School Year:     **2025-26**

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Lawrence Elementary School | 39685856042147 | April 25, 2025 | |

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

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

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

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

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

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

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# Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.

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

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

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

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 26 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

# 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 only.

# 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.

A comprehensive review of the 2024 California School Dashboard and local assessment data has identified several areas in need of significant improvement. This analysis focuses on state performance indicators in the Orange or Red performance levels, as well as performance gaps among student groups.

English Language Arts (ELA) – All Students
Dashboard Performance Level: Orange
Distance from Standard: 60 points below standard
Identified Need: Students in the All Students group are not meeting grade-level expectations in ELA, as indicated by both Dashboard and local assessment data.
Steps Taken to Address Need:
* Implemented targeted literacy interventions aligned with foundational and grade-level standards.
* Expanded Tier 2 and Tier 3 supports, including push-in and pull-out services.
* Provided ongoing professional development focused on evidence-based literacy practices, teacher clarity, and formative assessment strategies.
* Increased teacher collaboration through PLCs to analyze student work and refine instruction.

Suspension Rate – All Students

Dashboard Performance Level: Orange
Current Rate: 3.8% of students suspended at least one day
Change from Previous Year: Increase of 1.6%
Identified Need: A rising suspension rate indicates the need for stronger systems of behavioral support and school-wide consistency in expectations.
Steps Taken to Address Need:
* Strengthened implementation of PBIS strategies across all grade levels.
* Established Behavioral Support Teams (BST) to review data and provide early intervention for at-risk students.
* Increased access to school counseling services and integrated Social-Emotional Learning (SEL) into classroom instruction.
* Provided professional development on trauma-informed practices and restorative approaches.

Mathematics – All Students
Dashboard Performance Level: Orange
Identified Need: Students are underperforming in mathematics, with scores below standard across grade levels.
Steps Taken to Address Need:
* Implemented math intervention blocks focused on number sense and conceptual understanding.
* Increased the use of common formative assessments to guide instruction and monitor progress.
* Provided targeted support through Math Teachers on Special Assignment (TOSAs) who collaborate with grade-level teams.
* Aligned Tier 1 instruction with adopted curriculum and provided Tier 2 and Tier 3 supports during the instructional day.

Other Dashboard Indicators:
Chronic Absenteeism: Yellow
Chronic absenteeism is an ongoing concern and will continue to be monitored through attendance data and outreach systems.

English Learner Progress: Green
English Learner Progress is a relative strength and reflects the success of designated and integrated ELD instruction across grade levels.

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
All Students: Orange
English Learners: Red
Students with Disabilities: Red

Mathematics
All Students: Orange
Students with Disabilities: Red

Suspension Rate
All Students: Orange
White Students: Red

Chronic Absenteeism
All Students: Yellow
Student Groups Two or More Levels Below:
White Students: Red (Two levels below)

Next Steps
The performance gaps listed above highlight the need for targeted support and focused intervention strategies for English Learners, Students with Disabilities, and White students. Actions will include:
* Strengthening Tier 2 and Tier 3 academic and behavioral supports.
* Providing professional development in differentiated instruction and MTSS

Using disaggregated data during data conferences and SST meetings to ensure targeted progress monitoring for underperforming groups.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

K-2 DIBELS Assessment
2nd-6th Grade STAR Reading Assessment
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data. The ELA, Mathematics, & Science indicators not met for the 2024-2025 school year are
1st Grade ELA (Dibels Data)
Grades 3-6 ELA (iReady Overall Diagnostic Data)
3rd Grade Math (CAASPP Data)
4th Grade Math (iReady Diagnostic Data)
1st GradeMath (iReady Diagnostic Data)

In addition, we have identified notable performance gaps among:
CA Dashboard ELA Performance Declined (Yellow -> Orange, 54.4 -> 60 points below standard)
2024 CA Dashboard: ELA The ALL student group as demonstrated on the 2024 CA Dashboard report scored: 60 points (below) standard. ALL student group is (orange)

CA Dashboard Math Performance Dropped (Yellow -> Orange, 78.9 -> 78.1 points below standard)
2024 CA Dashboard: Math The ALL student group as demonstrated on the 2024 CA Dashboard report scored: 78.1points below standard. ALL student group is (orange)

According to the CA Dashboard, Lawrence's performance indicator for "Chronic Absenteeism" has a performance color/indicator of (yellow) with 30.3% of our students chronically absent. ALL Student Group (yellow) with 30.3% of students chronically absent. Which is a decrease of 4.7% compared to 23/24 data.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
The 2023-2024 3rd - 6th CAASPP ELA Assessment
The 2024 California Dashboard: ELA
The 2024-2025 2nd-6th iReady MOY ELA Assessment
The 2024-2025 K-2 MOY DIBELS Assessment
The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
The 2023-2024 3rd-6th CAASPP Math Assessment
The 2024 California Dashboard: Mathematics
The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
The 2023-2024 California Science Test (CAST)
The 2024 California Dashboard: Science
The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

# Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
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| K-2 DIBELS Assessment | During the 2024-2025 school year, 48% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br><br>During the 2024-2025 school year, 59% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. | During the 2025-2026 school year, 53% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br><br>During the 2025-2026 school year, 64% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. |
| California Dashboard: ELA | All Students were orange on the 2024 California Dashboard.  This was 60 points below standard.<br><br>English Learners were red on the 2024 California Dashboard.  This was 75.1 points below standard. | All Students will perform yellow, which is a decrease of 3 or more points below standard on the 2025 California Dashboard.<br><br>English Learner Students will perform orange, which is 72.1 points below standard on the 2025 California Dashboard. |
| 3rd-6th Grade CAASPP English Language Arts | During the 2023-2024 school year, 28.68 % of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.<br><br>During the 2023-2024 school year, 12.82% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA. | During the 2025-2026 school year, 33.5% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.<br><br>During the 2025-2026 school year, 17.82% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. |
| 2nd-6th iReady MOY ELA Assessment | During the 2024-2025 school year, 22% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br><br>During the 2024-2025 school year, 21% of 3rd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. | During the 2025-2026 school year, 27% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br><br>During the 2025-2026 school year, 26% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. |
| 3rd-6th Grade CAASPP Mathematics | During the 2023-2024 school year, 18.75% of  3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.<br><br>During the 2023-2024 school year, 8.97 % of 3rd-6th grade English Learner students met or exceeded standards on | During the 2024-2025 school year, 23.75% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.<br><br>During the 2024-2025 school year, 13.97% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. |

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| | CAASPP/SBAC Assessments in Mathematics. | |
| K-6 iReady MOY Mathematics Assessment | During the 2024-2025 school year, 16.28% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.<br><br>During the 2024-2025 school year, 16% of K-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. | During the 2025-2026 school year, 21% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.<br><br>During the 2025-2026 school year, 21% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. |
| California Dashboard: Mathematics | All Students were orange on the 2024 California Dashboard for Mathematics. This was 78.1 points below standard.<br><br>English Learners were orange on the 2024 California Dashboard for Mathematics.  This was 93.5 points below standard. | All Students will perform yellow and at/above 75.1 points above/below standard on the 2025 California Dashboard for Mathematics.<br><br>English Learners will perform yellow and at/above 90.1 points below standard on the 2025 California Dashboard for Mathematics. |
| 5th Grade California Science Test CAST | During the 2023-2024 school year, 17.39% of  5th grade students met or exceeded standards on CAST Assessment in Science.<br><br>During the 2023-2024 school year, 2.5% of  5th grade English Learner students met or exceeded standards on CAST Assessment in Science. | During the 2024-2025 school year, 22.39% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.<br><br>During the 2024-2025 school year, 7.5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science. |
| California Dashboard: Science | All Students: No Performance Color in 2024<br>This was 22.2 points above/below standard.<br><br>English Learners: No Performance Color in 2024.<br>This was 24.4 points above/below standard. | All Students will perform yellow and at/above 17 points below standard on the 2025 California Dashboard for Science.<br><br>English Learners will perform yellow and at/above 19 points below standard on the 2025 California Dashboard for Science. |
| California Dashboard: English Learner Progress Indicator | 50.7% (green) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. | 60.7% (blue) will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
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| 1.1 | District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. | All Students | $0<br>Central Title I<br>1900 Other Cert Salaries<br>District Funded ELA TOSA |
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| 1.2 | MTSS Data Conferences and Analysis<br><br>Provide release time for teachers to:<br>* Analyze universal screeners and state/local data to identify trends and areas for improvement.<br>* Collaborate, plan, and respond with best practices.<br>* Foster collaboration among teachers to develop targeted intervention strategies.<br>* Tailor instructional practices based on data insights to address diverse student needs.<br>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-<br>tiered approach while considering the whole child.<br>* Use Data Collection Sheets to track individual student progress.<br>* Evaluate intervention effectiveness and instructional strategies for continuous improvement. | All Students | $12,600<br>Title I<br>1150 Teacher Sub<br>Subs for MTSS Data Conferences<br>$3,148<br>Title I<br>3000 Benefits<br>Sub Benefits<br>$650<br>Title I<br>1150 Teacher Sub<br>Teacher Sub for Testing<br>$163<br>Title I<br>3000 Benefits<br>Sub Benefits for testing |
| 1.3 | Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs<br><br>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.<br><br>Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines. | All Students | $18,000<br>Title I<br>1150 Teacher Sub<br>Certificated Subs for VL and PLC PD<br>$4,488<br>Title I<br>3000 Benefits<br>Benefits for Certificated Subs for VL and PLC PD<br>$12,000<br>Title I<br>5220 Conference<br>Instructional Strategies Conferences<br>$10,000<br>Title I<br>5800 Prof and Operating/Consultants<br>Professional Development |
| 1.4 | Supplemental Resources to Support Implementation of AVID and Visible Learning<br><br>Purchase supplemental instructional resources and materials that support the implementation of AVID | All Students | $10,947<br>Title I<br>4300 Materials<br>Supplemental Resources for AVID and VL |

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| | strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment. | | | $1,000 Title I 5715 Print Shop Duplicating $500 Title I 4328 Warehouse Supplies Supplemental Copy Paper $3,000 Title I 5800 Prof and Operating/Consultants Student Planners |
| 1.5 | ELD Instruction and Support for English Learners English Learners will receive 30 minutes of designated ELD instruction daily, delivered consistently by classroom teachers to ensure access to academic language development aligned with the ELD standards. To strengthen implementation, District ELD Coaches will provide ongoing support and modeling for classroom teachers to enhance instructional practices for EL students. Additionally, Bilingual Para-educators, certificated staff, and classified support staff will work collaboratively to provide targeted instructional support within the core curriculum, ensuring that identified EL students receive differentiated instruction and scaffolds to access grade-level content more consistently. Language Power! Supplemental Resources | English Learners | | $0 LCFF 1900 Other Cert Salaries ELD Coach $0 LCFF Bilingual ParaProfessional $12,000 Title I 4300 Materials Language Power! $1,000 Title I 2120 Para Temp Bilingual Para Support for Home/School Communication $396 Title I 3000 Benefits Benefits for Bilingual Para Support for Home/School Communication |
| 1.6 | Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components. Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. | All Students | | $1,500 Title I 5800 Prof and Operating/Consultants Assemblies |

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| | Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.

Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.

Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.

Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.

Providing classified support for students and families to support the learning environment and staff support. In additional to the additional adult support, this will also help provide needed translations for events. | | |
| **1.7** | Study Trips Supplementing Grade-Level Core Curriculum:Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences.

The following activities outline the framework for these study trips:

Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.

Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.

Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.
Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by | All Students | $15,000
Title I
5872 Field Trips
Entrance Fees and Charter Bus Transportation
$500
Title I
5712 Transportation
LodiUSD Bus Transportation |

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| | exploring how different subject areas intersect in real-life settings.<br><br>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.<br>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.<br><br>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts. | | |
| 1.8 | Technology Supporting Core Instruction:<br><br>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.<br><br>Technology needs include:<br>Earbuds<br>Headsets (with or without mic)<br>Extension Cords<br>Charging Stations<br>Laptops<br>Student Chromebooks<br>Supplemental Curriculum<br>Supplemental Program Licenses<br><br>Technology Licenses will support Title 1 schools by providing access to educational software, personalized learning opportunities, digital literacy skills development, equity and access to technology, and support for remote learning. These resources will help enhance teaching and learning experiences, improve student outcomes and promote educational equity. | All | $2,500<br>Title I<br>4375 Technology (under $500)<br>Headphones, Earbuds (Technology)<br>$2,500<br>Title I<br>5875 Technology Licenses<br>Technology Licenses |
| 1.9 | Additional half-time (.5 FTE) site TOSA to focus on Math Intervention<br><br>Modeling Lessons and Small Group Instruction<br>Collaboration/Scheduling/Planning<br>Assessment Support | All | $36,779<br>Title I<br>1920 Other Cert Temp<br>.5 FTE Math TOSA<br>$15,021<br>Title I<br>3000 Benefits<br>.5 FTE Math TOSA Benefits |
| 1.10 | Supplemental Teacher Resources to Support MTSS and Core Instruction<br><br>Equip teachers with evidence-based instructional resources and programs to target specific reading skill gaps identified through ongoing progress monitoring. Professional development on effective | All | $2,000<br>Title I<br>4300 Materials<br>ELA and Math Resources |

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| integration of these resources within the MTSS framework will also be provided to maximize student growth. | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| K-2 DIBELS Assessment | During the 2024-2025 school year, 46.6% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br>Grade K- 35%<br>Grade 1- 48%<br>Grade 2- 57% | During the 2024-2025 school year, 48% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br>Grade K- 49%<br>Grade 1- 37%<br>Grade 2- 58% |
| California Dashboard: ELA | The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.<br><br>The performance color for the ALL student group will move from yellow to green. | All Students performed orange on the 2024 California Dashboard. |
| 2nd-6th iReady MOY ELA Assessment | During the 2024-2025 school year, 31% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br>Grade 2- 55%<br>Grade 3- 36%<br>Grade 4- 29%<br>Grade 5- 24%<br>Grade 6- 33% | During the 2024-2025 school year, 22% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA<br><br>Grade 3- 30%<br>Grade 4- 14%<br>Grade 5- 25%<br>Grade 6- 20% |
| 3rd-6th Grade CAASPP English Language Arts | During the 2023-2024 school year, 31.33% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.<br>Grade 3- 33.57%<br>Grade 4- 28.29%<br>Grade 5- 33.75%<br>Grade 6- 30% | During the 2023-2024 school year, 28.68% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.<br>Data by grade level:<br>Grade 3- 12.17%<br>Grade 4- 30.91%<br>Grade 5- 31.88%<br>Grade 6- 40.54% |
| 3-6 MOY STAR Scale | During the 2024-2025 school year, 20% of 3rd-6th grade students will score proficient on the Middle of the Year STAR Scale Score. | During the 2024-2025 school year, 33.25% of 3rd-6th grade students scored proficient on the Middle of the Year STAR Scale |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| | Grade 3- 48%<br>Grade 4- 48%<br>Grade 5- 39%<br>Grade 6- 45% | Grade 3- 29%<br>Grade 4- 24%<br>Grade 5- 47%<br>Grade 6- 33% |
| CA Dashboard: Mathematics | The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.<br><br>The performance color for the ALL student group will move from yellow to green. | All Students performed orange on the 2024 California Dashboard. |
| K-6th iReady MOY Mathematics Assessment | During the 2024-25 school year, 20% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.<br>Grade K-22%<br>Grade 1- 18%<br>Grade 2- 7%<br>Grade 3- 14%<br>Grade 4- 24%<br>Grade 5- 25%<br>Grade 6- 30% | During the 2024-25 school year, 16.28% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.<br>Grade K-24%<br>Grade 1- 2%<br>Grade 2- 7%<br>Grade 3- 9%<br>Grade 4- 12%<br>Grade 5- 30%<br>Grade 6- 30% |
| 3rd- 6th Grade CAASPP Mathematics | During the 2023-24 school year, 22.14% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.<br>Grade 3- 33.57%<br>Grade 4- 18.89%<br>Grade 5- 18.75%<br>Grade 6- 20.28% | During the 2023-24 school year, 18.75% of 3rd-6th grade students met or exceeded the standards on CAASPP/SBAC Assessments in Math.<br>Grade 3- 13.51%<br>Grade 4- 25.45%<br>Grade 5- 15.95%<br>Grade 6- 21.62% |
| CA Dashboard: English Learner Progress Indicator | 43.5% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard. | 50.7% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. |
| Professional Development Trainings, Meetings, and PLCs | 95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets | 95% of Certificated Staff attended all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets |

