators to support foundational literacy learning in K-3.	1.0 fte paraeducator	2000-2999: Classified Personnel Salaries District Central funding	57,404
MTSS, Tier 1 & 2: Literacy, Math, STEM, Teacher observation of colleagues across the district to support in differentiation and giving all students access to core curriculum.	teacher observation	1000-1999: Certificated Personnel Salaries Site Title 1	2,000
MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process targeting student groups identified in ATSI and lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided materials and resources		
MTSS, Tier 1 & 2: Provision of instructional resources, including read-aloud texts, decodable books, and targeted student support materials to strengthen foundational literacy skills. Additional resources will support English Language Development (ELD) and provide	Instructional materials and student support materials	4000-4999: Books And Supplies Site Title 1	3,000

differentiated instructional materials for both math and literacy to meet diverse student learning needs. Funds will also be used to purchase ELD materials that support the implementation of key language development strategies across all content areas, promoting high-quality, culturally responsive instruction for English Learners and newcomer students.			
MTSS, Tier 1; Provide academic enrichment opportunities through on-campus assemblies and off-campus field trips to build academic engagement for all students.	Assembly costs, small consultant contracts, field trip and transportation costs	5000-5999: Services And Other Operating Expenditures Site Title 1	15,000
MTSS, Tier 1 & 2: Support teachers to strengthen their instructional knowledge and skills through observing other teachers, observing their own recorded practice, collaborating with peers, and attending professional conferences (CABE, BGLAD, Asilomar, etc.)	Substitutes for release time, self-observation technology, and conference expenses	None Specified Site Title 1	8,000
MTSS, Tier 1: Extend library hours to support student literacy	Classified library aide additional hours	2000-2999: Classified Personnel Salaries Site Supplemental	10,515
MTSS, Tier 1: Purchase library books and materials to support all students with high quality and culturally responsive literacy resources, and supplemental materials	Library books and materials	4000-4999: Books And Supplies Site Title 1	3,000
MTSS, Tier 1-3: Support principal and teachers leaders to plan and prepare key academic actions, particularly during the summer break, to ensure effective implementation during the school year	Site-identified staff extra-time and meeting costs	1000-1999: Certificated Personnel Salaries Site Title 1	500
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of new K-5 math curricula and teacher guidance materials targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided materials and resources		
MTSS, Tier 1: Support staff to participate in summer and school-year professional development to implement core SMFC math program.	District-provided materials and resources Summer per diem, covered by district.		
MTSS, Tier 1: Teacher collaboration and timecards	Teacher timecards	1000-1999: Certificated Personnel Salaries	2,000

		Site Title 1	
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost) targeting lower performing student groups: Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, Latinx, and Students with Disabilities.	District-provided materials and resources (see costs in Language & Literacy Strategy)		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources Site-identified additional teacher extra-time		
STRATEGY: Expand Visual and Performing Arts Programming			
MTSS, Tier 1: Implement Art4Schools visual arts program for all classrooms	District-provided contract and VAPA funding	5000-5999: Services And Other Operating Expenditures Other	11,628
MTSS, Tier 1: Implement Music4Minors instrumental music program for all classrooms	District-provided contract	5000-5999: Services And Other Operating Expenditures District Central funding	60,560
MTSS, Tier 1: Implement Art4Schools visual arts program for all classrooms	District-provided contract and Prop 28 Art	5000-5999: Services And Other Operating Expenditures Other	27,854
Art in Action Curriculum and materials	District-provided contract	4000-4999: Books And Supplies Site Title 1	18,000
Art in Action Curriculum and materials	District-provided contract	4000-4999: Books And Supplies	10,820

		Site Donations	
STRATEGY: Strengthen Computer Technology in Support of Academic Learning			
Strengthen school management of student computer devices to ensure all students have a working laptop device at school and at home.	Classified additional hours	2000-2999: Classified Personnel Salaries Site Supplemental	10,113

