



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laguna Road Elementary School	30-66506-6028088	March 25, 2026	May 19, 2026

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

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

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

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

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

Comprehensive Support and Improvement

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.

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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 Laguna Road Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

Laguna Road Elementary School aligns its improvement goals and actions with the Fullerton School District's Local Control and Accountability Plan (LCAP) to ensure coherence between district and site priorities. School goals, strategies, and expenditures are informed by a comprehensive needs assessment that includes analysis of student achievement, English learner progress, attendance, and school climate data. Input from key stakeholders—including parents, staff, and advisory groups such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC)—helps guide school priorities and decision-making. Site and district resources are directed toward supporting high-quality instruction, targeted interventions for students who need additional support, and professional learning for staff. Progress toward school goals is monitored through ongoing data review, collaboration with district leadership, and annual evaluation to support continuous improvement in student outcomes.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Laguna Road Elementary School uses a collaborative and data-informed process to develop, review, and update the School Plan for Student Achievement (SPSA). The principal works with the School Site Council (SSC), teachers, staff, and district personnel to analyze multiple measures of student data, including academic achievement, English learner progress, attendance, and school climate indicators. This analysis helps identify areas of strength and need and informs the development of school goals, actions, and expenditures aligned with the Fullerton School District's Local Control and Accountability Plan (LCAP).

Stakeholder input is gathered throughout the year through SSC and English Learner Advisory Committee (ELAC) meetings, staff collaboration, and opportunities for parent feedback. Teachers and staff contribute through Professional Learning Community (PLC) meetings and staff discussions focused on reviewing student progress and identifying effective instructional strategies.

The SPSA development and review process occurs throughout the school year. In the fall, stakeholders review student performance data and identify priorities for improvement. During the winter months, the SSC reviews progress toward SPSA goals and considers adjustments to strategies and resource allocations as needed. In the spring, the SSC conducts the Annual Review and Update by evaluating the effectiveness of actions and expenditures and recommending revisions for the following school year.

The SSC reviews, revises, and formally approves the SPSA and Annual Review and Update to ensure the plan reflects the needs of Laguna Road students and aligns with district priorities and state and federal requirements.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California School Dashboard uses a color-coded system to report school performance across multiple indicators, ranging from Blue (highest performance) to Red (lowest performance). These indicators provide information about how effectively schools are supporting student success across areas such as academic achievement, English learner progress, attendance, and school climate.

According to the 2024–2025 California School Dashboard, Laguna Road Elementary School demonstrates strong overall performance across state indicators, with no areas identified in the Red or Orange performance levels. Laguna Road continues to maintain high levels of academic achievement and positive outcomes for students.

In English Language Arts, 81.8% of students met or exceeded the state standard, a slight decrease of 2.6 percentage points from the prior year. In Mathematics, 80.0% of students met or exceeded the state standard, representing an increase of 4.4 percentage points from the previous year and contributing to Laguna Road’s Blue performance level on the California Dashboard.

Subgroup data indicates areas of continued progress and areas for monitoring. Students with Disabilities demonstrated notable improvement in both ELA and Mathematics, and English Learners showed strong growth in mathematics performance. Laguna Road will continue to focus on maintaining high levels of academic achievement while monitoring subgroup performance and implementing targeted supports to ensure equitable outcomes for all students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The California School Dashboard includes an Equity Report that compares the performance of student groups to the overall “All Students” group for each state indicator. Schools must identify any student group whose performance is two or more performance levels below the “All Students” group in order to determine areas that may require additional support.

According to the 2025 California School Dashboard for Laguna Road Elementary School, there are no student groups performing two or more performance levels below the “All Students” group on any state indicator. Overall school performance is strong across indicators, and Laguna Road demonstrates positive outcomes for students in academic achievement and other Dashboard measures.

While no student group meets the criteria of performing two or more levels below the “All Students” group, Laguna Road will continue to monitor subgroup performance through regular data analysis and collaborative staff discussions. The school will maintain its strong achievement by supporting high-quality instruction aligned to state standards, using data to inform instructional practices, and providing targeted supports to ensure all students continue to experience academic success.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Laguna Road 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.33%	0.32%	0.32%	2	2	2
African American	0.5%	0.32%	0.32%	3	2	2
Asian	66.78%	67.68%	68.86%	402	421	429
Filipino	2.49%	2.73%	2.57%	15	17	16
Hispanic/Latino	11.46%	11.58%	11.72%	69	72	73
Pacific Islander	0.17%	0.16%	%	1	1	
White	10.8%	9.49%	8.51%	65	59	53
Two or More Races	7.48%	7.72%	7.70%	45	48	48
Not Reported	0%	%	%	0		
Total Enrollment				602	622	623

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	105	73	
Grade 1	62	93	
Grade 2	95	70	
Grade3	87	99	
Grade 4	88	85	
Grade 5	87	93	
Grade 6	78	85	
Total Enrollment	602	622	

Conclusions based on this data:

1.

