



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Elementary School	07-61762-6110803	May 19, 2026	June 17, 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 Laurel Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Title I Program provides the best opportunity to support all student's academic growth, based on comprehensive needs assessment data.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	17
Academic Performance.....	19
Academic Engagement	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	34
Goal 3.....	37
Goal 4.....	41
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Appendix A: Plan Requirements	57
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	60

Plan Description

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

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

Schoolwide Program

Schoolwide Title I Program provides the best opportunity to support all student's academic growth, based on comprehensive needs assessment data.

Laurel Elementary School's School Plan for Student Achievement (SPSA) is aligned to the Oakley Union Elementary School District's LCAP. By aligning with the LCAP, Laurel Elementary effectively meets the ESSA requirements. This plan is created with input from the various school committees and staff in order to ensure that all students are supported and achieve at high levels.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Laurel Elementary Single Plan for Student Achievement (SPSA) is aligned with the District's Local Control and Accountability Plan (LCAP). The SPSA will be presented for review and requested adoption at a public hearing of the local Board on June 2026.

During the 2025–26 school year, Laurel Elementary engaged multiple stakeholder groups to review local data, including data from the Renaissance Star District Assessment, CAASPP, attendance, and social-emotional indicators. This data was used to gather input and inform next steps related to school goals, actions, and expenditures. Stakeholder groups included the School Site Council, Site Leadership Team, Laurel staff, English Learner Advisory Committee (ELAC), and family members.

Meeting opportunities included:

School Site Council
Laurel Staff
Site Leadership Team
ELAC

Throughout the year, the principal intentionally differentiated how data was shared with stakeholder groups. During ELAC meetings and Parent Coffee Hours, data was presented in focused segments (e.g., Mathematics, English Language Arts, Social-Emotional Learning) to support deeper understanding and meaningful discussion. With certificated staff and the School Site Council, data was reviewed in broader contexts, emphasizing CAASPP results, the California School Dashboard, and Renaissance Star data.

Each meeting included structured opportunities for stakeholders to reflect on progress, provide feedback, and identify priorities for improvement. The input gathered through these collaborative processes directly informed revisions to the school's goals, actions, and strategies outlined in the 2026-27 SPSA.

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.

At this time, there are no resource inequities.

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 following areas of the California School Dashboard were in "Red" or "Orange" on the 2024 Dashboard:

English Language Arts: Students with Disabilities Subgroup, Red

Mathematics: Hispanic Subgroup, Orange

Mathematics: Students with Disabilities Subgroup, Red

Mathematics: White Subgroup, Orange

Chronic Absenteeism: Hispanic Subgroup, Orange

Chronic Absenteeism: Students with Disabilities Subgroup, Red

Chronic Absenteeism: English Learners, Red

Suspension Rate: Hispanic, Orange

Suspension Rate: Socioeconomically Disadvantaged, Orange

Suspension Rate: Students with Disabilities, Red

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.

English Language Arts: Students with Disabilities, Red

English Language Arts: Hispanic, Orange

English Language Arts: Socioeconomically Disadvantaged, Orange

Mathematics: Students with Disabilities Subgroup, Orange

Mathematics: Socioeconomically Disadvantaged, Orange

Mathematics: White, Orange

Other Needs

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

OUESD administers the Renaissance Star Assessment three times a year to students as a Universal Screener in the areas of Early Literacy (Kindergarten, 1st and 2nd Grade), Reading (2nd - 5th Grade), and Mathematics (1st-5th Grade). Laurel staff, School Site Council, ELAC and family groups review these results and monitor progress and growth. Staff also use the data to identify students for interventions both within the classroom and outside of school when available.

OUESD also administers the Reading Fundamentals Diagnostic Assessment (RFDA) in Kindergarten through 2nd Grade three times per year. Results are tracked on a site created spreadsheet. Students are referred to support through our Literacy Support Para Professionals based upon needs. 3rd through 5th grade teachers also administer the RFDA to students who scored in the Urgent Intervention band on the Renaissance Star Assessment or are being referred to our site's SST process for academic concerns.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Laurel Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	3.27%	3.22%	3.00%	12	11	11
Asian	2.45%	2.34%	2.45%	9	8	9
Filipino	1.36%	2.63%	1.91%	5	9	7
Hispanic/Latino	52.04%	53.22%	56.95%	191	182	209
Pacific Islander	0.27%	0.29%	0.27%	1	1	1
White	35.69%	33.04%	28.34%	131	113	104
Multiple/No Response	4.90%	4.97%	6.81%	18	17	25
Total Enrollment				367	342	367

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		27	46
Kindergarten	49	49	64
Grade 1	48	52	44
Grade 2	53	47	53
Grade3	50	49	48
Grade 4	70	53	56
Grade 5	75	65	56
Total Enrollment	367	342	367

Conclusions based on this data:

1. Laurel's enrollment continues to decline.
2. Laurel's enrollment continues to remain diverse with Hispanic students making up the majority of our student population.
3. Laurel's enrollment has declined to only two classes per grade level other than in TK.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	39	33	32	10.4%	10.6%	8.7%
Fluent English Proficient (FEP)	16	15	24	4.3%	4.4%	6.5%

Conclusions based on this data:

1. The number of English Learners enrolled at Laurel is stable. Our population is increasing due to building a Dual Language Immersion (Spanish) program and adding a grade level to that each year, so the percent of the population that are English Learners may decrease.
2. Our reclassification rate is consistent.