# Analysis

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

Goal 1: English Language Arts (ELA)
Implementation: The school implemented a robust literacy support system including an ELA TOSA, intervention teacher, MTSS data conferences, after-school interventions, and access to supplemental materials and professional development.
Effectiveness: Primary grade growth in DIBELS—especially in Kindergarten and 2nd grade—demonstrates effective early literacy strategies. 6th grade CAASPP growth highlights success in upper-grade comprehension strategies. However, declines in 1st grade DIBELS and 3rd grade CAASPP and iReady scores indicate a need for intensified foundational skill instruction and stronger comprehension support. Overall Dashboard decline reflects inconsistent standards alignment across grade levels.
Summary: Strong early literacy gains are evident, but upper-grade comprehension and standards alignment require focused improvement.

Goal 2: Math
Implementation: Strategies included support from a Math TOSA, MTSS-aligned instruction, STEAM integration, and professional learning with an emphasis on technology and hands-on instruction.
Effectiveness: Gains in CAASPP scores for 4th and 6th grades and iReady growth in K, 5th, and 6th grades point to effective upper-grade supports. However, major declines in 1st, 2nd, and 3rd grades show early numeracy gaps and inconsistent skill progression.
Summary: Upper-grade instruction shows progress, but early grade math requires stronger scaffolding and foundational skill support.

Goal 3: English Learners (ELs)
Implementation: Strategies included ELD coaching, structured language support, supplemental materials, and progress monitoring via MTSS.
Effectiveness: Overall ELPAC progress improved, and more students are reaching the "Moderately Developed" stage. However, minimal gains in the "Well Developed" group and a plateau of intermediate students suggest the need for more rigorous academic language instruction and targeted writing support.
Summary: Language development strategies are helping students progress, but additional scaffolding and structured instruction are needed to advance students to full proficiency.

Overall Reflections & Recommendations:
Across all goals, strategies are well-resourced and systematically implemented through MTSS and data conferencing. Gains tend to be grade-specific, suggesting a need for tighter vertical alignment and curriculum consistency. Foundational skills are strong in early grades, while upper-grade performance reflects previous learning gaps. Additional focus on academic language, structured writing, math fluency, and clear instructional goals (e.g., through Visible Learning and Teacher Clarity) is recommended to address inconsistencies and elevate all student groups.

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

To evaluate the major differences between the intended implementation and the budgeted expenditures to meet the articulated goals, we need to consider both the alignment of resources with strategies and any discrepancies in actual vs. planned allocation of funds, materials, or staff support. Based on the provided data, here's an analysis:

Goal 1: English Language Arts (ELA)
Summary of Differences:
While funding was appropriately allocated toward staffing (ELA TOSA, Intervention Teacher via grant), professional development, and updated library materials, discrepancies emerged in the impact on student achievement. Early literacy outcomes in 1st grade and comprehension in 3rd grade did not reflect the intended support, suggesting possible underinvestment in phonemic awareness and decoding interventions. Additionally, the transition to STAR assessments may have lacked sufficient teacher training or alignment, affecting student performance despite resource availability.

Goal 2: Math
Summary of Differences:
Budget allocations emphasized STEAM materials and support for upper-grade math (especially 4th and 6th), aligning with improvements seen in those grades. However, early grade data (1st–3rd) revealed continued numeracy challenges, indicating that foundational math instruction was under-supported relative to need. Technology and hands-on resources may have been prioritized over essential early intervention strategies like number sense, fact fluency, and scaffolded instruction.

Goal 3: English Learners (ELs)
Summary of Differences:
Funding was used to provide supplemental materials and professional learning aligned to ELD goals. However, minimal growth in students reaching full proficiency and the stagnation of intermediate ELs highlight a need for increased investment in writing-focused supports and academic language development. Expenditures may not have sufficiently addressed the scaffolds required for students to advance beyond moderate proficiency levels.

Overall Recommendation:
To ensure better alignment between intended strategies and expenditures, future budgets should prioritize early intervention in both literacy and numeracy, and increase targeted academic language and writing supports for ELs. A more strategic use of assessment data should inform spending decisions to close instructional and achievement gaps across all student groups.

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.

English Language Arts (ELA):
Strategies/Activities: Increased focus on early literacy for 1st and 3rd grade through enhanced phonemic awareness and decoding supports (e.g., SIPPS, Heggerty). Teacher PD will address alignment with the STAR assessment. Technology and supplemental materials will be better aligned to student needs.
Annual Outcomes & Metrics: Set a 5% growth target in 1st grade DIBELS (37% ? 42%), CAASPP 3rd grade ELA (12.17% ? 20%), and iReady proficiency in grades 3–6.

Math:
Strategies/Activities: Expanded early numeracy supports in grades K–2 with emphasis on place value, number sense, and hands-on learning (tutoring funded via object code 1120). Strengthened instruction in problem-solving and fractions in grades 3 and 4, supported by PD and collaborative planning.
Annual Outcomes & Metrics: Target a 5% increase in iReady scores for grades 1–2; recover 3rd grade CAASPP math scores to 20%; improve MOY iReady math scores by 5% across all grades.