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	68	70	74	11.3%	11.3%	11.9%
Fluent English Proficient (FEP)	107	110	124	17.8%	17.7%	19.9%

Conclusions based on this data:

1.

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	85	94	73	85	94	73	85	94	73	100.0	100	100
Grade 4	87	85	95	86	85	95	86	85	95	98.9	100	100
Grade 5	88	93	83	88	90	83	88	90	83	100.0	96.8	100
Grade 6	77	85	90	76	85	89	76	85	89	98.7	100	98.9
All Grades	337	357	341	335	354	340	335	354	340	99.4	99.2	99.7

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	2507.	2503.	2497.	68.24	63.83	57.53	12.94	11.70	17.81	8.24	13.83	10.96	10.59	10.64	13.70
Grade 4	2567.	2561.	2548.	67.44	74.12	60.00	20.93	11.76	15.79	8.14	8.24	11.58	3.49	5.88	12.63
Grade 5	2594.	2598.	2598.	54.55	57.78	61.45	31.82	31.11	20.48	7.95	5.56	12.05	5.68	5.56	6.02
Grade 6	2607.	2616.	2636.	48.68	51.76	66.29	30.26	36.47	26.97	15.79	10.59	3.37	5.26	1.18	3.37
All Grades	N/A	N/A	N/A	60.00	61.86	61.47	23.88	22.60	20.29	9.85	9.60	9.41	6.27	5.93	8.82

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	49.41	41.49	31.51	42.35	47.87	61.64	8.24	10.64	6.85
Grade 4	45.35	43.53	38.95	51.16	52.94	52.63	3.49	3.53	8.42
Grade 5	38.64	37.78	50.60	55.68	56.67	43.37	5.68	5.56	6.02
Grade 6	50.00	45.88	47.19	43.42	50.59	49.44	6.58	3.53	3.37
All Grades	45.67	42.09	42.35	48.36	51.98	51.47	5.97	5.93	6.18

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	63.53	56.38	52.05	29.41	38.30	43.84	7.06	5.32	4.11
Grade 4	56.98	60.00	51.58	40.70	34.12	37.89	2.33	5.88	10.53
Grade 5	56.82	53.33	57.83	38.64	41.11	37.35	4.55	5.56	4.82
Grade 6	44.74	47.06	58.43	43.42	48.24	39.33	11.84	4.71	2.25
All Grades	55.82	54.24	55.00	37.91	40.40	39.41	6.27	5.37	5.59

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	25.88	31.91	26.03	62.35	67.02	64.38	11.76	1.06	9.59
Grade 4	27.91	28.24	18.95	65.12	67.06	74.74	6.98	4.71	6.32
Grade 5	26.14	23.33	25.30	70.45	74.44	71.08	3.41	2.22	3.61
Grade 6	28.95	27.06	34.83	68.42	69.41	60.67	2.63	3.53	4.49
All Grades	27.16	27.68	26.18	66.57	69.49	67.94	6.27	2.82	5.88

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	34.12	38.30	31.51	58.82	50.00	58.90	7.06	11.70	9.59
Grade 4	39.53	42.35	35.79	58.14	51.76	55.79	2.33	5.88	8.42
Grade 5	47.73	51.11	34.94	48.86	44.44	59.04	3.41	4.44	6.02
Grade 6	43.42	40.00	35.96	53.95	56.47	62.92	2.63	3.53	1.12
All Grades	41.19	42.94	34.71	54.93	50.56	59.12	3.88	6.50	6.18

Conclusions based on this data:

1.

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.

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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	85	94	73	85	94	73	85	94	73	100.0	100	100
Grade 4	87	85	95	86	85	95	86	85	95	98.9	100	100
Grade 5	88	93	83	88	90	83	88	90	83	100.0	96.8	100
Grade 6	77	85	90	76	85	89	76	85	89	98.7	100	98.9
All Grades	337	357	341	335	354	340	335	354	340	99.4	99.2	99.7

* 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	2513.	2507.	2502.	60.00	57.45	52.05	23.53	18.09	28.77	10.59	13.83	9.59	5.88	10.64	9.59
Grade 4	2570.	2554.	2566.	60.47	57.65	62.11	25.58	23.53	18.95	12.79	12.94	12.63	1.16	5.88	6.32
Grade 5	2580.	2574.	2579.	50.00	52.22	53.01	21.59	18.89	21.69	19.32	24.44	13.25	9.09	4.44	12.05
Grade 6	2611.	2619.	2635.	60.53	58.82	65.17	11.84	16.47	17.98	17.11	16.47	13.48	10.53	8.24	3.37
Grade 11															
All Grades	N/A	N/A	N/A	57.61	56.50	58.53	20.90	19.21	21.47	14.93	16.95	12.35	6.57	7.34	7.65

