

# Single Plan for Student Achievement (SPSA) Template

SPSA Year  2017–18  
 2018–19  
 2019–20

[Data Analysis Tool](#): Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): This data is certified

[Ed-Data](#): This data is certified

[DataQuest](#): This data is certified

School Name

Laurel Dell Elementary

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# [2017-2018 Single Plan for Student Achievement](#)

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## **THE STORY**

Briefly describe the students and community and how the school serves them.

### **Mission Statement**

**It is our mission to educate the whole child in a nurturing, intellectually stimulating, and challenging environment which embraces diversity and involves a community of educators and families working together to achieve this goal.**

### **School Description**

Laurel Dell Elementary School is a small, multi-cultural school located in central San Rafael. It draws its attendance from the Bret Harte, Picnic Valley, and East Gerstle Park neighborhoods. Laurel Dell prides itself on the power of its community and a true sense of family amongst the students, staff and neighborhood.

Laurel Dell School has nine classroom teachers and approximately 210 students. The students receive additional support from a full time LEAP (After School Program) Coordinator, 50% Resource Specialists, 20% school counselor, 80% Community Liaison, 40% Speech Therapists, 20% Psychologists, and 20% Occupational Therapists.

### **Description of School Programs**

Laurel Dell is committed to teaching the CORE academic learning skills of Language Arts, Social Studies, Mathematics and Science while also offering enrichment programs in art, music, PE, garden, library, theatre and dance. The Laurel Dell Staff is trained and implement the GLAD (Guided Language Acquisition by Design) and SEAL (Sobrato Early Academic Language) models from Transitional Kindergarten through Fifth grade to help build academic vocabulary through the use of content curriculum in science, math and/or social studies. Our Transitional Kindergarten through 3rd grade teachers are participating in the SEAL (Sobrato Early Academic Language) Model. The SEAL models is specifically intended to support English Language Learners to enhance their oral fluency skills.

Students who are learning English as a second language receive a minimum of 30 minutes of English Language Development instruction throughout the course of the day. Intervention opportunities are offered daily for students who are not meeting grade level expectations before and after school, as well as on Saturdays and non-school days. Intervention classes also can take place during enrichment activities such as PE, Art or Garden.

The school community is dedicated to providing equal access to educational opportunities for all students, and challenging students at their independent educational levels. Involving families and providing educational and support opportunities is an important part of this work. Through donations from our PTA (Parent Teacher Association) Laurel Dell Students are fortunate to participate in weekly enrichment classes as well as having Family Engagement and Education events in the evenings.

Over the past four years our teachers have received additional support from our District funded Instructional Coach. The Instructional Coach offers support with curriculum development, modeling lessons and providing the necessary materials for teachers to be able to meet the needs of all of the students in their classrooms.

## SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

This year our focus continues to be on having a balanced literacy approach to our Language Arts instruction and differentiating our instruction to meet the needs of all of our students. Overall our student demographics continue to change with a slight trend in the decrease of our English Only speakers and an increase of Language Learners. This is the 2nd highest percentage of Language Learners that Laurel Dell has had over a 12 year period, currently 68% of our student body are Language Learners. Our Socioeconomically Disadvantaged demographic continues to stay stable at approximately 86%. Over the last several years we have seen a change in our demographic as we increase the number of Language Learners and lose our English Only speakers, this is also coupled with 30% increase in the number of students who qualify for Free and/or Reduced Lunch over the past 12 years.

### Language Arts:

Schoolwide we decreased 10% in the overall percentage of students who met or exceeded the SBAC end of year assessment, having only 21% of our total population meet standard. We did have a 5% increase in the number of English Language Learners who met or exceeded the SBAC criteria.

### Mathematics:

Our overall score decreased by 3%, moving from 32% to 29%. However this puts us at 5% points higher than the initial 14-15 SBAC data. Our English Language Learners made the largest growth with an 8% surge. Our Language Learners went from 16% to 24%.

As the SBAC assessment is still in its infancy, looking at longitudinal data will help us understand the needs of our students and the trends in site, district, county and statewide data. The consistency of the SBAC will also allow us to follow cohorts of student on a year to year analysis, this will then give us standardized data that will help us understand the areas that we are sowing growth in, and the areas where additional resources can be assigned.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Based on the LCFF Evaluation Rubrics for the 2015-2016 academic year, we increased significantly in both Language Arts and Math. In Language Arts we made a school wide increase of (29.4) points, leaving (37) points below the next benchmark. In Math we increased (25.1) points, leaving (33.6) points shy of the next benchmark.