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	70	51	46	70	49	46	70	49	46	100.0	96.1	100
Grade 4	66	68	54	64	68	51	64	68	51	97.0	100	94.4
Grade 5	60	78	62	59	76	62	59	76	62	98.3	97.4	100
All Grades	196	197	162	193	193	159	193	193	159	98.5	98	98.1

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	2398.	2415.	2392.	18.57	16.33	8.70	17.14	30.61	19.57	27.14	28.57	43.48	37.14	24.49	28.26
Grade 4	2429.	2443.	2416.	14.06	13.24	9.80	20.31	20.59	9.80	25.00	33.82	29.41	40.63	32.35	50.98
Grade 5	2456.	2454.	2449.	8.47	10.53	6.45	18.64	22.37	27.42	25.42	23.68	17.74	47.46	43.42	48.39
All Grades	N/A	N/A	N/A	13.99	12.95	8.18	18.65	23.83	19.50	25.91	28.50	28.93	41.45	34.72	43.40

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	7.14	18.37	8.70	67.14	71.43	67.39	25.71	10.20	23.91
Grade 4	7.81	7.35	7.84	59.38	72.06	68.63	32.81	20.59	23.53
Grade 5	10.17	11.84	9.68	69.49	52.63	53.23	20.34	35.53	37.10
All Grades	8.29	11.92	8.81	65.28	64.25	62.26	26.42	23.83	28.93

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	14.29	12.24	0.00	50.00	57.14	71.74	35.71	30.61	28.26
Grade 4	14.06	8.82	1.96	45.31	61.76	58.82	40.63	29.41	39.22
Grade 5	5.08	7.89	12.90	55.93	60.53	43.55	38.98	31.58	43.55
All Grades	11.40	9.33	5.66	50.26	60.10	56.60	38.34	30.57	37.74

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	12.86	14.29	4.35	70.00	65.31	71.74	17.14	20.41	23.91
Grade 4	9.38	5.88	1.96	70.31	75.00	70.59	20.31	19.12	27.45
Grade 5	10.17	5.26	9.68	67.80	73.68	70.97	22.03	21.05	19.35
All Grades	10.88	7.77	5.66	69.43	72.02	71.07	19.69	20.21	23.27

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	15.71	12.24	4.35	62.86	63.27	73.91	21.43	24.49	21.74
Grade 4	9.38	11.76	3.92	65.63	67.65	76.47	25.00	20.59	19.61
Grade 5	8.47	7.89	11.29	61.02	60.53	56.45	30.51	31.58	32.26
All Grades	11.40	10.36	6.92	63.21	63.73	67.92	25.39	25.91	25.16

Conclusions based on this data:

1. Performance in English Language Arts declined in 2024-25.
2. Across the board, the percent of students at or above standard in each area declined in 3rd grade.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	51	46	70	50	46	70	50	46	100.0	98	100
Grade 4	66	68	54	64	68	52	64	68	52	97.0	100	96.3
Grade 5	60	78	62	59	77	61	59	77	61	98.3	98.7	98.4
All Grades	196	197	162	193	195	159	193	195	159	98.5	99	98.1

* 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	2428.	2434.	2430.	12.86	16.00	15.22	37.14	44.00	36.96	24.29	22.00	30.43	25.71	18.00	17.39
Grade 4	2439.	2445.	2450.	9.38	8.82	3.85	21.88	22.06	28.85	37.50	38.24	36.54	31.25	30.88	30.77
Grade 5	2433.	2438.	2446.	1.69	3.90	6.56	13.56	15.58	6.56	22.03	23.38	29.51	62.71	57.14	57.38
All Grades	N/A	N/A	N/A	8.29	8.72	8.18	24.87	25.13	22.64	27.98	28.21	32.08	38.86	37.95	37.11

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	17.14	24.00	30.43	61.43	58.00	50.00	21.43	18.00	19.57
Grade 4	14.06	13.24	11.54	54.69	51.47	59.62	31.25	35.29	28.85
Grade 5	3.39	6.49	4.92	37.29	42.86	42.62	59.32	50.65	52.46
All Grades	11.92	13.33	14.47	51.81	49.74	50.31	36.27	36.92	35.22

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	20.00	30.00	17.39	55.71	50.00	63.04	24.29	20.00	19.57
Grade 4	9.38	11.76	9.62	51.56	57.35	51.92	39.06	30.88	38.46
Grade 5	5.08	5.19	6.56	47.46	50.65	40.98	47.46	44.16	52.46
All Grades	11.92	13.85	10.69	51.81	52.82	50.94	36.27	33.33	38.36

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	18.57	14.00	17.39	57.14	70.00	67.39	24.29	16.00	15.22
Grade 4	12.50	7.35	9.62	54.69	69.12	55.77	32.81	23.53	34.62
Grade 5	1.69	3.90	6.56	52.54	53.25	47.54	45.76	42.86	45.90
All Grades	11.40	7.69	10.69	54.92	63.08	55.97	33.68	29.23	33.33

Conclusions based on this data:

1. The number of students below standard increased in Problem Solving & Modeling/ Data Analysis and Communicating Reasoning.
2. Communicating Reasoning is the performance area in need of focus. Additional support for mathematics instruction is needed.