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	62.35	61.70	60.27	31.76	29.79	30.14	5.88	8.51	9.59
Grade 4	67.44	61.18	63.16	29.07	31.76	30.53	3.49	7.06	6.32
Grade 5	54.55	48.89	46.99	30.68	45.56	43.37	14.77	5.56	9.64
Grade 6	53.95	54.12	68.54	35.53	35.29	28.09	10.53	10.59	3.37
Grade 11									
All Grades	59.70	56.50	60.00	31.64	35.59	32.94	8.66	7.91	7.06

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	61.18	52.13	45.21	32.94	37.23	47.95	5.88	10.64	6.85
Grade 4	53.49	49.41	56.84	43.02	42.35	32.63	3.49	8.24	10.53
Grade 5	48.86	43.33	48.19	45.45	47.78	43.37	5.68	8.89	8.43
Grade 6	43.42	47.06	44.94	48.68	43.53	48.31	7.89	9.41	6.74
All Grades	51.94	48.02	49.12	42.39	42.66	42.65	5.67	9.32	8.24

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	60.00	57.45	58.90	36.47	31.91	34.25	3.53	10.64	6.85
Grade 4	60.47	55.29	62.11	37.21	36.47	30.53	2.33	8.24	7.37
Grade 5	40.91	41.11	40.96	53.41	52.22	51.81	5.68	6.67	7.23
Grade 6	46.05	42.35	48.31	42.11	50.59	44.94	11.84	7.06	6.74
All Grades	51.94	49.15	52.65	42.39	42.66	40.29	5.67	8.19	7.06

Conclusions based on this data:

1.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1442.7	1429.6	1458.7	1444.2	1441.7	1458.6	1438.6	1401.5	1458.8	20	22	22
1	*	1461.3	1491.2	*	1446.9	1493.1	*	1475.4	1488.8	7	11	13
2	*	*	1514.6	*	*	1516.9	*	*	1511.6	5	8	12
3	*	*	*	*	*	*	*	*	*	9	4	7
4	*	*	*	*	*	*	*	*	*	4	6	5
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										49	56	66

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	35.00	18.18	27.27	30.00	36.36	59.09	25.00	36.36	13.64	10.00	9.09	0.00	20	22	22
1	*	0.00	38.46	*	54.55	30.77	*	45.45	23.08	*	0.00	7.69	*	11	13
2	*	*	25.00	*	*	66.67	*	*	8.33	*	*	0.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	18.18	28.79	48.98	45.45	50.00	12.24	27.27	16.67	10.20	9.09	4.55	49	55	66

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	25.00	22.73	27.27	30.00	31.82	59.09	35.00	36.36	9.09	10.00	9.09	4.55	20	22	22
1	*	9.09	46.15	*	27.27	23.08	*	45.45	23.08	*	18.18	7.69	*	11	13
2	*	*	41.67	*	*	50.00	*	*	8.33	*	*	0.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.82	32.73	40.91	30.61	29.09	42.42	18.37	25.45	10.61	10.20	12.73	6.06	49	55	66

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	*	13.64	27.27	*	31.82	40.91	*	45.45	31.82	*	9.09	0.00	*	22	22
1	*	0.00	7.69	*	72.73	53.85	*	27.27	30.77	*	0.00	7.69	*	11	13
2	*	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.33	9.09	21.21	44.90	49.09	40.91	30.61	32.73	31.82	8.16	9.09	6.06	49	55	66

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	35.00	22.73	36.36	65.00	63.64	59.09	0.00	13.64	4.55	20	22	22
1	*	18.18	53.85	*	72.73	38.46	*	9.09	7.69	*	11	13
2	*	*	41.67	*	*	58.33	*	*	0.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.94	30.91	40.91	46.94	60.00	51.52	6.12	9.09	7.58	49	55	66

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	15.00	22.73	31.82	65.00	68.18	68.18	20.00	9.09	0.00	20	22	22
1	*	0.00	38.46	*	90.91	61.54	*	9.09	0.00	*	11	13
2	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.69	38.18	43.94	53.06	50.91	53.03	12.24	10.91	3.03	49	55	66

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	15.00	4.55	13.64	80.00	81.82	86.36	5.00	13.64	0.00	20	22	22
1	*	27.27	23.08	*	72.73	69.23	*	0.00	7.69	*	11	13
2	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.37	9.09	18.18	69.39	76.36	69.70	12.24	14.55	12.12	49	55	66