Our Reclassified students increased significantly in Language Arts making (68.5) points growth, being (47.4) points above the Level 3 threshold. In Math the Reclassified group also made significant gains increasing (53.4) points having them stand (32.4) points above the level three benchmark.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Though our Language Learners are making the greatest increases based on the LCFF Evaluation Rubrics for the 2015-2016 academic year, they are still scoring significantly lower than our English Only speakers. As a whole, the English Language Learners are (80.7) points below the proficiency goal. Our Socioeconomically students are also falling (54.9) points below the goal in Language Arts.

## GREATEST NEEDS

In Math it is the same. Language Learner and Socioeconomically Disadvantaged student groups are also making great gains, however still achieving significantly lower than their English Only speaking classmates. Language Learners are (49.5) points below the Level 3 expected marker, and Socioeconomically Disadvantaged students are (51.5) points below the expected measure.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

## PERFORMANCE GAPS

Our White student group also declined the percentage of proficiency from (73%) to (58%). Making the Achievement gap at Laurel Dell (43%) points between the White and Hispanic or Latino student groups.

## BUDGET OVERVIEW

### Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
<b>Allocated</b>	17,500.00	19,760.00	15,000.00	23,393.00	9,220.00	1,684.00
<b>Budgeted*</b>	17,500	19,760			6,220.00	1,684
<b>Spent YTD</b>	0	10,218.71	1,521.81		494.70	
<b>Encumbered</b>	15,262	0		23,393		
<b>Available</b>	17,500	9,542	13,478.19	0	876	1,684
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
<b>1XXX</b>	0.00	0.00	0.00			
<b>2XXX</b>	0.00	531.00	0.00			
<b>3XXX</b>	0.00	668.00	0.00			
<b>4XXX-5XXX</b>	17,500.00	18,561.00	15,000.00			
	Contract with BACR for PE Coach (\$15,262) the remaining \$2,238 will be spent on sports	Lottery is where all of our materials and supplies are purchased for the year, the majority	All of our Textbooks will purchased from this money. We have been always been Williams Act	In Title I we are paying for an additional 20% teacher to offer additional reading instruction using the research based LLI kits (\$11,000). In Title I we are also paying for 40% of our Community Liaison (\$14,000)		

	equipment	of the purchases come from Office Depot	compliance	<p>Title III LEP these funds will be used to pay additional certificated teachers hourly wages to do before and after school interventions.</p> <p>Title III LEP materials and supplies will be paid from these funds to purchase supplemental reading and math instructional tools</p> <p>Title III Immigrant Ed, we are spending all of this money on Materials and Supplies to meet the needs of our Language Learners.</p>
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## STAKEHOLDER ENGAGEMENT

SPSA Year

- 2017–18
- 2018–19
- 2019–20

### ***Involvement Process for SPSA and Annual Update***

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

(8/29, 9/12 and 9/26) The principals of San Rafael City Schools met together with guidance from our Educational Service Department to begin our work on the 2017 SPSA. We calibrated and analyzed district and school site trends.

Our School Site Council will meet monthly to review the SPSA and review overarching data trends. Our first meeting was on September 7th. The SPSA was approved on September 20th. The group is composed of Teachers, Staff, and Parents.

### ***Impact on SPSA and Annual Update***

How did these consultations impact the SPSA for the upcoming year?

The group discussed the changing demographics of Laurel Dell over time, and reviewed the changes in data from the CST to the SBAC. It was noticed and discussed that the students are achieving at lower levels than with the previous CST tests. The group also discussed that we are not seeing any consistent growth since the SBAC was implemented. Comments on increased student achievement trends were noticed as the CST phased out.

This data analysis was used to drive our work with our Instructional Coach and intervention groupings. With the Coaches support, staff drilled down further into the data to identify the students who needed additional support.

**GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS**

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> <li>● SBAC Scores</li> <li>● Quarterly Reading Inventory Assessments</li> <li>● Bi-Annual F&amp;P Assessments</li> <li>● Quarterly DIBELS Fluency Tests</li> <li>● Math end of Unit Assessments</li> </ul>
<h2>Goal 1</h2>	<p><b>College and Career Readiness:</b> Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master Common Core State Standards while continuing to be college, career and community ready.</p>	

Identified Need

79% of all of students have not met or exceeded the Language Arts expectations (SBAC)  
 71% of all students have not met or exceeded the Mathematics expectations (SBAC)

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	21% met or exceeded			
SBAC MA	29% met or exceeded			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
SBAC LA 30% growth from the baseline (28%) SBAC MA 30% growth from the baseline (38%)	

**Goal 1, Action 1**

<p><b>Multi-Tiered System of Supports Description: Professional Learning Communities</b></p>
<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth

- Low Income
- [Specific Grade span(s)] -- (List here):

Actions/Services

**PLANNED**  
 Teachers will use data to drive instructional choices and instructional delivery in order to increase student learning.

Their 3x/month meetings will include the creation of and/or use of shared assessments and using this data to re-teach through strategic groupings and next instructional steps in order to further learning and provide opportunities to take learning to the next level. This time will also be used to share best practices and increase rigor of instruction delivered. Student work, agendas and/or notes, and ILT share outs will be used to measure the impact of this process on instruction and student learning.

**ACTUAL**

Expenditures

**BUDGETED AMOUNT / SOURCE**  
 The PLC model will be take place during the school day or during Wednesday's planning time at no additional cost to the site.

**ACTUAL EXPENDITURES**

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 1, Action 2**

<b>Multi-Tiered System of Supports Description: Balanced Literacy</b>	
<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):	
<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):	

Actions/Services	<p><b>PLANNED</b></p> <p>The 50% Instructional Coach will support teachers in implementing balanced literacy through strategy groups (based upon student needs and data), flexible grouping of students (in order to provide daily guided reading), bi-weekly reading conferences with each student, feedback cycles, and modeling with observations</p> <p>Bi-Weekly meetings are in place for the coach to meet with grade level teams to carry out the outlined work.</p>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>LCAP</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



**Goal 1, Action 3**

<b>Multi-Tiered System of Supports Description: SEAL</b>	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] -- (List here): Grades TK-3
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<i>Actions/Services</i>	<p><b>PLANNED</b></p> <p>Teacher will have adequate release time to prep units while working in collaboration with grade level colleagues from throughout the district. Teachers will understand and implement the SEAL model TK-3, and the GLAD model 4-5, both of which are designed to create and teach via thematic unit implementation while emphasizing language growth. Work with our Instructional Coach to plan, develop and model thematic units of instruction, gather leveled reading materials, and to lay out a K-5<sup>th</sup> grade blue print of all of our SEAL Units.</p> <p>Bi-Weekly meetings are in place for the coach to meet with grade level teams to carry out the outlined work.</p>	<p><b>ACTUAL</b></p>
	<i>Expenditures</i>	<p><b>BUDGETED / SOURCE</b></p> <p><b>LCAP</b></p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New

<input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

### Goal 1, Action 4

#### Multi-Tiered System of Supports Description: Assessments

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

Actions/Services

<p><b>PLANNED</b></p> <p>Use data to drive instruction: Quarterly administration of DIBELS and SRI fluency and comprehension assessments, three administrations of the F&amp;P assessment, and TK, Kinder and First will administer the ESGI assessments quarterly. Release days will be provided for teachers to be able to have adequate time to administer assessments. The data drives our SST and Special Education conversations.</p>	<p><b>ACTUAL</b></p>
<p><b>BUDGETED / SOURCE</b></p> <p>Teachers release days, LCAP</p>	<p><b>ESTIMATED ACTUAL</b></p>

Expenditures

#### ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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**Goal 1, Action 5**

**Multi-Tiered System of Supports Description: Purchasing supplemental curricular resources for intervention and support**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<i>Actions/Services</i>	<b>PLANNED</b> With the purchase of curricular resources and materials, and the IA support, tutoring and homework club, the expectation is that students will engage in more rigorous literacy curriculum. This engagement is expected to translate into improved performance on the SRI (2nd-5th) and the ELA SBAC (3rd-5th). The focus on reading comprehension strategies is expected to improve performance on math assessments as well as the strategies will be applied to word problems in math as well (Math SBAC data 3rd-5th).	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> <b>\$4,000, Title III LEP Materials and Supplies</b>	<b>ESTIMATED ACTUAL</b>
<i>Expenditures</i>		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



