

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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2018-2019 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 eight classroom teachers and approximately 180 students. The students receive additional support from a full time LEAP (After School Program) Coordinator, 60% Resource Specialists, 20% School Counselor, 80% Community Liaison, 40% Speech Therapists, 20% Psychologists, and 20% Occupational Therapists.

Starting in the 2018-2019 academic year, our physical campus is beginning its renovation process and we are temporally housed at 150 Lovell Street. The new temporary facility will be our home until the modernization and construction is complete.

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 implements the SEAL (Sobrato Early Academic Language) models from Transitional Kindergarten through third grade to help build academic vocabulary through the use of content curriculum in science, math and/or social studies. The SEAL model 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 designated 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.

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.

SPSA HIGHLIGHTS

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

For the 2018-2019 academic year we will be physically displaced from our campus as we move to a swing space during construction. The smaller temporary facility will be for one year until we return to the newly renovated campus for the 2019-2020 academic year. The design team composed of teachers, staff, neighbors and the construction professionals have been meeting to design the new Laurel Dell that will prepare students for the 21st century.

Language Arts:

Our new intervention and coaching model will offer two key factors being delivered by one person:

1. 50% academic intervention for students
2. 50% instructional coaching and support for teachers

This newly revamped model will allow for both the students and teachers to receive additional support. This will be the first time that both of these roles will be carried out by one full time person, changing roles between coaching and intervention.

Mathematics:

With the new coaching model, part of the her role will be evaluating and setting up discussions and expectations around math instruction. As we have only had part time coaches on site, math has never been a part of our professional learning communities, professional development, or instructional practice conversations. Next year will offer great opportunities around mathematical instruction.

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

One major area of progress has been around out TK-3rd grade teachers completing their second year of SEAL professional development and delivering thematic instructional units of study that are aligned with their grade level colleagues from throughout the district. For the 2018-2019 year, all of our teachers are SEAL trained and will be participating in district wide planning days.

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?

GREATEST NEEDS

Our greatest needs continues to be around our Language Learner demographic in both Language Arts and Mathematics.

Language Arts:

Language Learners are 82 points away from the proficiency mark, while schoolwide we were only 46 points away.

Mathematics:

Though we are showing consistent growth in Math over time, our Language Learners are 50 points away from the proficiency mark, while schoolwide we are at 21 points from the mark.

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

Language Arts:

Our Language Learner student group is 37 points below the schoolwide average.

Mathematics:

Our Language Learner student group is 28 points below the schoolwide average.

BUDGET OVERVIEW

Budget Summary:

	Unrestricted (0000)	Unrestricted Lottery (1100)	Restricted Lottery (6300)	Title I 3010	Title III - LEP (4203)	Title III - IMM (4201)
Allocated	17,500.00	19,760.00	15,000.00	40,439.58	16,819.62	
Budgeted*	17,500	19,760		33,439.00	15,000.00	
Spent YTD	0	10,218.71	1,521.81	4,913.58	00.00	
Encumbered	15,262	0		33,025.03	00.00	
Available	17,500	9,542	13,478.19	2,500.97	16,819.62	
	Unrestricted (0000)	Unrestricted (1100)	Restricted Lottery (6300)	Brief Description of budgeted materials/services		
1XXX	0.00	0.00	0.00			
2XXX	0.00	531.00	0.00			
3XXX	0.00	668.00	0.00			
4XXX-5XXX	17,500.00	18,561.00	15,000.00			
	Contract with BACR for PE Coach (\$15,262)	Lottery is where all of our materials and	All of our Textbooks will purchased from	In Title I we are paying for an additional 20% teacher to offer additional reading instruction using the research based LLI kits (\$25,000).		

	<p>the remaining \$2,238 will be spent on sports equipment</p>	<p>supplies are purchased for the year, the majority of the purchases come from Office Depot</p>	<p>this money. We have been always been Williams Act compliance</p>	<p>In Title I funds will be used to pay additional certificated teachers hourly wages to do before and after school interventions (\$9,000).</p> <p>In Title I funds will be used for Family Engagement activities (\$1,800).</p> <p>Title I funds will be used for instructional material and supplies (\$4,000).</p> <p>In Title I we are also paying for 40% of our Community Liaison (\$15,000) This has now been moved to One Time Adjustments, I want to meet to discuss this move</p> <p>Title III LEP these funds will be used to pay additional certificated teachers hourly wages to do before and after school interventions (\$10,000).</p> <p>Title III LEP materials and supplies will be paid from these funds to purchase supplemental reading and math instructional tools (\$3,000).</p> <p>Title III LEP will also pay for any travel and conferences (\$3,000).</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?

In March of 2018 the principals of San Rafael City Schools met together with guidance from our Educational Service Department to begin our work on the 2018 SPSA. We calibrated and analyzed district and school site trends.

Our School Site Council met to review the SPSA and review overarching data trends on September 26th, the full plan will be presented to the staff on November 7th.

Impact on SPSA and Annual Update

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

The new intervention and instructional coaching and intervention model was explained and discussed.

--Overarching data trends were presented

--The move to the new space was a topic of discussion

GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS

<h2>Goal 1</h2>	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> ● SBAC Scores ● Quarterly Reading Inventory Assessments ● Bi-Annual F&P Assessments ● Quarterly DIBELS Fluency Tests ● Math end of Unit Assessments <p>College and Career Readiness: 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>
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Identified Need

We are 46 points away from the Level Three Standard in Language Arts(SBAC)

We are 21 points away from the Level Three Standard in Mathematics (SBAC)

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA	21% met or exceeded	33% met or exceeded standard. score is -46. <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		
SBAC MA	29% met or exceeded	44% met or exceeded standard. score is -21. <i>Data source: internal database 9/6/18. Prior to California Dashboard being published.</i>		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Schoolwide we are expecting to make 10 points growth in Language Arts.	