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	70.00	54.55	86.36	30.00	36.36	13.64	0.00	9.09	0.00	20	22	22
1	*	9.09	15.38	*	90.91	84.62	*	0.00	0.00	*	11	13
2	*	*	66.67	*	*	33.33	*	*	0.00	*	*	12
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	32.73	50.00	42.86	60.00	48.48	0.00	7.27	1.52	49	55	66

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
623	22.6%	11.9%	0.2%
Total Number of Students enrolled in Laguna Road Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	11.9%
Foster Youth	1	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	141	22.6%
Students with Disabilities	31	5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3%
American Indian	2	0.3%
Asian	429	68.9%
Filipino	16	2.6%
Hispanic	73	11.7%
Two or More Races	48	7.7%
Pacific Islander	0	0.0%
White	53	8.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

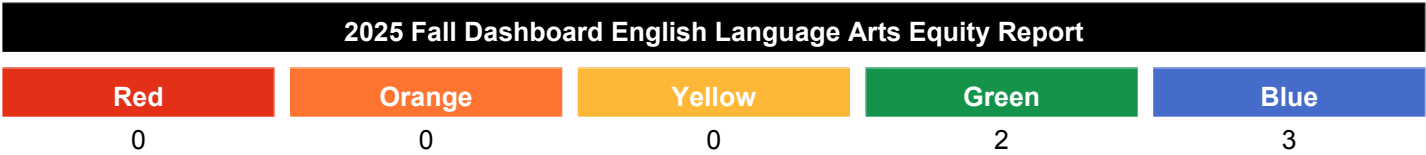
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 88 points above standard Maintained 2 points 336 Students	English Learners  Green 61.4 points above standard Declined 10.6 points 47 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 66.7 points above standard Increased 3.9 points 79 Students

Students with Disabilities  No Performance Color 11.6 points below standard Increased 9.8 points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 107.1 points above standard Increased 4.9 points 226 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue 54.1 points above standard Increased 11.2 points 34 Students
Two or More Races  No Performance Color 68 points above standard Maintained -0.2 points 30 Students	Pacific Islander  No Performance Color 0 Students	White  Green 18.2 points above standard Declined 16.3 points 34 Students

Conclusions based on this data:

1. Laguna Road maintained strong ELA performance on the 2025 CAASPP, with 81.76% of students meeting or exceeding standards, consistent with the prior year (84.46%), while 99.7% of enrolled students participated in testing, demonstrating high participation and overall achievement.
2. Student achievement in ELA remains consistently high, particularly in the upper grades where students demonstrated strong reading comprehension and writing skills.
3. Domain results indicate that most students performed at or near standard in reading, writing, listening, and research/inquiry, reflecting continued progress in literacy skills and alignment with grade-level standards.

School and Student Performance Data

Academic Performance Mathematics

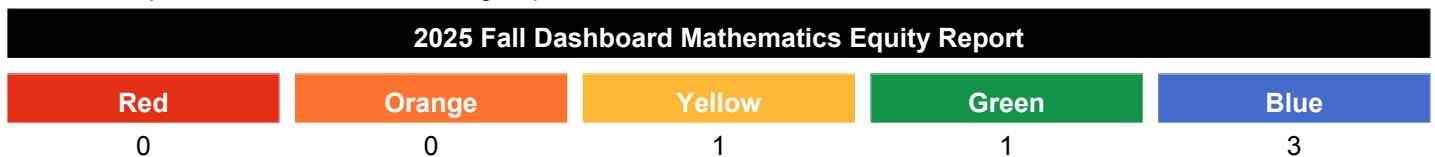
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 71.9 points above standard Increased 7.7 points 338 Students	English Learners  Blue 75.7 points above standard Increased 16.9 points 49 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 47 points above standard Increased 14.2 points 79 Students

Students with Disabilities  No Performance Color 11.5 points below standard Increased 26.9 points 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 94.9 points above standard Increased 8.2 points 228 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Green 21.1 points above standard Increased 14.5 points 34 Students
Two or More Races  No Performance Color 46.5 points above standard Increased 17.9 points 30 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 3 points below standard Declined 8.9 points 34 Students

Conclusions based on this data:

1. Laguna Road Elementary maintained strong overall performance in Mathematics on the 2025 CAASPP, with the majority of students meeting or exceeding state standards across grade levels.
2. Student results across mathematics domains—including communicating reasoning, concepts and procedures, and problem solving/modeling—indicate that most students performed at or near standard, demonstrating solid understanding of grade-level mathematical concepts.
3. Grade-level results show continued strengths in upper grades, with students demonstrating strong reasoning, problem-solving, and application of mathematical concepts, while the school will continue to monitor data and provide targeted support to ensure all students maintain high levels of achievement.