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**Goal 1, Action 6**

<b>Multi-Tiered System of Supports Description: 20% Intervention and Support Teacher</b>	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): Academically struggling students</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<b>PLANNED</b> Adding 20% to an existing teacher on site will add two hours a day, four days a week of explicit small group supplemental instruction to students identified in need based on the F&P Assessment. The LLI Intervention Kits will be used to deliver this small group supplemental instruction.  Four groups are meeting three afternoons a week based on F&P Levels. The LLI kits are being implemented. The cycles will last 6-8 weeks.	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> \$14,000 Title I, Intervention Teacher	<b>ESTIMATED ACTUAL</b>
<u>Expenditures</u>		

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged



**Goal 1, Action 7**

<b>Multi-Tiered System of Supports Description: Certificated Hourly Supplemental Instruction</b>	
<u>Students to be Served</u>	<input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<b>PLANNED</b> Certificated Teachers will be able to host small group targeted instruction with students before school, after school and on non student days using LLI Kits	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> \$5,000 Title III	<b>ESTIMATED ACTUAL</b>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT**

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> <li>Hours logged of PD by staff</li> </ul>
<p><b>Goal 2</b></p>	<p><b>Professional Development:</b> Provide all staff with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, so as to maximize student learning and achievement.</p>	

Identified Need

Teachers will have a unified district focus on Balanced Literacy, implementing the SEAL model in TK-3rd, and GLAD in 4th and 5th grades.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hours of PD taken	8 hours			
% of teachers will be trained on LLI reading interventions tool kits	100% of 16-17 teachers were trained			
F&P	6% of students scored at or below level "D" in F&P			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>All teachers will complete a minimum of 8 hours based on district offered professional development sessions.</p> <p>Students reading at or below level "D" on F&amp;P will receive research based LLI intervention cycles and will improve.</p>	

Teachers have been attending professional development sessions and logging their hours via the PD Learning Passport.

**Goal 2, Action 1**

**Multi-Tiered System of Supports Description: SEAL**

<p><u>Students to be Served</u></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All School</li> <li><input type="checkbox"/> Students with Disabilities</li> <li><input checked="" type="checkbox"/> <u>[Specific Student Group(s)] -- (List here): Grades TK-3</u></li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Low Income</li> <li><input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u></li> </ul>

**Actions/Services**

PLANNED	ACTUAL
<p>SEAL training will help develop the language and literacy skills of ELL students and to close the academic achievement gap by fourth grade. After receiving training in the SEAL program, every K-3 grade teacher will teach integrated ELD content units based on NGSS and HSSS. All K-3 teachers will participate in SEAL Professional Development modules with the SEAL Coaches to develop CCSS aligned units of study and implement high leverage ELA strategies differentiated for all learners.</p> <p>All TK through 3rd grade teachers are either being trained or have been trained on the SEAL model. Coaching from the site literacy coach is supporting their instructional practice.</p>	

Expenditures

BUDGETED / SOURCE <b>LCAP</b>	ESTIMATED ACTUAL
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 2, Action 2**

Multi-Tiered System of Supports Description: Professional Development Passports	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services

PLANNED Teachers will participate in eight hours of self-selected and individualized professional development. The PD opportunities will be provided by Educational Services department and tracked on a "Passport." Other MCOE offerings could also meet requirements if approved by the principal and ed services director.  Teachers have been active in attending and signing up for courses based on their learning needs.	ACTUAL
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Expenditures

<p>Embedded within the passport topics for the 2017-2018 academic year is the training for all credentialed teachers to become proficient in administration of LLI reading intervention kits.</p>	
<p>BUDGETED / SOURCE  <b>Teacher Salaries, part of contractual work days</b></p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

# GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> <li>● Chronic Absenteeism</li> <li>● Suspension Rate</li> </ul>
<b>Goal 3</b>	<b>Student Engagement &amp; School Climate:</b> Establish effective systems and welcoming environment that allow staff, students and families to feel safe and included so that they can participate fully in learning and the school community.	