Schoolwide we are expecting to make 15 points growth in Mathematics..

Goal 1, Action 1

Multi-Tiered System of Supports Description: Professional Learning Communities

- All School
- Students with Disabilities
- [Specific Student Group(s)] -- (List here):

- English Learners
- 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. The onsite instructional coach will run and manage these cycles.

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

Multi-Tiered System of Supports Description: Balanced Literacy 50% Instructional Coach

<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
 The 50% Instructional Coach and 50% Intervention teacher 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

Bi-Weekly meetings are in place for the coach to meet with grade level teams to carry out the outlined work.

ACTUAL

Expenditures

BUDGETED / SOURCE
LCAP/Title I

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

Goal 1, Action 3

Multi-Tiered System of Supports Description: SEAL	
<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): Grades TK-3</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>PLANNED</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. Teachers will work with our Instructional Coach to plan, develop and model thematic units of instruction, gather leveled reading materials, and to lay out a TK-3rd grade blueprint 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>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>LCAP</p>	<p>ESTIMATED ACTUAL</p>
<u>Expenditures</u>		

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 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"/> [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>	PLANNED Use data to drive instruction: Quarterly administration of DIBELS and SRI fluency and comprehension assessments, three administrations of the F&P assessment, and 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.	ACTUAL
	BUDGETED / SOURCE Teachers release days, LCAP	ESTIMATED ACTUAL
<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

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):

Actions/Services	<p>PLANNED</p> <p>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).</p>	<p>ACTUAL</p>
	<p>BUDGETED / SOURCE</p> <p>\$4,000 Title I Materials and Supplies \$3,000 Title III LEP Materials and Supplies</p>	<p>ESTIMATED ACTUAL</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 6

Multi-Tiered System of Supports Description: 50% Intervention and Support Teacher	
<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>	PLANNED	ACTUAL
	We will be piloting a new model as to how to offer intervention to our students in 2018-2019. Our new delivery model will increase the number our intervention support from 20% to 50% of and FTE.	
<u>Expenditures</u>	BUDGETED / SOURCE	ESTIMATED ACTUAL
	\$25,000 Title I, Intervention Teacher	

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 7

Multi-Tiered System of Supports Description: Certificated Hourly Supplemental Instruction	
<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>	PLANNED 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	ACTUAL
	BUDGETED / SOURCE \$10,000 Title III	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

GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<ul style="list-style-type: none"> Hours logged of PD by staff
<p>Goal 2</p>	<p>Professional Development: 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			
Completion of the Professional Development Passport				

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

Goal 2, Action 1

Multi-Tiered System of Supports Description: SEAL	
<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): Grades TK-3</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>PLANNED</p> <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 TK-3 grade teacher will teach integrated ELD content units based on NGSS and HSSS. All TK-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>	ACTUAL
	<p>BUDGETED / SOURCE</p> <p>LCAP</p>	
<u>Expenditures</u>		

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"/> <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>PLANNED</p> <p>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.</p> <p>Teachers have been active in attending and signing up for courses based on their learning needs.</p> <p>Embedded within the passport topics for the 2018-2019 academic year is the training for all credentialed teachers to become proficient in administration of LLI reading intervention kits.</p>	<p>ACTUAL</p>
<p>BUDGETED / SOURCE</p> <p>Teacher Salaries, part of contractual work days</p>	<p>ESTIMATED ACTUAL</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

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"> ● Chronic Absenteeism ● Suspension Rate
Goal 3	Student Engagement & School Climate: 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
Chronic Absenteeism	9.8%	13.7%		
Suspension Rate	1.5%	4 days, 3 students. $3/210 = 1.4\%$		
Tardies	619	855 tardies		
Discipline Incidents	34	51		

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>	

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"/> <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>PLANNED</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>	ACTUAL
	<u>Expenditures</u>	<p>BUDGETED / SOURCE</p> <p>Part of built in monthly staff meetings/PLC</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

Goal 3, Action 2

Multi-Tiered System of Supports Description: Monthly SELAC/Charla Cafes	
<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>	PLANNED These meetings bring our Language Learner’s families together to hear from them and to offer any specific supports that arise throughout the year.	ACTUAL
	BUDGETED / SOURCE \$15,000 Title I Clerical Salaries (Community Liaison) now moved to one time adjustments	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

Goal 3, Action 3

Multi-Tiered System of Supports Description: Student Leadership Opportunities	
<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>	PLANNED Students will be able to register to be a part of Student Council, the Green Team and become Junior Coaches.	ACTUAL
<u>Expenditures</u>	BUDGETED / LCAP allocation for Playworks Part of Teachers adjunct duties	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

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>PLANNED</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</p> <p>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>BUDGETED / SOURCE</p> <p>\$15,000 Title I Clerical Salaries (Community Liaison) now moved to one time adjustments</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	pgonzalez@srcs.org	
2. Vanessa Nunez	Teacher	vnunez@srcs.org	
3. Alejandra Vazquez	Teacher	avazquez@sercs.org	
4. Mindy Green	Teacher	mgreen@srcs.org	
5. Anita Grullon	Staff	agrullon@srcs.org	
6. Jessica Skieresz	Parent	jmartinoskieresz@gmail.com	
7. Stephanie Lopez	Parent	stephaniealopez26@gmail.com	
8. Alma Machuca	Parent	almadm@yahoo.com	
9. Petra Solano	Parent	(415) 336-6708	
10. Josh Demming	Parent	harijd@msn.com	

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