School and Student Performance Data

Academic Performance Science

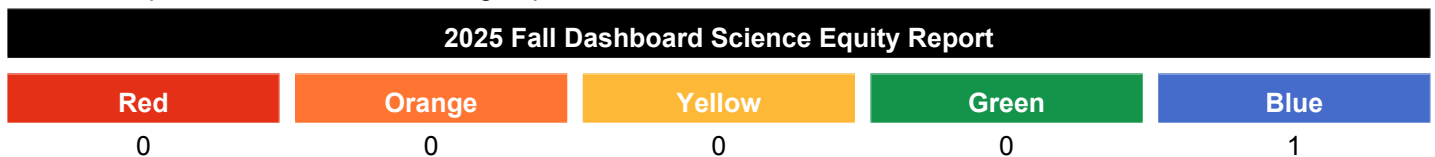
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 69.5 science points Maintained -0.5 points 82 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 71.2 science points Increased 8.2 points 22 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 71 science points Maintained -0.2 points 58 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 60 making progress. Number Students: 40 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5%	35%	0%	60%

Conclusions based on this data:

- English Learner enrollment at Laguna Road has increased slightly, from 68 students (11.3%) in 2022–23 to 74 students (11.9%) in 2024–25, indicating a growing population of multilingual learners that the school continues to support.
- The increase in Fluent English Proficient students suggests that Laguna Road’s instructional programs and language development supports are effectively helping students build English proficiency and succeed academically.
- ELPAC results indicate that most English Learners at Laguna Road are progressing in their English language development, with the majority of students scoring in Level 3 or Level 4, demonstrating developing to well-developed English proficiency.

School and Student Performance Data

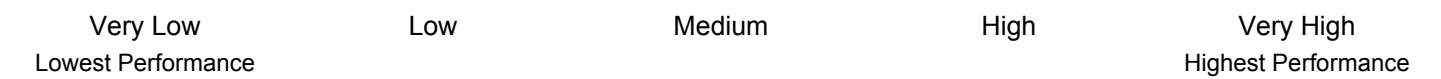
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Blue

1.7% Chronically Absent

Maintained -0.3

631 Students

English Learners



Blue

1.3% Chronically Absent

Maintained -0.1

75 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Green

4% Chronically Absent

Declined 1.5

151 Students

Students with Disabilities  No Performance Color 0% Chronically Absent Maintained 0 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0.2% Chronically Absent Maintained -0.2 431 Students	Filipino  No Performance Color 6.3% Chronically Absent Increased 6.3 16 Students	Hispanic  Green 5.1% Chronically Absent Declined 4.6 78 Students
Two or More Races  Yellow 4.2% Chronically Absent Increased 2.1 48 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 5.6% Chronically Absent Increased 0.5 54 Students

Conclusions based on this data:

1.

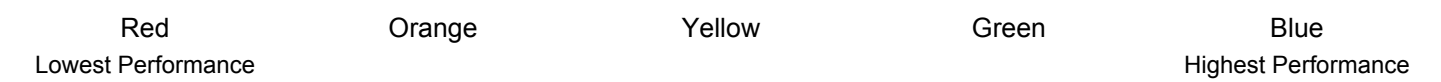
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

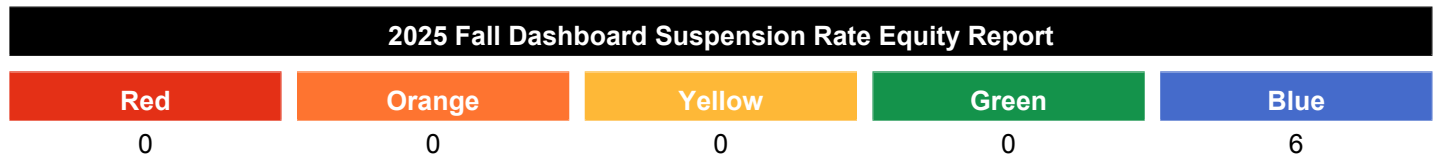
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Declined 0.5% 635 Students	English Learners  Blue 0% suspended at least one day Declined 1.4% 76 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0.7% suspended at least one day Declined 1.4% 153 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Declined 10.7% 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0.2% suspended at least one day Maintained 0% 433 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Hispanic  Blue 0% suspended at least one day Declined 1.4% 78 Students
Two or More Races  Blue 0% suspended at least one day Declined 4.1% 49 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 55 Students

Conclusions based on this data:

1.

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.