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	*	1405.4	*	*	1422.1	*	*	1366.5	*	4	11	4
1	*	*	*	*	*	*	*	*	*	8	4	4
2	*	*	*	*	*	*	*	*	*	*	8	4
3	*	*	*	*	*	*	*	*	*	6	4	5
4	*	*	*	*	*	*	*	*	*	8	6	5
5	*	*	*	*	*	*	*	*	*	8	8	6
All Grades										36	41	28

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	*	27.27	*	*	18.18	*	*	18.18	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	12.20	28.57	50.00	29.27	28.57	27.78	36.59	21.43	11.11	21.95	21.43	36	41	28

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	*	27.27	*	*	18.18	*	*	27.27	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.56	24.39	42.86	44.44	39.02	35.71	19.44	17.07	0.00	5.56	19.51	21.43	36	41	28

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		9.09	*		27.27	*		36.36	*		27.27	*		11	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	5.56	7.32	28.57	30.56	21.95	14.29	44.44	41.46	21.43	19.44	29.27	35.71	36	41	28

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	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.14	26.83	50.00	60.00	51.22	32.14	2.86	21.95	17.86	35	41	28

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	*	54.55	*	*	18.18	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	35.00	48.15	65.71	40.00	33.33	5.71	25.00	18.52	35	40	27

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	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	7.69	28.57	59.38	48.72	35.71	28.13	43.59	35.71	32	39	28

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	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.89	14.63	25.00	69.44	60.98	42.86	16.67	24.39	32.14	36	41	28

Conclusions based on this data:

1. The number of students in each grade level identified as EL is not large enough to be significant for these purposes.

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
342	41.5%	9.6%	0.0%
Total Number of Students enrolled in Laurel 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	33	9.6%
Foster Youth	0	0.0%
Homeless	4	1.2%
Socioeconomically Disadvantaged	142	41.5%
Students with Disabilities	62	18.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.2%
American Indian	0	0.0%
Asian	8	2.3%
Filipino	9	2.6%
Hispanic	182	53.2%
Two or More Races	17	5%
Pacific Islander	1	0.3%
White	113	33%

Conclusions based on this data:

1. Laurel's largest racial/ethnic subgroup is Hispanic.

2. Laurel has a high percentage of Students with Disabilities at 18.1% of the students population. This is impacted by having three Self-Contained Special Education classes and an otherwise small overall student population.
3. The number of socio-economically disadvantaged students is increasing as we work to have more families complete the form (from 37% last year to 41% this year).

School and Student Performance Data

Overall Performance

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.

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  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Students need more supports in place to decrease suspension rate.
2. Students need more supports in place to decrease chronic absenteeism rate.
3. Laurel needs to focus on academic instruction and high expectations to increase student proficiency in ELA and Math.

School and Student Performance Data

Academic Performance English Language Arts

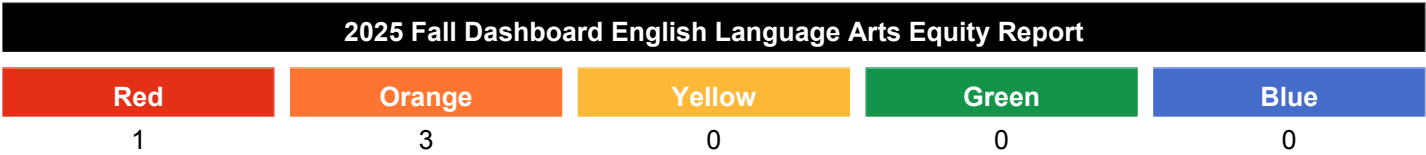
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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  Orange 48.5 points below standard Declined 19.8 points 160 Students	English Learners  No Performance Color 75.7 points below standard Declined 14.8 points 22 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 64 points below standard Declined 11.7 points 67 Students

Students with Disabilities  Red 95.8 points below standard Declined 4.9 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 54.1 points below standard Declined 21.3 points 85 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  Orange 38.3 points below standard Declined 20.1 points 56 Students

Conclusions based on this data:

1. Students with Disabilities need more support and high quality instruction to increase the number of students meeting or exceeding the standard.
2. Examination of why white students are scoring higher than other subgroups.
3. Targeted support is needed for students identified as socio-economically disadvantaged.