SPSA Goals and Strategies

Goal 2

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

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Expand school efforts to get input and feedback from families via community listening circles and FAASO to strengthen integration of family strengths and resources into school services and supports. Expand school efforts to get input and feedback from families via Principal Cafecitos to strengthen integration of family strengths and resources into school services and supports. Expand parent education events and activities (Tech Support, attendance, Literacy and Math Nights, and ELAC)	Site-identified staff extra-time and meeting costs District and site provided resources	0001-0999: Unrestricted: Locally Defined Site Title 1 Family Engagement	1,887
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources Site scheduled Staff Meetings		
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture.	District-provided resources Site scheduled Staff Meetings		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources Site scheduled Staff Meetings		
Provide Anti-Bias Anti-Racism (ABAR) education supplies and professional development for staff	ABAR (books, art supplies, kinder conference fees, subs for conferences)	4000-4999: Books And Supplies Site Title 1	1,000
Implement three-year plan to transform the Laurel campus with a new mural each year, that reflects	Consultant costs and supplies	5800: Professional/Consulting Services And	2,341

the families and cultures of the Laurel community		Operating Expenditures Site Title 1	
Attendance rewards and recognition	attendance rewards and recognition	4000-4999: Books And Supplies Site Title 1	1,000
STRATEGY: Full Service Community School			
Build site community school steering committees to engage all stakeholder voices to bring in resources needed to provide opportunities for students in the areas of quality early learning (access to pre-k), extended learning day, and academic interventions.	District-provided resources Site-identified staff extra-time		
Engage with a district-level community school steering committee to give input on resources, professional development, and family wrap-around supports needed for students and families to thrive.	District-provided resources Site-identified staff extra-time		
Complete assets and needs assessments throughout the year via a multi-stakeholder site community school steering committee to determine community school resources.	District-provided resources Site-identified staff extra-time		
Expand after-school program to ensure students have access to enriched learning opportunities beyond the traditional school day.	Community School Grant	5000-5999: Services And Other Operating Expenditures Other	172,077
Provide a full-time Community School Coordinator to lead community school activities and serve as the after-school lead that will ensure students have access to after-school programs, provides family education opportunities, and leads the Family/Community School Center.	Community School Grant	2000-2999: Classified Personnel Salaries Other	118,207
Provide a Family/Community School Center that will serve as the hub for for families and students requiring wrap-around services, parent/family education, and after-school activities. Led by the Community Schools Coordinator, the Family/Community School Center will bring community resources from local partners and agencies.	Community School Grant	4000-4999: Books And Supplies Other	25,000
MTSS Tier 1: All students Create a family resource closet (school, home and field trip)	Student care resources, laundry services	None Specified Site Title 1	2,500

SPSA Goals and Strategies

Goal 3

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

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> Object Code Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Provide 1.0 FTE of Counselors to implement individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	125,000
MTSS, Tier 1 & 2: To support a positive school climate and strengthen students' social-emotional skills, Laurel Elementary will participate in the Coach Relay program. Through twice-monthly coaching sessions, students will develop leadership, teamwork, communication, and conflict-resolution skills while learning inclusive games and activities that promote engagement during recess and throughout the school day. Student leaders will help foster a safe, welcoming, and connected school community, contributing to improved student behavior, increased belonging, and greater readiness to learn.	Coach Relay Student Leadership Program	5000-5999: Services And Other Operating Expenditures Site Title 1	41,000
MTSS, Tier 2: Provide additional counseling resources for targeted Newcomer students and families.	Consultant contract	5000-5999: Services And Other Operating Expenditures Site Title 1	10,000
PBIS Leadership meeting where staff will talk about school expectations and communication with families.	PBIS meetings	1000-1999: Certificated Personnel Salaries Site Title 1	500
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in school-	District-provided materials and resources		

