

# 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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# [2019-2020 Single Plan for Student Achievement](#)

[THE STORY](#)

[SPSA HIGHLIGHTS](#)

[BUDGET OVERVIEW](#)

[STAKEHOLDER ENGAGEMENT](#)

[Involvement Process for SPSA and Annual Update](#)

[Impact on SPSA and Annual Update](#)

[GOALS ACTIONS & SERVICES: RIGOROUS INSTRUCTION AND HIGH EXPECTATIONS](#)

[Goal 1, Action 1](#)

[Goal 1, Action 2](#)

[Goal 1, Action 3](#)

[Goal 1, Action 4](#)

[Goal 1, Action 5](#)

[Goal 1, Action 6](#)

[Goal 1, Action 7](#)

[GOALS, ACTIONS & SERVICES: PROFESSIONAL DEVELOPMENT](#)

[Goal 2, Action 1](#)

[Goal 2, Action 2](#)

[GOALS, ACTIONS & SERVICES: STUDENT ENGAGEMENT AND SCHOOL CLIMATE](#)

[Goal 3, Action 1](#)

[Goal 3, Action 2](#)

[Goal 3, Action 3](#)

[Goal 3, Action 4](#)

[School Site Council Membership](#)

[Recommendations and Assurances](#)

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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 190 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, as well as a combined 50% Instructional Coach/ 50% Intervention Teacher (One Person).

Since the start of the 2018-2019 academic year, our physical campus is in the renovation process and we are temporarily housed at 150 Lovell Street, the Davidson Annex. The new temporary facility will be our home until the modernization and construction is complete, we are anticipating a January of 2020 move in date. The goal was to maintain the integrity of the student experience and academic program while physically being displaced.

### **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 equitable 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.

### **Language Arts:**

Entering our second year the intervention/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 model though only having been in place for one academic year, has proven to be extremely beneficial for both students and staff, our first year of data with this new model looks extremely promising.

### **Mathematics:**

Under the instructional coaching model, part of the role will be evaluating and setting up discussions and expectations around math instruction. This continues to be a work in progress as having a balanced literacy approach has been taking precedence over math.

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**

This year we have begun our school wide focus on implementing Writer's Workshop. It is a district wide initiative that is creating all of our students into writers, allowing them to have voice and agency.

Laurel Dell hosted a district wide training earlier in the year, and our district Instructional Rounds visit was also focused on Writers Workshop and our implementation.

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

Despite notable improvement on both ELA and Math, our greatest needs continues to be around our Language Learner demographic in both Language Arts and Mathematics.

### Language Arts:

Language Learners are 43 points away from the proficiency mark (improved by 38 points), while the entire school is only 2 points away.

### Language Arts(SBAC)

School wide 52.33% Met or Exceeded

Language Learners 17.94% Met or Exceeded

A gap of 34.39%

### Mathematics:

Language Learners are 39 points away from the proficiency mark (improved by 9 points), while the entire school is only 6 points from the mark.

### Mathematics (SBAC)

School wide 52.81% Met or Exceeded

Language Learners 26.19% Met or Exceeded

A gap of 26.62%

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 41 points below the schoolwide average.

### Mathematics:

Our Language Learner student group is 33 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)
<b>Allocated</b>	17,500.00	19,760.00	15,000.00	40,439.58	16,819.62	
<b>Budgeted*</b>	17,500	19,760		33,439.00	15,000.00	
<b>Spent YTD</b>	0	10,218.71	1,521.81	4,913.58	00.00	
<b>Encumbered</b>	15,262	0		33,025.03	00.00	
<b>Available</b>	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		
<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			
	This money will pay for the Academy of Athletics, a non-profit group out of the North Bay to provide weekly PE sessions	Lottery is where all of our materials and supplies are purchased for the year, the majority of the purchases come from Office	All of our Textbooks will purchased from this money. We have been always been Williams Act compliance	<p>In Title I we are paying for an additional 25% of the cost of our Instructional Coach (\$15,000).</p> <p>In Title I funds will be used for Family Engagement activities and the additional 40% cost of our Community Liaison (\$13,000)</p> <p>Title I funds will be used for instructional materials and supplies and travel and conferences (\$2,000).</p>		