English Learners (EL):
Strategies/Activities: Focused writing and academic language development for grades 4–6. Increased small-group, differentiated instruction for students in the "Beginning" and "Somewhat Developed" ELPAC levels.
Annual Outcomes & Metrics: Goal to increase "Well Developed" ELPAC scores by 3%; track progression out of early development stages.

Modifications to all three focus areas aim to address identified academic gaps through targeted instruction, professional development, and refined outcome metrics. Emphasis is placed on foundational literacy and numeracy, assessment alignment, and differentiated EL supports. These changes are reflected in the revised SPSA action plans and corresponding resource allocations.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

> Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among ALL student groups according to the CA Dashboard.
>
> According to the CA Dashboard, Lawrence's performance indicator for "Chronic Absenteeism" has a performance color/indicator of (yellow) with 30.3% of our students chronically absent. ALL Student Group (yellow) with 30.3% of students chronically absent. Which is a decrease of 4.7% compared to 23/24 data. Also, Lawrence's performance indicator for Suspension Rates has a performance color of orange with 3.8% of our students being suspended at least one day which is a 1.6% increase from last years data.
>
> To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
|  |  |  |
| CA Dashboard - Chronic Absenteeism | ALL Student Group (yellow) with 30.3% of students chronically absent. Which is a (decrease) of 4.7%. | ALL Student group will go from yellow to green with 20.3% of students chronically absent. |
| CA Dashboard - Suspension Rate | ALL Student Group (orange) with 3.8% suspended at least one day. Which is an (increase) of 1.5%. | ALL Student group will go from orange to yellow with 3% suspended at least one day. Which is a decrease of .8. |
| Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity | 2024-2025 Local Data: Tier 1 TFI Score 93.3% Tier 2 TFI Score 100% Tier 3 TFI Score 100% | Goal: 2025-2026 Local Data: Tier 1 TFI Score 96.67% Tier 2 TFI Score 100% Tier 3 TFI Score 100% |
| PBIS Recognition | Platinum for the 2024-2025 School Year | Platinum for the 2025-2026 School Year |

| Panorama Survey | Panorama Student Survey Winter 2025<br><br>Results Grades 3-5<br>Emotion Regulation - 41%<br>Challenging Feelings - 48%<br>Self-Efficacy (new goal) - 40%<br><br>Results Grade 6<br>Emotion Regulation - 38%<br>Self-Efficacy - 41% | Goal:<br>Panorama Student Survey Winter 2026<br><br>Results Grades 3-5<br>Emotion Regulation - 46%<br>Challenging Feelings - 53%<br>Self-Efficacy (new goal) - 45%<br><br>Results Grade 6<br>Emotion Regulation - 43%<br>Self-Efficacy - 46% |
|---|---|---|

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
|  |  |  |  |
| 2.1 | Positive Behavioral Intervention and Supports Collaboration<br><br>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies.  Some key activities that may occur during PBIS collaboration time include:<br><br>Leadership and Coordination:<br>Lead the implementation of PBIS within the school.<br>Coordinate efforts across the school community including administrators, teachers, staff, students, and families.<br>Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.<br><br>Data Collection and Analysis:<br>Collect and analyze behavior data to identify trends and areas of concern.<br>Use data to make informed decisions about interventions and supports.<br>Monitor the effectiveness of PBIS strategies and interventions over time.<br><br>Developing and Implementing PBIS Systems:<br>Establish clear behavioral expectations (behavioral matrix) for all areas of the school.<br>Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.<br>Design and implement proactive strategies to prevent challenging behaviors.<br><br>Training and Professional Development:<br>Provide training to staff on PBIS principles, strategies, and practices.<br>Support staff in implementing PBIS strategies in their classrooms and across the school environment. |  | $3,000<br>Title I<br>1120 Teacher Temp Certificated PBIS Time Cards<br>$758<br>Title I<br>3000 Benefits<br>Benefits for Certificated PBIS Time Cards |

| | | | | |
|---|---|---|---|---|
| | Collaborate with outside experts and resources to improve staff training.<br><br>Supporting Staff and Students:<br>Offer guidance and resources to teachers and staff for implementing behavior interventions.<br>Provide direct support and guidance to students who require additional behavioral support.<br>Foster a positive and inclusive school culture through PBIS initiatives.<br><br>Family and Community Engagement:<br>Involve families in PBIS activities and initiatives.<br>Communicate PBIS principles and expectations to families and gather their input and support.<br>Collaborate with community organizations<br><br>Evaluation and Continuous Improvement:<br>Regularly evaluate the effectiveness of PBIS practices and interventions.<br>Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.<br>Ensure ongoing fidelity and sustainability of PBIS implementation.<br><br>(Note:  All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion.  This documentation must be kept at the site and readily accessible for program monitoring.) | | | |
| 2.2 | Assemblies to support the school's curriculum and culture.<br><br>The assemblies should include one or more of the following components;<br>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.<br><br>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.<br>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.<br><br>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. | | | $0<br>LCFF<br>5800 Prof and<br>Operating/Consultants |

| | Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.<br><br>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.<br><br>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. | | |
|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| CA Dashboard - Chronic Absenteeism | ALL Student group will go from Yellow to Yellow with 30% of students chronically absent, which is a decrease of 5%. | All Students | Lawrence Elementary (Lodi Unified)<br>Declined Significantly by -4.6 to 30.3% (169/557)<br>achieving a Performance Level Color of Yellow |
| CA Dashboard - Suspension Rate | ALL Student group will go from Orange to Yellow with 1.2% suspended at least one day, which is a decrease of 1%. | All Students | Lawrence Elementary (Lodi Unified)<br>Increased by +1.5 to 3.8% (22/583)<br>achieving a Performance Level Color of Orange<br>and a Status of High. |
| PBIS Implementation Fidelity | 2024-2025 Local Data:<br>Tier 1 TFI Score 100%<br>Tier 2 TFI Score 100%<br>Tier 3 TFI Score 100% | 2024-2025 Local Data:<br>Tier 1 TFI Score 100%<br>Tier 2 TIF Score 100%<br>Tier 3 TIF Score 97.06% |
| PBIS Recognition | Continued Platinum for the 2024-2025 School Year | Goal: 25/26 Platinum Recognition. |
| Panorama Survey | Panorama Student Survey Winter 2025<br>Results Grades 3-5<br>Emotion Regulation - 48%<br>Challenging Feelings - 52%<br>Results Grade 6<br>Emotion Regulation - 39%<br>Self-Efficacy - 48% | Panorama Student Survey Winter 2026<br><br>Results Grades 3-5<br>Emotion Regulation - 46%<br>Challenging Feelings - 53%<br>Self-Efficacy (new goal) - 45% |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| | | Results Grade 6<br>Emotion Regulation - 43%<br>Self-Efficacy - 46% |

# Analysis

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

The SEL (Social-Emotional Learning) strategies implemented over the past two years have focused on improving chronic absenteeism, reducing suspension rates, and strengthening the Positive Behavioral Interventions and Supports (PBIS) framework. Notably, chronic absenteeism improved from 35% in the 2023–2024 school year to 30.3% in 2024–2025, indicating progress. This improvement is likely due to enhanced school climate initiatives, SEL programs, and increased family outreach. However, absenteeism remains a significant challenge, suggesting the need for more targeted support, such as mentoring and personalized outreach for high-risk students.

In contrast, suspension rates increased from 2.2% to 3.8% over the same period, signaling that current SEL interventions may not be adequately addressing the root causes of student behavior. While PBIS has been implemented with high fidelity across all tiers (Tier 1 at 93.3%, and Tiers 2 and 3 at 100%) and recognized with Platinum status for two consecutive years, the rise in suspensions highlights the need for more individualized behavioral supports. Enhancing restorative practices, increasing counseling support, and refining PBIS to include more preventative, behavior-specific SEL strategies are recommended next steps.

Panorama Survey results provided insight into students' emotional regulation, ability to manage challenging feelings, and self-efficacy. While there were slight improvements in managing challenging feelings, emotion regulation and self-efficacy either stagnated or declined—particularly among students in grades 3–5 and 6. These results suggest students are still struggling with self-regulation and confidence, which may contribute to behavior challenges. To address this, incorporating targeted SEL curricula focused on emotional regulation and promoting activities that build self-efficacy, such as goal-setting and mindfulness, is recommended.

Overall, while the SEL efforts have led to some positive outcomes, particularly in PBIS implementation and reductions in absenteeism, there is a clear need to strengthen individualized interventions. Focusing on emotional regulation, restorative practices, and proactive behavioral supports—especially for older students—will be essential in refining the SEL action plan moving forward.

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

The SEL implementation at Lawrence was designed to address key areas such as chronic absenteeism, suspension rates, emotional well-being, and overall school climate through strategic interventions and budgeted supports. To reduce chronic absenteeism, efforts focused on improving school climate, implementing SEL programming, and strengthening family outreach, aiming to address social-emotional barriers like isolation, disengagement, and academic struggles. In terms of suspension rates, the plan emphasized proactive behavioral supports, PBIS, and restorative practices. Despite high-fidelity implementation of PBIS and investment in staff training, behavioral specialists, and mental health supports, suspension rates increased—suggesting a need for more individualized behavioral interventions.

The PBIS framework was successfully rolled out across all tiers with a goal of establishing consistent behavior expectations and targeted supports for at-risk students. Budgeted resources included staff training, behavior management tools, and incentive programs, all at no cost to the site. SEL efforts also utilized Panorama Survey data to gauge progress in emotional regulation, self-efficacy, and managing challenging feelings. While minor improvements were noted in emotion regulation and managing difficult emotions, self-efficacy—particularly among 6th graders—remains an area for growth. Investments in SEL curricula, counseling, and peer support were made to support these goals.

Restorative practices were also a key component, with funds allocated for programs, staff training, and peer mediation. However, the continued rise in suspensions indicates that these practices require further strengthening to be more impactful. Overall, while the intended implementations were well-structured and financially supported, some outcomes highlight the need for deeper, more targeted interventions to better meet student behavioral and emotional needs.

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

Based on recent data analysis, several adjustments will be made to the SEL (Social-Emotional Learning) goal to improve its alignment with student needs and increase overall effectiveness. A key change involves enhancing the integration of restorative practices throughout the school culture in response to rising suspension rates. This will include increased staff training, student-led restorative circles, and peer mediation programs to proactively address behavioral issues. Grade 6 will receive more targeted SEL interventions, as data shows these students struggle more with emotion regulation and self-efficacy. Similarly, individualized behavioral supports will be expanded, including the assignment of mentors or specialists to students at risk of chronic absenteeism or suspension.