Student Achievement

ENGLISH LANGUAGE ARTS

Based on the 2025 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

Based on the 2025 Data, the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 86.2 to 89.2

Based on the 2025 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC

MATHEMATICS:

Based on the 2025 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the district diagnostic one results.

Based on the 2025 Data, the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 71.6 to 74.6

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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.

One goal is to continue to improve and maintain math instruction with the following action steps:

Implement targeted math interventions for students who scored below standard.

Increase the use of hands-on and real-world math applications to improve engagement.

Provide additional support for struggling student groups.

Continue to identify and teach Tiered Vocabulary to support all learners.

Continue to narrow the achievement gap among student groups with the following action steps:

Offer culturally responsive teaching strategies to engage all student groups.

Increase small-group instruction and after-school tutoring opportunities.

Strengthen parent engagement and support programs to reinforce learning at home.

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
i-Ready	i-Ready Diagnostic 2	Increase by 10%
CAASPP	Dashboard Data	DFS Increase by 3
K-1 Assessments	Benchmark Data	Increase by 10%
ELPAC		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Certificated Personnel: * A PE Teacher will provide instruction for students, to provide release times for grade levels to participate in Professional Learning Communities (PLC) biweekly for 50 minutes. PLC Teams discuss how to respond when students are not learning the G and V Standards, and identify interventions to help students at risk. - Substitute teachers will be paid to allow teachers to participate in professional development and training in areas of Language Arts, Math, ELD, and their professional growth goals. At the site level, teachers and support staff engage on professional development in order to increase their skills and best meet the needs of students. - Substitute teachers will be utilized to support the following programs: Grade level meetings, Conducting Student Assessments, Round Tables/SIT Meetings, Teacher Evaluation Conferences, and Classroom Walk Throughs. * Lead teachers will be paid a daily stipend for one day during the summer to meet as a team to prepare for the upcoming school year. * Kindergarten teachers will be paid a daily stipend for up to two days in the summer to meet as a team to prepare for the upcoming school year and assess students before the school year. *DLA teachers will be paid a daily stipend for up to three days in the summer for a professional development retreat and to prepare for the upcoming school year.	All Students	15,138 LCFF - Base 1000-1999: Certificated Personnel Salaries PE Program 35,322 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE Program 2,500 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers for PD 5,145 LCFF - Base 1000-1999: Certificated Personnel Salaries Summer Stipends
1.2	Classified Personnel: *Instructional aides to support full day kindergarten. Support for Best Practices in Classroom Instruction:	All Students	500 LCFF - Base 2000-2999: Classified Personnel Salaries Instructional Aide Extra Time

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Common Formative Assessments will be developed by grade level teams and data reviewed to drive instruction. Ongoing emphasis on rigorous instruction that meets students at their academic level. Professional development for staff and resources needed. Physical Education for every student. Release time for teachers for 100 minutes each week during PE, so that they can participate in PLC. An instructional aide is provided by FSD for 1st and 2nd grade so that teachers have support with small groups, interventions, and assessments.		15,490 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Kindergarten Instructional Aide 500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Extra Time 200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Substitutes
1.3	Service Purchases: * IXL and Reflex contracts will be extended to provide intervention in Reading and Math. * Funds for the reproduction of instructional materials and overages on copy machine will be available to assist with the implementation of the CCSS. * Identified teachers will attend trainings and workshops such as HRS, CABE, GLAD Training, CGI, Balanced Literacy, Thinking Maps, Rtl, and technology to improve instruction. * District TOSAs and Program Specialists will present Professional Development in Balanced Literacy. *Lexia English is used as a designated ELD support.	All Students	5,126 LCFF - Base 4000-4999: Books And Supplies Canon Copies Lease 800 LCFF - Base 5000-5999: Services And Other Operating Expenditures Teacher Conference Attendance 7,000 LCFF - Base 4000-4999: Books And Supplies CBE Canon Copiers desktop Printers 3,777 LCFF - Base 5000-5999: Services And Other Operating Expenditures High Reliability Training/Professional Development
1.4	Instructional Purchases: *Programs such as ESGI, Mystery Science, ALEKS math, and Wordly Wise support student learning at all levels. * Instructional materials such as the Teacher's College Reading Assessment Kits, leveled readers, and classroom library books support Balanced Literacy and rich reading instructional for all students.	All Students	25,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies Southwest 2,481 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	* Supplemental resources and school supplies for all students.		812 LCFF - Supplemental 4000-4999: Books And Supplies Reprographics 1,956 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies Southwest 6,610 LCFF - Base 4000-4999: Books And Supplies FSD Warehouse Paper 1,000 LCFF - Base 4000-4999: Books And Supplies Gopher Sports 1000 LCFF - Base 4000-4999: Books And Supplies March Madness/Library

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our data maintained or increased, so our strategies are showing effective.