School and Student Performance Data

Academic Performance Mathematics

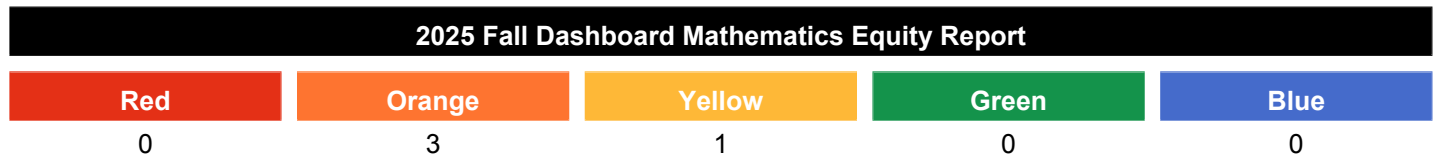
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 42.3 points below standard Maintained 0.2 points 160 Students	English Learners  No Performance Color 64.7 points below standard Increased 12.6 points 23 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 66.1 points below standard Declined 5.8 points 67 Students

Students with Disabilities  Orange 97.4 points below standard Increased 21.6 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 39.2 points below standard Increased 6.9 points 85 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  Orange 38.2 points below standard Declined 12.7 points 56 Students

Conclusions based on this data:

1. White and Hispanic subgroups have similar scores.
2. Socio-economically disadvantaged and students with disabilities had significantly lower scores.

School and Student Performance Data

Academic Performance Science

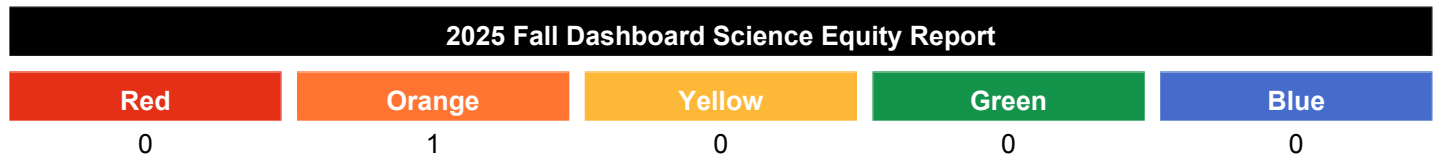
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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  Orange 41 science points Declined 2.8 points 61 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 37.1 science points Declined 2.2 points 22 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 36.8 science points Declined 5.8 points 35 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 47.2 science points Maintained -0.4 points 21 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.

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.

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 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 45.5 making progress. Number Students: 22 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
18.2%	36.4%	4.5%	40.9%

Conclusions based on this data:

1. English Learner progress toward proficiency declined over the prior year
2. Continue to provide Designated and Integrated English Language Development to English Learners to ensure their progress
3. Determine how we can focus instruction for each English Learner based upon their need to increase the percentage of students making one level of progress

School and Student Performance Data

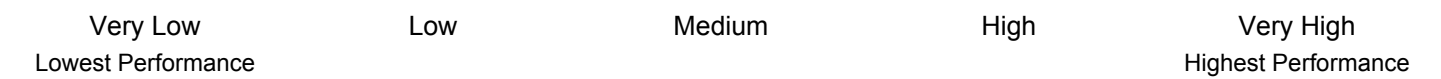
Academic Performance College/Career Report

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.

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.

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. Career/college data is only relevant to high schools and does not apply to elementary schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

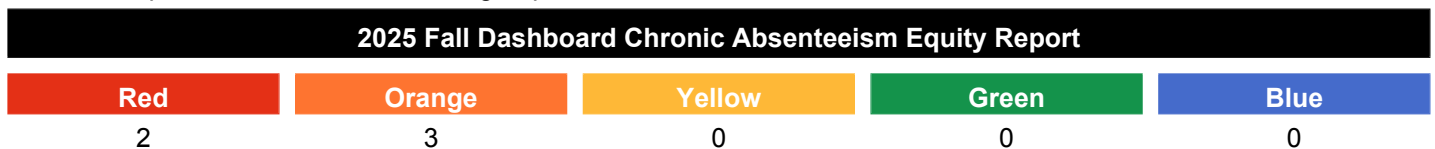
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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  Orange 15.4% Chronically Absent Increased 1.9 357 Students	English Learners  Red 20.6% Chronically Absent Increased 2.4 34 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 19.9% Chronically Absent Maintained -0.3 156 Students

Students with Disabilities  Red 24.7% Chronically Absent Increased 4.9 77 Students	African American  No Performance Color 16.7% Chronically Absent Declined 8.3 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 16.5% Chronically Absent Increased 2.6 188 Students
Two or More Races  No Performance Color 11.1% Chronically Absent Declined 4.7 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 15.7% Chronically Absent Increased 4.5 121 Students

Conclusions based on this data:

1. Chronic absenteeism increased by 1.4% in 2024-25.
2. More than 10% of students are still Chronically Absent.
3. The student subgroup with the highest percentatage of chronically absent students is our students with disabilities.

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.

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.

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 Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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. Graduation rate data is not applicable to our school because it is not a high school.