The plan also emphasizes increasing family and community engagement to address chronic absenteeism through consistent communication, home visits, and partnerships with local organizations. Emotional regulation and self-efficacy will continue to be focal points, with more intensive support for students in grades 3–6 and increased opportunities to build these skills through SEL activities and goal-setting. In the early grades (K–2), foundational SEL skills will be strengthened through role-playing and interactive games designed to build emotional awareness and self-regulation.

These revisions reflect a more data-informed approach, focusing on preventative and personalized strategies to improve student outcomes. The updated plan will include refined metrics to measure progress and ensure that interventions are effectively supporting student success across all grade levels.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Based on the findings from the Lawrence Elementary Comprehensive Needs Assessment, here is a refined and data-aligned statement of identified need for parent involvement:

Identified Need: Strengthen parent involvement by implementing a structured communication and engagement plan that promotes consistent updates, increases parent-teacher collaboration, and expands meaningful opportunities for families to participate in both student learning and school decision-making processes.

Justification from CNA:

While 72% of survey respondents noted high attendance at parent–teacher conferences, and the school community values family engagement, 78% indicated that family visitors are welcomed but not regularly involved in promoting student learning.

The CNA highlights that stakeholder input is solicited but underutilized, as indicated by lower scores in the Culture Shift domain (4.2) for acting on stakeholder input.

The school has set long-term goals to build and strengthen relationships with local organizations, suggesting a readiness to deepen partnerships beyond events and conferences?Lawrence Elementary.

This need aligns with Domain 4.3 of the Four Domains Framework: Engage students and families in pursuing education goals, and can be addressed by ensuring parents are more actively involved in the instructional and improvement planning processes—not just school events.

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Parent Participation Rate in Academic Events and Conferences<br><br>Percentage of parents/guardians who attend academic-focused events, such as parent–teacher conferences, academic nights, or workshops. | Social Media Safety Parent Presentation, 4/10/2025: 29 parents = 5.37%<br>Spring Academic Awards Assembly, 3/4/25: 40 parents = 7.41%<br>Back to School Night, 8/7/24 : 191 parents = 35.37%<br><br>Average = 16.05% | During the 2025-2026 school year, 25% of parents on average will attend Academic Events and Conferences. |
| Frequency and Reach of Two-Way Communication with Families<br><br>Percentage of families engaged in two-way communication with teachers or school staff at least once per trimester, documented through communication logs, ClassDojo, Remind, or email. | New Metric | At least 75% of families receive and respond to school-initiated communication each semester |
| Parent Feedback and Engagement in Decision-Making Processes<br><br>Percentage of parents participating in school surveys, focus groups, or advisory committees (e.g., School Site Council, ELAC), and reporting that their input is valued. | New Metric | At least 75% of survey respondents report that they feel their input is used to guide school decisions, with participation increasing year over 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 |
|---|---|---|---|
| | | | |
| 3.1 | School-Community Organized Events/Activities<br><br>Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community. | All Students | $500<br>Title I: Parent Involvement 4325 Food For Meetings Open P.O. for light refreshments<br>$2,000<br>Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting Vendor |
| 3.2 | Communication<br><br>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about | | $1,791<br>Title I: Parent Involvement 5875 Technology Licenses Remind App |

| | students' individual needs and achievements to ensure they receive the best support. | | |
|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Chronic Absenteeism Rate | Goal- 5% decrease: CA Dashboard performance color/indicator - Yellow with 30% of our students chronically absent. | According to the CA Dashboard, Lawrence's performance indicator for "Chronic Absenteeism" has a performance color/indicator of (yellow) with 30.3% of our students chronically absent Which is a decrease of 4.7%. |
| Parent Contact Information: Parent to complete Aeries Online Data Confirmation to ensure updated contact information which will be utilized for District/Site Communication via Black Board. | For the 24/25 school year, 77% of our families will complete their Aries online Data Confirmation to ensure updated contact information. | For the 24/25 school year 389/539 = 72.17% of Lawrence students had Data Confirmation completed by a parent/guardian resulting in no change (+/-) in data year over year. |

# Analysis

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

During the 2023–24 school year, Lawrence Elementary saw a decrease in chronic absenteeism from 35% to 30.3%, maintaining a yellow performance indicator on the CA Dashboard. This suggests modest progress as a result of targeted strategies such as increased family outreach, improved student engagement programs, and consistent attendance monitoring. However, the yellow rating highlights ongoing challenges, and additional support—especially for high-risk students or families facing barriers—may be necessary to drive more significant improvement.

In terms of parent/guardian data confirmation, participation remained steady at about 72% across both 2023–24 and 2024–25. The school implemented multiple strategies including reminders and in-person outreach, which helped maintain engagement but did not lead to increased participation. To improve this metric, new approaches such as personalized communication, online support sessions, or participation incentives may be beneficial.

Overall, while some strategies have been effective in stabilizing performance, both areas—chronic absenteeism and parent data confirmation—would benefit from more targeted, innovative efforts to deepen impact and promote stronger school-family connections.

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

At Lawrence, we set a threshold of $5,000 for material differences. For this Parental Involvement goal, there weren't any actions/services that exceeded the material difference threshold.

For the 25/26 school year we have some additional focuses for improvement:
Chronic Absenteeism Strategies and Expenditures
Targeted Interventions: Strategies to included student engagement programs, family outreach, and mentorship programs to reduce chronic absenteeism. The focus was on personalized interventions to support families and students facing barriers to attendance, as well as tracking attendance patterns.

Data Confirmation Strategies and Expenditures
Lawrence will work to implement consistent communication campaigns to encourage parent/guardian participation in completing data confirmation, including but not limited to email reminders, automated text messages, and phone calls.