year professional development in: 1. how to implement SST and 504 processes; and in 2. wellness strategies including PBIS, restorative practices, and progressive discipline framework.			
Student support materials for unstructured times of the day (recess equipment)	recess equipment	0000: Unrestricted Site Title 1	1,500
MTSS, Tier 1 & 2: Implement MTSS Tier 2 behavior strategies to support behavior and social emotional health.	1.0 Behavior Technician District-provided materials and resources	2000-2999: Classified Personnel Salaries Site Title 1	109,309
MTSS, Tier 1: Implement site-based strategies for “supported play” (Girls on the Run, recess coaches, etc.), so that students experience safe play and build physical, mental and social/emotional health.	Girls on the Run from Title 4 contract	5800: Professional/Consulting Services And Operating Expenditures Title IV	4,000
MTSS, Tier 1&2: Support collaboration amongst students with disabilities and general education specifically around social - emotional learning (staff Pd, teacher extra time, resources and materials)	Site- identified materials for Zen Den and calm corners	4000-4999: Books And Supplies Site Title 1	1,000
MTSS, Tier 2 and 3: Additional group or 1:1 counseling support and collaboration during after school programs or during school hours.	Additional Hourly pay for school counseling support during after school programs and collaboration time	1000-1999: Certificated Personnel Salaries Site Title 1	1,500
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB), targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, and Latinx students).			
MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/expansion of PBIS and school wide expectations .Implementing school wide assemblies with incentives for attendance.	Incentives to support school wide expectations during the school year supported in our monthly assemblies, spirit weeks, student incentives and materials	None Specified Site Title 1	1,000
MTSS Tier 1 All Students: Provide a structured lunchtime wellness/community room for students to participate in	student materials	None Specified Site Title 1	2,000

supervised social-emotional and community-building activities that promote belonging, positive peer interactions, self-regulation, and student engagement during unstructured times.			
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent.			
MTSS Tier 2: On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism --targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, and Latinx students).			
MTSS Tier 2: Care Team members will conduct empathy interviews with students and families of specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.). Targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with Compromised Housing, Multilingual students, and Latinx students).			
MTSS Tier 3: Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism--targeting student groups identified in ATSI for high chronic absenteeism (Students with Disabilities) and other student groups at Laurel with poor attendance (Socio-economically disadvantaged, Youth with			

Compromised Housing, Multilingual students, and Latinx students).			
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional “Hop/Skip/Drive” transportation, pantry & clothing closets).			
MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls and conduct personal outreach to families of students with compromised housing/foster youth.			
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 3: Counselor will prioritize 1:1 support to students with compromised housing/foster youth.			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

GOAL 1 ANALYSIS

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

K-2 literacy supports and decodable books were implemented to strengthen students' foundational reading skills, resulting in growth in student achievement data throughout the year. The site also implemented an online reading intervention program that demonstrated improvement in students' reading and writing skills. In mathematics, professional development was provided beginning in the summer, which contributed to increased student math assessment scores. Teachers who participated in the optional professional development supported students' mathematical thinking through productive struggle and collaborative group work. Additionally, the site implemented an after-school online program to support Multilingual Learners (MLLs) in developing their reading, writing, listening, and speaking skills.

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

No major differences as everything we wanted to implement showed improvement in the data. Laurel engaged in professional development for the staff to understand the usage of the online reading support program.

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.

Laurel will continue engaging in professional development connected to the online reading support program to strengthen strategies for supporting our Multilingual Learners (MLLs). In addition, the site has committed funding toward a Language and Literacy TOSA model. During the 2026–2027 school year, one TOSA will support grades K-2, while a second TOSA will support grades 3-5.

The site will also decrease funding allocated toward books across grade levels, as classrooms now have robust classroom libraries to support student learning and access to reading materials. Additionally, staffing adjustments will include moving from 1.5 full-time counselors to 1 full-time counselor and adding a behavioral therapist to provide increased behavioral and social-emotional support for students.

GOAL 2 ANALYSIS

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

Laurel gathered student input and created a culturally relevant mural. We implemented several parent education nights around Literacy and Math.

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

We did not utilize the funding for a lot of parent engagement opportunities.

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.