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

There are no major differences, but a few more resources to supporting English Learners through teacher professional development.

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.

The changes were made in 1.3 to provide additional professional development for teachers.

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.

Technology and Digital Literacy

Laguna Road students and staff will have access to and demonstrate mastery of 21st century learning tools, resources, and skills in support of relevant and rigorous learning experiences so that each student demonstrates creativity, communication, critical thinking, and collaboration as evidenced by consistent access to technology, baseline and summative assessment data about STEAM, maintaining Common Sense Media recognition, maintaining Apple Distinguished School status, and student showcases throughout the year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

To ensure the effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional. We also provided our students with enrichment to enhance 21st century learning.

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
Access to Technology	100%	Maintain
Survey Data	Staff, Students, Parents	

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Collaboratively build a shared understanding for the implementation of 21st century skills (communication, collaboration, creativity, and critical thinking). Implement use of supportive technologies, inquiry, problem-based learning and higher order thinking skills through our innovative Project Impact STEAM Program.	All Students	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Release Time, Substitutes, Extra hours
	Professional development that supports teachers in creating an engaging learning environment, targeting 21st century skills, digital citizenship,		1,350 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	basic use of technology, and innovative use of technology. Collaboration time dedicated to teacher discussion on Project Impact lessons and units. Tech 1 supports the Laguna Road TLMA, teachers, and students by working one day a week at Laguna Road. Implementation of Speech program to support development of communication skills. Implementation of Robotics, Math Field Day, and Engineering enrichment to support critical thinking and problem solving skills. Digital citizenship is explicitly taught through Common Sense Media. Grade levels choose a focus area and report on the lesson/project twice a year to administration. Grade levels participate in the Congressional App Challenge.		5,474 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures Speech Program 2,640 LCFF - Base 1000-1999: Certificated Personnel Salaries Science Olympiad Stipends 8,975 LCFF - Base 2000-2999: Classified Personnel Salaries Tech 1 Support

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We continue to maintain our 1 to 1 iPad program, we have full participation in enrichment activities, and every student receives weekly STEAM lessons in our STEAM Lab.

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

There are no major differences between our intended implementation or budgeted expenditures.

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 will begin collecting beginning of the year and end of the year data regarding our students growth in STEAM to better gauge growth and future learning.

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.

Safe and Secure Environment

Laguna Road will provide a safe and secure environment by collaborating with stakeholders to create clear, consistent routines and procedures that ensure safety for students, staff, parents, and the community as evidenced by parent surveys, student behavior and MTSS data, and CA Dashboard indicators including attendance and suspension.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

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.

Based on our Dashboard Data, Laguna Road is making appropriate progress in chronic absenteeism. There was a small increase in students suspended. Looking at our PBIS data, we see an ongoing need to continue strengthening our Tier 1, Tier 2, and Tier 3 social emotional and behavioral supports. To address this need, Laguna Road will continue to pay for a Mental Health Associate three days a week, and continually build and improve strong PBIS systems. We have also implemented a multi-tiered plan that addresses behavior, attendance, and social emotional needs. This plan includes groups of teachers who meet regularly to review data and determine support and next steps for students in need.

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 Data regarding suspensions	.2% suspended	Maintain or reduce suspensions for 26-27.
CA Dashboard Data regarding attendance	1.7% chronically absent	Maintain or reduce for 26-27

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Promote positive and welcoming school and classroom culture through the PBIS Program. Encourage positive relationships and interactions between students, staff, and community. Refine our PBIS Tier 1 practices and design PBIS Tier 2 interventions.	All Students	2000 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 20,790 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Multi-Tiered Systems of Support (MTSS) meetings are held to support teachers with struggling learners and students who exhibit emotional or behavioral difficulties. The Mental Health Associate, school psychologist, and resource teacher serve on this team and supports students as well as teachers in the classroom.		Mental Health Associate
3.2	Emphasize the importance of safe learning environments. Drills will be used to support emergency preparedness and prepare the school community in the event of a serious disaster or emergency. Emergency supplies are used to support student safety and welfare in the event of an emergency. A detailed emergency plan is in place with all staff members understanding their roles. A mock-drill is practice annually, which entails having all teams (Command Center, Security, Search and Rescue, Medical, and Release and Reunion) to play out their roles with impromptu scenarios. Each classroom is equipped with a box of emergency food, water, and an emergency bucket with all supplies. Additional emergency supplies and water are stored in the school's emergency shed. All supplies are kept updated annually. A detailed Safe School Plan and Safe School Action Plan are in place.	All Students	1500 LCFF - Base 4000-4999: Books And Supplies Radio Purchase/Upkeep 1500 LCFF - Base 4000-4999: Books And Supplies Cones/Signs
3.3	Administration and teachers work closely with PTA and the Foundation to support school-wide events and assemblies to celebrate talents and diversity and promote a welcoming environment.	All Students	500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 524 LCFF - Base 5000-5999: Services And Other Operating Expenditures Contracts and Renewal

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our data shows effectiveness in reducing both suspensions and chronic absenteeism.