School and Student Performance Data

Conditions & Climate Suspension Rate

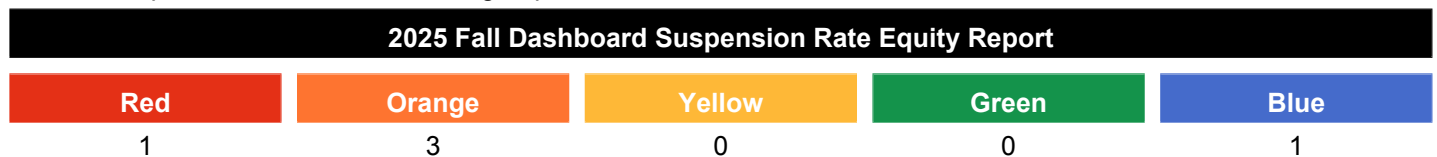
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 3.6% suspended at least one day Increased 1.6% 361 Students	 Blue 0% suspended at least one day Declined 2.2% 34 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 Orange 5% suspended at least one day Increased 1.3% 160 Students

Students with Disabilities  Red 6.3% suspended at least one day Increased 1.1% 79 Students	African American  No Performance Color 0% suspended at least one day Declined 10.5% 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 3.2% suspended at least one day Increased 0.7% 189 Students
Two or More Races  No Performance Color 5.6% suspended at least one day Increased 5.6% 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 4.9% suspended at least one day Increased 4.2% 123 Students

Conclusions based on this data:

1. Laurel has a relatively low percentage of students being suspended from school.
2. Laurel continues to focus on strategies to prevent behavior that can lead to suspension.
3. Continue to examine, analyze and refine supports for positive behavior and alternative discipline options.

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.

Resources for Education

Through a collaborative approach, we will ensure sustainable resources, recruit and retain highly qualified staff, maintain excellent facilities, and continuously improve our technological infrastructure.

Priorities 1 & 2

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Reinforce sustainable resources, highly qualified staff, facilities, and technological infrastructure to provide an optimal learning environment for all 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.

Continued focus on school facilities repair and safety

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
Percent of Teachers with clear credentials Source: California Dashboard Priority 1	Based on 2023 CA Dashboard 89.9% of OUESD teachers have Clear Credentials Based on 2024 CA Dashboard 88.6% of OUESD teachers have Clear Credentials	Increase the percentage of teachers appropriately credentialed to 93%
Percent of students with access to standard-aligned instructional materials Source: Local Indicator Priority 1	Based on 2023 CA Dashboard 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Based on 2024 CA Dashboard 100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home
Percent of students with access to a device used digital resources Source: Local Indicator Priority 1	100% of students have access to a device used for digital resources.	100% of students have access to a device used for digital resources

Percent of schools in good repair condition Source: Local Indicator Priority 1	2023 Laurel Elementary is identified as in Good repair condition 2024 Laurel Elementary is identified as in Good repair condition	Remain in Good repair condition
--	--	---------------------------------

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	Timely repair of identified facilities needs	All Students	1000.00 Site Discretionary 5000-5999: Services And Other Operating Expenditures
1.2	Substitutes to support new teachers - release for new teacher and/or mentor	Special Education, English Learners	5900.00 LCFF Supplemental 1000-1999: Certificated Personnel Salaries
1.3	Stipend for Teacher Moves - classroom moves due to declining enrollment and addition of Spanish Dual Immersion program	All students	500.00 Site Discretionary 1000-1999: Certificated Personnel Salaries
1.4	Furniture for classrooms	All Students	2000.00 LCFF Supplemental 4000-4999: Books And Supplies

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.

Laurel staff continue to be observant and diligent in reporting any areas of concern regarding repairs of our school facility. We continue to work to recruit fully credentialed teachers whenever possible.

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

In 2026-27, Laurel will add more Spanish Dual Immersion classes. This necessitates the realignment of classrooms so that students in the same grade are in similar areas of campus regardless of the program in which they are enrolled.

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.

In 2026-27, Laurel will add more Spanish Dual Immersion classes. This necessitates the realignment of classrooms so that students in the same grade are in similar areas of campus regardless of the program in which they are enrolled.

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.

Inclusive Educational Partnerships

Continuously work with our educational partners to increase participation in different district programs and activities and solicit community input regarding important decisions that affect our students' academic, physical, social, and emotional growth.

Priority 3

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Involve families and community members in meaningful engagement that promotes partnerships in educating our 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.

Laurel has a need to broaden the participation of parents in school leadership opportunities such as School Site Council, English Learner Advisory Council, PTA, etc.

Increase the opportunities for parents to be strong partners in their child's education

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
Rate the Progress of Implementation based on the respondents Source: Local Indicator Self Reflection Priority 3	Laurel has a new principal who is taking time to build the community. Therefore, based on the highest percent of responses, OUESD is initial implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	Offer additional opportunities for families to provide input on policies and programs, particularly for underrepresented groups.
Completion Rate of California School Parent Survey Source: California Healthy Kids Survey Priority 3	30.5% of parents/guardians who complete California School Parent Survey 46% of parents/guardians strongly agree to questions related to promoting parental involvement on the California School Parent Survey No results available at time of approval for 2024-25 California Healthy Kids Parent Survey	Increase the percentage of parents/guardians who complete the California School Parent Survey by 1 percentage point each year. 55% or more of parents/guardians strongly agree to questions related to promoting parental involvement on the California School Parent Survey

# of professional development sessions offered to staff focused on engaging families Source: Local Data Priority 3	During OUESD September and November 2023 professional development days, we offered 7 sessions focusing on engaging families.	
% of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations. Source: Local Data Priority 3	100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC meetings.	100% of events for parental participation will have available translation
# of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students Source: Local Data Priority 3	During OUESD September and November 2023 professional development day OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.	