	<p>for all of our students. Our PTA is paying for the remaining balance to ensure that we have these services in place year round.</p>	<p>Depot</p>		<p>In Title III we are paying for an additional 25% of the cost of our Instructional Coach (\$15,000).</p> <p>Title III LEP these funds will be used to pay additional certificated teachers hourly wages to do before and after school interventions (\$9,000).</p> <p>Title III LEP will be used to send staff to conferences focused on Language Learners and Language Acquisition (\$1,500).</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 September of 2019 the principals of San Rafael City Schools met together with guidance from our Educational Service Department to begin our work on the 2019 SPSA. We calibrated and analyzed district and school site trends.

On October 30th the staff will have a chance to review the plan. On Monday November 4th the Site Leadership will approve the completed plan.

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

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

Having been through the first year of the coach/intervention model, we discussed the impact it has had on both staff and students.

--Overarching data trends were presented

--The move to the new space is a topic of discussion, as well as the potential needs and challenges we may encounter in the new space

--The closure of Short School and the potential impacts that it may have on Laurel Dell is a topic of discussion



# 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

<p>Language Arts(SBAC)          School wide 52.33% Met or Exceeded          Language Learners 17.94% Met or Exceeded          A gap of 34.39%</p> <p>Mathematics (SBAC)          School wide 52.81% Met or Exceeded          Language Learners 26.19% Met or Exceeded          A gap of 26.62%</p>
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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>	Average distance from Standard is -2 points, which is an improvement of 44 points.  <i>Preliminary internal numbers, not yet published Sept 2019</i>	
SBAC MATH	29% met or exceeded	44% met or exceeded standard. score is -21. <i>Data source: internal database 9/6/18. Prior to</i>	Average distance from Standard is -6 points, which is an improvement of 15 points.	

		<i>California Dashboard being published.</i>	<i>Preliminary internal numbers, not yet published Sept 2019.</i>	
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Schoolwide we are expecting to make 10 points growth in Language Arts.	<i>Data will become available September of 2019</i>
Schoolwide we are expecting to make 15 points growth in Mathematics..	<i>Data will become available September of 2019</i>

**Goal 1, Action 1**

<b>Multi-Tiered System of Supports Description: Professional Learning Communities</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	PLANNED	ACTUAL
	<p>Teachers will use data to drive instructional choices and instructional delivery in order to increase student learning.</p> <p>Monthly 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</p>	

Expenditures	practices and increase the 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.	
	<p>BUDGETED AMOUNT / SOURCE</p> <p>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.</p>	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 50% Instructional Coach</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>PLANNED</p> <p>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),</p>	ACTUAL

<p>weekly reading conferences with each student, feedback cycles, and modeling with observations</p> <p>Weekly meetings are in place for the coach to meet with grade level teams to carry out the outlined work.</p> <p>We are excited about growing into the new school as we will have two teachers per grade level to increase planning and collaboration.</p>	
<p>BUDGETED / SOURCE LCAP/Title I</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 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"/> <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><b>PLANNED</b></p> <p>Teachers 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><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>LCAP</b></p>	<p><b>ESTIMATED ACTUAL</b></p>
<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 4**

Multi-Tiered System of Supports Description: <b>Assessments</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):

<u>Actions/Services</u>	<b>PLANNED</b> 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.	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> Teachers release days, LCAP	
<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 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><b>PLANNED</b></p> <p>With the purchase of curricular resources and materials, 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><b>ACTUAL</b></p>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>\$1,500 Title I Materials and Supplies</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 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>	<b>PLANNED</b> This is the second year of this model, students will receive intervention based on their needs on a weekly basis within the school day.	<b>ACTUAL</b>
	<b>BUDGETED / SOURCE</b> \$10,000 Title I, Intervention Teacher \$15,000 TitleIII, Intervention Teacher	<b>ESTIMATED ACTUAL</b>

### 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	ACTUAL
	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	
<u>Expenditures</u>	BUDGETED / SOURCE	ESTIMATED ACTUAL
	<b>\$9,000 Title III</b>  Title III LEP will be used to send staff to conferences focused on Language Learners and Language Acquisition (\$1,500).	