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

There are no major differences between the intended implementation or budgeted expenditures.

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 have added additional tier 1 supports for students including playground equipment and PBIS rewards which can be found in 3.1.

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.

Parent Engagement

Laguna Road will foster a positive school environment where parents feel connected, heard, and able to collaborate with the school to support all students. This goal is achieved through school activities, communication, and advisory and advocacy opportunities as evidenced by parent surveys, participation rates, and ongoing feedback to monitor and improve engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Laguna Road Elementary is dedicated to strengthening family-school partnerships by improving communication, increasing equitable participation, and addressing barriers such as language access and scheduling conflicts. To improve in this area, Laguna Road will continue with multilingual outreach, including parent workshops in both English and Korean, utilize digital tools, and offer meetings on a variety of days and times with parent input to the topics that are needed in our community. We will also continue to grow our ELAC by engaging our core group of parent leaders, and include cultural events throughout the year that are led and supported by different groups of parents and students to create an inclusive and engaged school community.

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
LCAP Survey	51 responses (7 last year)	Increase number of parent participation by 10%.
Laguna Road Parent Meetings (ELAC, Coffee with the Principal, SSC)	5-10 parents present	Increase number of parent participation by 10%.
School Survey (Fall and Spring)	Fall Survey - 9 responses (2 last year)	Increase number of parent participation by 10%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	School administration and classroom teachers will establish positive communication at the beginning of the school year.	All Students	1,500 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Teachers will communicate learning goals, expectations, and progress to students and parents. School information will be communicated in a timely and effective manner to all community members regarding policies, procedures, and important dates via school website, social media, Sunday messages, Tuesday Bulletin, Tuesday folders, and electronic marquee to inform all families of current events, achievements, and to support academic success.		900 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Release Time, Substitutes, Extra hours
4.2	Office staff and administration are available to students as support throughout the school day. KDLA TOSA is stationed at Laguna Road and available for interpreting and supporting with parents and students including Korean Parent Workshop Series.	All Students	1,000 LCFF - Base 2000-2999: Classified Personnel Salaries Clerical Support 700 LCFF - Base 4000-4999: Books And Supplies Supplies for ELAC and SSC
4.3	Community events to promote interactive family engagement opportunities such as Project Impact STEAM Night, Kindergarten Preview Day, and School Tours, Back to School Night, Open House. Staff will show appreciation for parent volunteers at our Annual Volunteer Tea.	All Students	1,000 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 1,400 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Release Time, Substitutes, Extra hours None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have made a lot of progress in growing and developing our parents groups. We have a consistent ELAC and School Site Council!

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

There are no major differences between the intended implementation or budgeted expenditures.

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.

There are no changes to our goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$183,110.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$81,515.00
LCFF - Supplemental	\$101,595.00

Subtotal of state or local funds included for this school: \$183,110.00

Total of federal, state, and/or local funds for this school: \$183,110.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	81,515.00
LCFF - Supplemental	101,595.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,045.00
2000-2999: Classified Personnel Salaries	47,455.00
4000-4999: Books And Supplies	61,035.00
5000-5999: Services And Other Operating Expenditures	5,101.00
5800: Professional/Consulting Services And Operating Expenditures	5,474.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	27,723.00
2000-2999: Classified Personnel Salaries	LCFF - Base	10,475.00
4000-4999: Books And Supplies	LCFF - Base	32,742.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,101.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,474.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	36,322.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	36,980.00
4000-4999: Books And Supplies	LCFF - Supplemental	28,293.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
130,357.00
19,439.00
26,814.00
6,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Daye Kim	Parent or Community Member
Sapna Patel	Parent or Community Member
Hario Vasquez	Parent or Community Member
Vanessa Steepleton	Parent or Community Member
Melissa Kuo	Parent or Community Member
Stephanie Guppy	Principal
Kelly Gudmundsen	Other School Staff
Sarah Pulley	Classroom Teacher
Christi Tucker	Classroom Teacher
Julia Yang	Classroom Teacher

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



Other: Site Leadership Team, Laguna Road School Staff

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 3/25/26.

Attested:



Principal, Stephanie Guppy on 3/25/26



SSC Chairperson, Vanessa Steepleton on 3/25/26

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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