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	Translator Services for ELAC and Coffee with the Principal	English Learners, all students	1000.00 Title I 2000-2999: Classified Personnel Salaries
2.2	Materials, including food/snacks, to support parent engagement	English Learners, all students	1000.00 Title I 4000-4999: Books And Supplies
2.3	School events to increase family participation - Family Day, Math Festival, Literacy Night, etc.	All students	1000.00 LCFF Supplemental 4000-4999: Books And Supplies 3856.00 Title I 5800: Professional/Consulting Services And Operating Expenditures
2.4	Clerical or other classified additional hourly	All students	3300.00 LCFF Supplemental 2000-2999: Classified Personnel Salaries

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.

During the 2025–26 school year, ELAC meetings primarily focused on reviewing the school’s data and overall performance. Attendance remained consistent throughout the year, with a small but stable group of parents participating regularly. Families were also provided with resources and strategies to help support their child’s learning at home.

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

No changes in expenditures for this 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.

We will continue prioritizing parent engagement across our school and programs. With the expansion of the Spanish Dual Immersion program at Laurel during the 2026–27 school year, we will explore additional ways to engage and connect with new families while more intentionally celebrating and integrating Latinx culture throughout the school community. We also anticipate an increased need for interpretation and translation services to support effective communication with families.

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 School Climate

All students will be provided with a safe and inclusive learning environment that supports, through the implementation of programs, a focus on staff and students' physical fitness, mental health, and social and emotional wellness.
Priorities 5 & 6

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthens students' physical, social, mental, and emotional well-being by ensuring safe and inclusive school environments.

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.

Increase the percentage of students who feel safe at school
Defining and refining our Tier I program for Social-Emotional Learning
Further decrease the percentage of students who are Chronically Absent
Continue to provide opportunities for students to be included throughout the school program

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
District Attendance Rate as reported in Priority 5	School Year 2024-25 District Attendance Rate	
Percent of students who are chronically absent Source: California Dashboard Priority 5	School Year 2023-24: 17.9% of OUESD of students are chronically absent. 13.5% of Laurel students were chronically absent in 2023-24 School Year 2024-25: 19.8% of OUESD of students are chronically absent. 15.4% of Laurel students were chronically absent	Reduce the percentage of students Chronically Absent by 3 percentage points per school year
Percent of students suspended once or more Source: California Dashboard Priority 6	2% of Laurel students suspended one or more times in 2022-23. 2% of Laurel students suspended one or more times in 2023-24. 3.6% of Laurel students suspended one or more times in 2024-25.	Reduce the percentage of students suspended once or more by .3 percentage points per year

Number of students expelled Source: DataQuest Priority 6	During school year 2025-26 no student was expelled	Continue to have no students expelled
Percent of students who report feeling safe and connected at school Source: California Healthy Kids Survey Priority 6	64% of Laurel students report feeling safe at school according to the 2025-26 California Healthy Kids Survey 70% of Laurel students report feeling connected at school according to the 2025-26 California Healthy Kids Survey	75% or more of Laurel students report feeling safe at school according to the California Healthy Kids Survey 75% of Laurel students report feeling connected at school according to the California Healthy Kids Survey
Percent of parents/guardians who report feeling confident that their child is safe and connected at school Source: California School Parent Survey Priority 6	54% of Laurel parents/guardians report strongly agreeing that their child is safe at school based on the 2025-26 California Healthy Kids Parent Survey 69% of Laurel parents/guardians report strongly agreeing their child connected at school (adults who really care about students at school) based on the 2025-26 California Healthy Kids Parent Survey	60% or more of Laurel parents/guardians report strongly agreeing that their child is safe at school 55% of Laurel parents/guardians report strongly agreeing their child connected at school (adults who really are about students at school)
Percent of teachers who report feeling safe and connected at school Source: California School Staff Survey Priority 6	53% of Laurel staff report strongly agreeing that that they have close professional relationships with one another based on the 2025-2026 California Healthy Kids Staff Survey 41% of Laurel staff report strongly agreeing that school is a safe place for staff based on the 2025-2026 California Healthy Kids Staff Survey	55% of Laurel staff report strongly agreeing that school is a safe place for staff 60% of Laurel staff report strongly agreeing tha that they have close professional relationships with one another

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	Books to support Social Emotional Learning, Birthday Books	All students	200.00 LCFF Supplemental 4000-4999: Books And Supplies
3.2	Awards and Recognition to build positive school culture	All students	3000.00 LCFF Supplemental 4000-4999: Books And Supplies
3.3	Equipment for recess engagement	All students	1500.00 LCFF Supplemental 4000-4999: Books And Supplies 200.00 LCFF Supplemental

			5000-5999: Services And Other Operating Expenditures
3.4	Support for Social Emotional Learning, Be Kind People Project	All students	1750.00 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures
3.5	Student engagement activities - Field Day	All Students	500.00 Site Discretionary 5800: Professional/Consulting Services And Operating Expenditures 750.00 LCFF Supplemental 4000-4999: Books And Supplies 1250.00 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures
3.6	Materials and supplies to support student health and safety	All students	2000.00 Site Discretionary 4000-4999: Books And Supplies
3.7	Assemblies for School Culture	All Students	2580.00 Title I 5800: Professional/Consulting Services And Operating Expenditures

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.