During the 2026–2027 school year, Laurel will continue expanding culturally relevant murals throughout the campus to foster a welcoming and inclusive school community. The site also plans to increase parent education and family engagement opportunities to strengthen partnerships between home and school. In addition, Laurel will collaborate with other school sites to provide parent education opportunities and further support the broader community.

GOAL 3 ANALYSIS

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

We saw a lot of engagement when it came to counseling for our newcomers. We implemented a leadership and wellness team to support the goals at Laurel.

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

Throughout the school year, we noticed the need for more social emotional supports for students after school, so we implemented a schedule for counselors to stay after school throughout the week to support students.

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.

During the 2026–2027 school year, Laurel plans to implement additional assemblies focused on social-emotional learning and strengthening students' sense of belonging within the Laurel community. The site will also expand student leadership opportunities, allowing students to further develop and apply their leadership skills while serving as positive role models for younger students.

Additionally, staffing adjustments will include moving from 1.5 full-time counselors to 1 full-time counselor and adding a behavioral therapist to provide increased behavioral and social-emotional support for students. Laurel will also continue offering additional after-school social-emotional supports facilitated by the counselor.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,185,215.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title IV	\$4,000.00

Subtotal of additional federal funds included for this school: \$4,000.00

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

State or Local Programs	Allocation (\$)
District Central funding	\$404,964.00
Other	\$354,766.00
Site Donations	\$10,820.00
Site Supplemental	\$20,628.00
Site Title 1	\$388,150.00
Site Title 1 Family Engagement	\$1,887.00

Subtotal of state or local funds included for this school: \$1,181,215.00

Total of federal, state, and/or local funds for this school: \$1,185,215.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
District Central funding	404,964.00
Other	354,766.00
Site Donations	10,820.00
Site Supplemental	20,628.00
Site Title 1	388,150.00
Site Title 1 Family Engagement	1,887.00
Title IV	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,500.00
0001-0999: Unrestricted: Locally Defined	1,887.00
1000-1999: Certificated Personnel Salaries	455,500.00
2000-2999: Classified Personnel Salaries	305,548.00
4000-4999: Books And Supplies	62,820.00
5000-5999: Services And Other Operating Expenditures	338,119.00
5800: Professional/Consulting Services And Operating Expenditures	6,341.00
None Specified	13,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	District Central funding	287,000.00
2000-2999: Classified Personnel Salaries	District Central funding	57,404.00
5000-5999: Services And Other Operating Expenditures	District Central funding	60,560.00
2000-2999: Classified Personnel Salaries	Other	118,207.00
4000-4999: Books And Supplies	Other	25,000.00
5000-5999: Services And Other Operating Expenditures	Other	211,559.00
4000-4999: Books And Supplies	Site Donations	10,820.00
2000-2999: Classified Personnel Salaries	Site Supplemental	20,628.00
0000: Unrestricted	Site Title 1	1,500.00
1000-1999: Certificated Personnel Salaries	Site Title 1	168,500.00
2000-2999: Classified Personnel Salaries	Site Title 1	109,309.00
4000-4999: Books And Supplies	Site Title 1	27,000.00
5000-5999: Services And Other Operating Expenditures	Site Title 1	66,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Title 1	2,341.00
None Specified	Site Title 1	13,500.00
0001-0999: Unrestricted: Locally Defined	Site Title 1 Family Engagement	1,887.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	564,394.00
Goal 2	324,012.00
Goal 3	296,809.00

School Site Council Membership

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

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

Name of Members	Role
Jessica Murphy	Principal
Denise Canfield	Classroom Teacher
Julie Wolfe	Other School Staff
Yesenia Cervantes	Other School Staff
Micaela Mason	Classroom Teacher
Sheila Esquivias	Parent or Community Member
Alissa Talesnick	Parent or Community Member
Maggie Chan	Parent or Community Member
Michael Ru	Parent or Community Member
Celeste Cervantes	Parent or Community Member
Brenda Jarillo Rabling	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/18/2026.

Attested:

	Principal, Jessica Murphy on 6/04/2026
	SSC Chairperson, Alissa Talesnick on 6/04/2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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