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.

Implementing school community events and activities, along with consistent parent communication, plays a crucial role in addressing chronic absenteeism and improving parent participation and input. These strategies foster stronger school-home connections and create a sense of belonging, which are both vital to student attendance and family engagement.

Activity 1: School Community Events and Activities
When schools host inclusive events—such as family nights, cultural celebrations, volunteer opportunities, and student showcases/awards assemblies—they help build trust and positive relationships between families and school staff. These events allow families to feel welcomed, valued, and connected to the school community. As a result, students often feel more supported and motivated to attend school regularly. Events can also be used as platforms to share the importance of regular attendance and how it directly impacts student learning and success. In the long term, families who feel engaged are more likely to prioritize school attendance and reach out for support when challenges arise.

Goal 2: Parent Communication
Clear, consistent, and personalized communication is essential for building strong partnerships with families. By regularly sharing information through phone calls, emails, newsletters, and face-to-face interactions, schools demonstrate a commitment to collaboration and transparency. This communication helps parents stay informed about their child's attendance, academic progress, and available support services. Additionally, proactive outreach—especially when attendance issues are identified—can help uncover root causes and lead to timely, supportive interventions rather than punitive responses.

Goal 1 & 2: Encouraging Parent Input and Participation
Inviting families to share feedback and be part of school decision-making—through surveys, parent meetings, or school committees—empowers them to take ownership of their child's educational journey. When parents feel heard and respected, they are more likely to engage in school activities and take steps to support consistent attendance at home. It also helps the school develop more culturally responsive and relevant practices that align with the community's needs.

Together, these strategies create a welcoming environment where families and schools work as partners. This mutual trust and shared responsibility can reduce barriers to attendance, increase participation in key school functions like data confirmation, and improve the overall success and well-being of students.

# Goals, Strategies, & Proposed Expenditures

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

# Budget Summary

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

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $173,741.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $173,741.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
|  |  |
| Title I | $169,450.00 |
| Title I: Parent Involvement | $4,291.00 |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | $ |

Subtotal of additional federal funds included for this school: $173,741.00

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 ($) |
|---|---|
|  |  |
| Central Title I | $0.00 |
| LCFF | $0.00 |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | $ |

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

Total of federal, state, and/or local funds for this school: $173,741.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Central Title I | 0.00 |
| LCFF | 0.00 |
| Title I | 169,450.00 |
| Title I: Parent Involvement | 4,291.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
|  | 0.00 |
| 1120 Teacher Temp | 3,000.00 |
| 1150 Teacher Sub | 31,250.00 |
| 1900 Other Cert Salaries | 0.00 |
| 1920 Other Cert Temp | 36,779.00 |
| 2120 Para Temp | 1,000.00 |
| 3000 Benefits | 23,974.00 |
| 4300 Materials | 24,947.00 |
| 4325 Food For Meetings | 500.00 |
| 4328 Warehouse Supplies | 500.00 |
| 4375 Technology (under $500) | 2,500.00 |
| 5220 Conference | 12,000.00 |
| 5712 Transportation | 500.00 |
| 5715 Print Shop | 1,000.00 |
| 5800 Prof and Operating/Consultants | 16,500.00 |

| 5872 Field Trips | 15,000.00 |
| 5875 Technology Licenses | 4,291.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1900 Other Cert Salaries | Central Title I | 0.00 |
| | LCFF | 0.00 |
| 1900 Other Cert Salaries | LCFF | 0.00 |
| 5800 Prof and Operating/Consultants | LCFF | 0.00 |
| 1120 Teacher Temp | Title I | 3,000.00 |
| 1150 Teacher Sub | Title I | 31,250.00 |
| 1920 Other Cert Temp | Title I | 36,779.00 |
| 2120 Para Temp | Title I | 1,000.00 |
| 3000 Benefits | Title I | 23,974.00 |
| 4300 Materials | Title I | 24,947.00 |
| 4328 Warehouse Supplies | Title I | 500.00 |
| 4375 Technology (under $500) | Title I | 2,500.00 |
| 5220 Conference | Title I | 12,000.00 |
| 5712 Transportation | Title I | 500.00 |
| 5715 Print Shop | Title I | 1,000.00 |
| 5800 Prof and Operating/Consultants | Title I | 14,500.00 |
| 5872 Field Trips | Title I | 15,000.00 |
| 5875 Technology Licenses | Title I | 2,500.00 |
| 4325 Food For Meetings | Title I: Parent Involvement | 500.00 |
| 5800 Prof and Operating/Consultants | Title I: Parent Involvement | 2,000.00 |
| 5875 Technology Licenses | Title I: Parent Involvement | 1,791.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|

| | |
|---|---|
| Goal 1 | 165,692.00 |
| Goal 2 | 3,758.00 |
| Goal 3 | 4,291.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Christine Alberg | Principal |
| Judith Villagran | Other School Staff |
| Linda Xiong | Classroom Teacher |
| Alexis Pattenaude | Classroom Teacher |
| Allyson Liv | Classroom Teacher |
| Courtney Quattrocchi | Parent or Community Member |
| Melissa Ramos | Parent or Community Member |
| Rosa Torres | Parent or Community Member |
| Yanez Valdez | Parent or Community Member |
| Isabel Yepez Cuevas | |

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 4/25/25.

Attested:

| | |
|---|---|
| | Principal, Christine Alberg on 4/25/25 |
| | SSC Chairperson, Courtney Quattrocchi on 4/25/25 |