Laurel continues to work to increase student connection at school. This year we had Bridge Builders with an on-site coach all year. We continue to recognize students that exemplify the Be Kind People Project traits during our monthly Special Student assemblies. We added recognition for students with excellent behavior to the rewards in the last quarter of the school year.

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

Due to fund raising, there should be fewer expenditures related to Field Day. Laurel offered an after school Chess Club for one quarter during the school year.

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.

Due to the lack of additional funds from the District, Laurel may not be able to continue with the Bridge Builders program in 2026-2027.

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.

Equitable Teaching and Learning

All students will have access to a high-quality and equitable learning experience across all content areas through the implementation of standards-based curriculum, board-approved instructional resources, researched-based instructional strategies, comprehensive Tier 1 interventions, as well as targeted intervention and enrichment programs

Priorities 4, 7, & 8

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable access to high-quality instruction, intervention, and enrichment programs that will close the achievement gaps and advance academic 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.

Based upon SBAC data, a focus on English Language Arts is appropriate with declining scores compared to prior years and all significant student groups in Orange or Red on the Dashboard. This year, Coaches from Contra Costa County Office of Education provided focused professional development during two CLTs. They also modeled lessons in classrooms when asked. An examination of our programs and supports for Students with Disabilities given their low performance. In 2023-24, we provided a during the school day reading intervention for targeted students in grades 3-5.

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
SBAC Math Academic Indicator for Math - Percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Spring 2025 Math SBAC, the data below shows the percentage of Laurel students who met or exceeded standards All Students = 33.85% SwD = 8.82% SED = 30.49% EL = 0% His/Latx = 32.70% White = 40.91%	Increase the percentage of Laurel Students who score Standards Met or Standards Exceeded on Math SCBAC by All Students = 3 percentage points SwD = 5 percentage points SED = 4 percentage points EL = 5 percentage points His/Latx = 3 percentage points White = 3 percentage points
SBAC ELA Academic Indicator for English Language Arts - Percent of students who met or exceeded standards. Source: CAASPP-ELPAC Website Priority 4	Spring 2025 ELA SBAC, the data below shows the percentage of Laurel students who met or exceeded standards All Students = 36.78% SwD = 5.88% SED = 23.45% EL = 13.34% His/Latx = 35.29% White = 40.91%	Increase the percentage of Laurel Students who score Standards Met or Standards Exceeded on ELA SBAC by All Students = 3 percentage points SwD = 5 percentage points SED = 4 percentage points EL = 6 percentage points His/Latx = 4 percentage points White = 3 percentage points

CAST Scores percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Spring 2025 CAST, the data below shows the percentage of Laurel students who met or exceeded standards All Students = 19.74% SwD = 5.00% SED = 12.50% His/Latx = 19.51% White = 20.00%	Increase the percentage of Laurel Students who score Standards Met or Standards Exceeded on CAST by All Students = 5 percentage points SwD = 8 percentage points SED = 5 percentage points His/Latx = 7 percentage points White = 5 percentage points
Distance from Lowest Possible Score for Standard Met for Mathematics Source: California School Dashboard Priority 4	Spring 2025 SBAC Mathematics, the data below shows the distance from the lowest possible score for Standard Met All Students = 42.6 SwD = 118.9 SED = 60.3 His/Latx = 46.1 White = 25.5	Decrease the distance from the lowest possible score for Standards Met in Mathematics for Laurel students by All Students = 6 points SwD = 10 points SED = 10 points His/Latx = 8 points White = 4 points
Distance from Lowest Possible Score for Standard Met for English Language Arts Source: California School Dashboard Priority 4	Spring 2025 SBAC English Language Arts, the data below shows the distance from the lowest possible score for Standard Met All Students = 28.7 SwD = 90.9 SED = 52.3 His/Latx = 32.8 White = 18.2	Decrease the distance from the lowest possible score for Standards Met in English Language Arts for Laurel Students by All Students = 5 points SwD = 10 points SED = 10 points His/Latx = 6 points White = 2 points
% of English Learner students making progress toward English language proficiency on the ELPAC% Source: California School Dashboard Priority 4	12.50 % of OUESD English Learners scored at Level 4 in the Spring 2025 ELPAC	
% of English Learner students making progress toward English language proficiency on the ELPAC% Source: https://caaspp-elpac.ets.org/elpac/ Priority 4	45.5% of OUESD English Learners are making progress towards proficiency in English language in Spring 2024 compared to Spring 2025.	68% of Laurel English Learners are making progress towards proficiency in English language by 20.
California School Dashboard Priority 4		
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates Priority 4	During the School Year 2022-23, _____ % of OUESD English Learner students reclassified as Fluent English Proficient	
% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: Local Data Priority 7	% of low-income, English Learner, or Foster Youth students who participate in after-school programs	
Triennial Assessment Completion Rate Source: Local Data Priority 7	Triennial Assessment Completion Rate	
The number of professional developments focused on intervention strategies for Students with Disabilities Source: Local Data	During OUESD September and November professional development day one OUESD offered 4 sessions	