Identified Need

All students will feel secure, safe and happy while attending Laurel Dell. We hope to increase our attendance percentage and decrease our suspension rate while engaging our families.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	<1%			
Attendance	95%			
Tardies	2%			
Discipline Incidents	72			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>We will have a decrease of tardiness and absence rates, we will also make efforts to communicate with families as early as we identify a pattern to try to offer support.</p> <p>Our Community Liaison is running monthly reports to monitor absence and tardy rates. She can then target specific families in need of support.</p> <p>We had 72 documented Discipline Incidents for the 2016-2017 academic year. We expect to reduce our incidents by 20% to (58).</p>	



**Goal 3, Action 1**

**Multi-Tiered System of Supports Description: PBIS**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>Teachers and staff will implement the PBIS model by emphasizing the monthly life skill, use the positive rewards system, and the new pink and red card discipline. PBIS committee will lead and support Tier 1 (school-wide expectations, positive reinforcement system, and behavioral data analysis), and Tier 2 (interventions and behavioral supports) implementation.</p> <p>PBIS Teams are established and meeting. Monthly assemblies are planned with connected life skills.</p>	<p><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>Part of built in monthly staff meetings/PLC</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

### Goal 3, Action 2

Multi-Tiered System of Supports Description: <b>Monthly SELAC/Charla Cafes</b>	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)] -- (List here):</u>
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> <u>[Specific Grade span(s)] -- (List here):</u>

<u>Actions/Services</u>	<p><b>PLANNED</b></p> <p>These meetings bring our Language Learner’s families together to hear from them and to offer any specific supports that arise throughout the year.</p> <p>we had our first Charla Cafe that was well attended as we had 22 families come out to learn about ways to help their children in talking about difficult situations.</p>	<p><b>ACTUAL</b></p>
	<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p><b>\$10,000 Title I Clerical Salaries (Community Liaison)</b></p>

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 3, Action 3**

Multi-Tiered System of Supports Description: <b>Student Leadership Opportunities</b>	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

<i>Actions/Services</i>	<b>PLANNED</b> Students will be able to register to be a part of Student Council, the Green Team and become Junior Coaches.  Our student groups are up and running, we have noticed a great deal of success with our Junior Coaches as the yard has become a much more calm place.	<b>ACTUAL</b>
	<i>Expenditures</i> <b>BUDGETED / LCAP allocation for Playworks</b> <b>Part of Teachers adjunct duties</b>	

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

**Goal 3, Action 4**

**Multi-Tiered System of Supports Description: 40% additional Community Liaison**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] -- (List here):
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> [Specific Grade span(s)] -- (List here):

Actions/Services	<p><b>PLANNED</b></p> <p>The Community Liaison will help facilitate the monthly Charla Cafes, and provide for families and teachers, and offer any additional assistance to families who come into the Laurel Dell Family Center. Families feel comfortable coming into our front office and asking for support, the Charlars are scheduled for the remainder of the year.</p>	ACTUAL
Expenditures	<p><b>BUDGETED / SOURCE</b></p> <p>\$9,000 Title I</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

## School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Pepe Gonzalez	Principal	<a href="mailto:pgonzalez@srcs.org">pgonzalez@srcs.org</a>	
2. Vanessa Nunez	Teacher	<a href="mailto:vnunez@srcs.org">vnunez@srcs.org</a>	
3. Alejandra Vazquez	Teacher	<a href="mailto:avazquez@sercs.org">avazquez@sercs.org</a>	
4. Mindy Green	Teacher	<a href="mailto:mgreen@srcs.org">mgreen@srcs.org</a>	
5. Anita Grullon	Staff	<a href="mailto:agrullon@srcs.org">agrullon@srcs.org</a>	
6. Jessica Skieresz	Parent	<a href="mailto:jmartinoskieresz@gmail.com">jmartinoskieresz@gmail.com</a>	
7. Stephanie Lopez	Parent	<a href="mailto:stephaniealopez26@gmail.com">stephaniealopez26@gmail.com</a>	
8. Alma Machuca	Parent	<a href="mailto:almadm@yahoo.com">almadm@yahoo.com</a>	
9. Petra Solano	Parent	(415) 336-6708	
10. Josh Demming	Parent	<a href="mailto:harijd@msn.com">harijd@msn.com</a>	

### Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

## **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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - Parent Stakeholder Groups
    - English Language Advisory Committee
    - Executive PTA
    - School Site Council
  - Student Stakeholder Groups
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____ Pepe Gonzalez- Principal	_____ Signature of School Principal	_____ Date
_____ Stephanie Lopez- SSC President	_____ Signature of SSC Official	_____ Date