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"> <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			
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**

<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"/> <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><b>PLANNED</b></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>	<b>ACTUAL</b>
	<p><b>BUDGETED / SOURCE</b></p> <p><b>LCAP</b></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><b>PLANNED</b></p> <p>Teachers will participate in eight hours of self-selected and individualized professional development. The Professional Development 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 Education Services director.</p> <p>Teachers have been active in attending and signing up for courses based on their learning needs.</p>	ACTUAL
	<p><b>BUDGETED / SOURCE</b></p> <p>Teacher Salaries, part of contractual work days</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"> <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
Chronic Absenteeism	9.8%	13.7%	6.6% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
Suspension Rate	1.5%	4 days, 3 students. $3/210 = 1.4\%$	0% <i>Preliminary internal numbers, not yet published Sept 2019</i>	
Tardies	619	855 tardies		
Discipline Incidents	34	51		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

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. Our Community Liaison is running monthly reports to monitor absence and tardy rates. She can then target specific families in need of support.

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**Goal 3, Action 1**

<b>Multi-Tiered System of Supports Description: PBIS</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):

	<p><b>PLANNED</b></p> <p>Teachers and staff will implement the PBIS model by emphasizing the monthly life skills, 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>
<u>Actions/Services</u>		
<u>Expenditures</u>	<p><b>BUDGETED / SOURCE</b></p> <p>Part of built in monthly staff meetings/PLC</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



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**Goal 3, Action 2**

<b>Multi-Tiered System of Supports Description: 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"/> [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>	<b>PLANNED</b> These meetings bring our Language Learner’s families together to hear from them and to offer any specific supports that arise throughout the year.	<b>ACTUAL</b>
	<u>Expenditures</u>	<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

**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"/> <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>	<b>PLANNED</b> Students will be able to register to be a part of Student Council, the Green Team and become Junior Coaches.	<b>ACTUAL</b>
	<b>BUDGETED / LCAP allocation for the Academy of Athletics to manage the Junior Coaches. Teachers run the other groups as part of their non instructional duties.</b>	<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

**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</p> <p>Families feel comfortable coming into our front office and asking for support, the Charlas are scheduled for the remainder of the year.</p>	ACTUAL
Expenditures	<p><b>BUDGETED / SOURCE</b></p> <p><b>Title I \$13,000 Community Liaison</b></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 makeup 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. Molly O'Donoghue	Teacher	<a href="mailto:modonoghue@srcs.org">modonoghue@srcs.org</a>	
6. Josh Deming	Parent	<a href="mailto:laureldellpta@gmail.com">laureldellpta@gmail.com</a>	
7. Paul Lacerda	Parent	<a href="mailto:pmlacerda@msn.com">pmlacerda@msn.com</a>	
8. Alyssa Martinez	Parent	<a href="mailto:alyssam1991@yahoo.com">alyssam1991@yahoo.com</a>	
9. April Bojorquez	Parent	<a href="mailto:bojorquez.april@gmail.com">bojorquez.april@gmail.com</a>	
10. Stephanie Lopez	Parent	<a href="mailto:stephaniealopez26@gmail.com">stephaniealopez26@gmail.com</a>	
11. Ary Grijalva	Staff	<a href="mailto:agrijalva1@srcs.org">agrijalva1@srcs.org</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	4	1	4	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