Priority 7	focusing on engaging families of students with Disabilities	
Number of students participating in elementary band. Source: Local Data Priority 8	In 2025-26, 25 Fifth Grade Students enrolled in Band. At the end of the year, 23 remained enrolled.	Enroll 31 or more students in Band and maintain enrollment all year

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	Substitutes to support holding Student Success Team meetings	Students who need additional support	4165.66 LCFF Supplemental 1000-1999: Certificated Personnel Salaries
4.2	Intervention -	Students who need additional support	7500.00 Title I 1000-1999: Certificated Personnel Salaries 1000.00 Title I 4000-4999: Books And Supplies
4.3	Instructional Para - extra hours	Special Education, Kindergarten	1107.74 LCFF Supplemental 2000-2999: Classified Personnel Salaries
4.4	Books to support development of a reading culture for students in and out of school	All Students	3000.00 Title I 4000-4999: Books And Supplies
4.5	Classroom Supplies to support instruction in all curricular areas	All students	3500.00 LCFF Supplemental 4000-4999: Books And Supplies 1500.00 Site Discretionary 4000-4999: Books And Supplies
4.6	Awards and recognition	All students	2000.00 LCFF Supplemental 4000-4999: Books And Supplies
4.7	Student engagement activities/assemblies	All students	2000.00 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures

			2000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures
4.8	Materials and supplies to support all aspects of the school program	All students	3680.00 Site Discretionary 4000-4999: Books And Supplies 1890.00 Prop 28 4000-4999: Books And Supplies

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.

Intervention services to students was limited to Literacy Support Team for grades K-2 and two after school reading clubs in 2nd grade.

Students in grades 3-5 engaged in analyzing their Renaissance STAR Assessment scores and goal setting for this which increased effort and scores on the assessment for many students.

Recognition of students' performance on Renaissance STAR Assessment and SBAC occurred as evening events in hopes of increasing attendance.

A Family Math Festival (for students and families) and a Family Literacy and STEAM Night were combined this year.

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

Intervention services to students was limited to Literacy Support Team for grades K-2 and one after school reading club in 2nd grade. Laurel continued implementing UFLI Foundations, a foundational reading components curricula for grades K-2, during the 2025-26 school year which was supported by the District and County Office of Education.

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

Laurel continues to need to determine means to intervene for students who are not reaching benchmarks in both English Language Arts and Mathematics. In 2025-26, Laurel began the implementation of a Spanish Dual Immersion Program in TK and Kindergarten, and will expand by 3 classes next year. Additional resources will be needed to support the program.

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	\$66,629.40
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$21,936.00

Subtotal of additional federal funds included for this school: \$21,936.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$33,623.40
Prop 28	\$1,890.00
Site Discretionary	\$9,180.00

Subtotal of state or local funds included for this school: \$44,693.40

Total of federal, state, and/or local funds for this school: \$66,629.40

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
Title I	\$21,936.00	0.00
LCFF Supplemental	\$33,623.40	0.00
Site Discretionary	\$9,180.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	33,623.40
Prop 28	1,890.00
Site Discretionary	9,180.00
Title I	21,936.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,065.66
2000-2999: Classified Personnel Salaries	5,407.74
4000-4999: Books And Supplies	28,020.00
5000-5999: Services And Other Operating Expenditures	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	13,936.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10,065.66
2000-2999: Classified Personnel Salaries	LCFF Supplemental	4,407.74
4000-4999: Books And Supplies	LCFF Supplemental	13,950.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	5,000.00

4000-4999: Books And Supplies	Prop 28	1,890.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	500.00
4000-4999: Books And Supplies	Site Discretionary	7,180.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Discretionary	500.00
1000-1999: Certificated Personnel Salaries	Title I	7,500.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,436.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,400.00
Goal 2	10,156.00
Goal 3	13,730.00
Goal 4	33,343.40

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Dave Hobson	Principal
Lisa Odom	Classroom Teacher
Meagan Casey	Classroom Teacher
Shauna Rowland	Classroom Teacher
Debra Oseguera	Parent or Community Member
Carlos Agurto	Parent or Community Member
Janae Ray	Parent or Community Member
Sofia Shaffer	Parent or Community Member
Maria Williams	Parent or Community Member
Vacant - Attempting to Fill	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:



Principal, Dave Hobson on May 19, 2026

SSC Chairperson, Sofia Shaffer, chairperson on May 19, 2026

Instructions

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

Updated by the California Department of Education, October 2023