

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurelwood Elementary School	43-69674-6048904	May 9, 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

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

Annual review of school goals with School Site Council and School Leadership team; focus plans for spending targeted funds on the school's students with the greatest needs in Science, Technology, Engineering, Art, Music (STEAM), English Language Arts (ELA), English Language Development (ELD) and positive school climate (MTSS/PBIS/Safety).

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, Certified and Classified staff surveys were completed and reviewed at School Site Council annually. Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC) and SSC worked on district questions to support development of LCAP. Students, in grades 3-5, are surveyed every year about how they feel about learning and about their school and classroom environment.

Local bi-annual parent surveys included feedback regarding the Schoolloop website, Marquee, email, Thursday flyers and monthly newsletters, automated phone calls and other forms of weekly, monthly and annual communication. Improvements to communication requested by parents included consistency of monthly teacher newsletters at all grade levels through email or online website and advance notice of events through phone reminders, online information and email. Teachers agreed as a team to ensure monthly parent communication at all grade levels. Parent levels of volunteerism are measured monthly and annually by our PTA using sign in sheets.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal informally visits every classroom at least once per month to observe instruction, observe lessons and support students and staff. In addition to the monthly visits, the principal schedules formal observations following a schedule based on the teacher's tenure status (annual or every five years). Teachers submit lesson plans in advance of the planned activity, meet with site supervisors before and after the observations. All teachers meet with site administration annually to discuss professional goals and plan for the upcoming school year. Teachers meet in grade level collaboration one hour weekly as members of a professional learning community (PLC) to plan instruction based on student data. Staff meets monthly for staff and/or school leadership team (SLT) meetings. Overall, the classroom environment at Laurelwood is highly positive, student focused, engaging and producing positive student results.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Grades 3-5 are assessed on mathematics and english language arts as part of the CAASP in May of each year. Teachers in grade K-5 administer the F&P reading level assessments at the end of each trimester. The iReady assessments are given at the beginning of each trimester to grades 1-5 and K only in the 3rd trimester.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction in grade level PLC, at SLT meetings, and during staff meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and Common Core State Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support student learning, with heavy focuses on English Language Development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include an onsite Instructional Coach/TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis in K-5 (weekly/60 minutes).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include in class small group instruction, intervention groups, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Plan for Student Achievement (SPSA) is a living document requiring annual review and updates. Our SPSA goes through a process of review and update each spring by the school leadership team (SLT) and the School Site Council (SSC) prior to being sent to the SCUSD Board of Trustees for final approval.

During an "all" staff meeting, two School Leadership Meetings, and two School Site Council Meetings, the staff and each committee reviewed the past year's SPSA goals and data, as well as discussed budgetary priorities for identified goals which include three academic areas 1) Science/Technology/Engineering, Arts and Mathematics (STEAM), 2) English Language Development and English Language Arts (Reading/Writing), and 3) positive school climate goal using MTSS and safety as the base. SSC is comprised of equal numbers of parents, teachers/classified staff, meets six times per year to review our targeted allocation budget, provide program input and develop approve annual goals for student achievement and campus climate.

Our English Learner Advisory Council (ELAC) meets four times per year and then provides advisory to SSC regarding the needs of English Learners (ELs) during the regular SSC meetings (8 times per year). The two groups voted to merge ELAC and SSC in 2021. This advisory body includes parents of English Learners, the site ELSAT and the school principal. ELAC representatives attend District ELAC (DELAC) for training and support. They also attend and report to the SSC at each meeting. Once all the SPSA goals and the budget are determined by these stakeholder groups, the School Site Council votes to approve the goals and budget and sends the annual SPSA updates forward to the school board for final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tiered interventions for behavior support and academic support are greatly needed for more severe behavior concerns among our youngest students (K-1), newcomers learning English for the first time and students who are not reaching grade level proficiency in reading and/or mathematics.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	101	82	102
Grade 1	108	92	83
Grade 2	90	97	80
Grade3	111	82	96
Grade 4	107	95	75
Grade 5	106	81	85
Total Enrollment	623	529	521

Conclusions based on this data:

1. Laurelwood enrollment has declined heavily from two years ago, but held steady from one year ago
2. Enrollment is higher in Kindergarten than other grades
3. There is one group currently in 3rd grade that is much higher grades level right below and right above.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	168	182	173	27.00%	34.4%	33.2%
Fluent English Proficient (FEP)	169	145	154	27.10%	27.4%	29.6%
Reclassified Fluent English Proficient (RFEP)	6			3.6%		

Conclusions based on this data:

1. Our English Learner enrollment represents approximately one-third of our student body annually.
2. The number of Fluent English Proficient (FEP) has slightly increased from the last two years.
3. The total number of English Learners has increased even though the total number of students has decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	102	82		0	73		0	73		0.0	89.0	
Grade 4	103	90		0	86		0	86		0.0	95.6	
Grade 5	101	82		0	77		0	77		0.0	93.9	
All Grades	306	254		0	236		0	236		0.0	92.9	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.			36.99			32.88			20.55			9.59	
Grade 4		2560.			68.60			16.28			10.47			4.65	
Grade 5		2591.			61.04			23.38			9.09			6.49	
All Grades	N/A	N/A	N/A		56.36			23.73			13.14			6.78	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		38.36			57.53			4.11		
Grade 4		46.51			46.51			6.98		
Grade 5		48.05			49.35			2.60		
All Grades		44.49			50.85			4.66		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.03			58.90			15.07	
Grade 4		61.63			32.56			5.81	
Grade 5		51.95			40.26			7.79	
All Grades		47.46			43.22			9.32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.18			72.60			8.22	
Grade 4		25.58			63.95			10.47	
Grade 5		25.97			71.43			2.60	
All Grades		23.73			69.07			7.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.51			58.90			9.59	
Grade 4		40.70			56.98			2.33	
Grade 5		42.86			51.95			5.19	
All Grades		38.56			55.93			5.51	

Conclusions based on this data:

1. In 2022 95% of third graders achieved at, near, or above standard in the area of reading/language arts. In grade four, 93% of students achieved reading scores at, near, or above grade standard and 97% of fifth graders met or exceeded the standard. The three grade levels combined showed 95% of all students reading at, near, or above grade level standard in 2022, exceeding district, county and state level scores.
2. In the area of writing, third graders achieved at 84% at, near, or above standard and fourth graders at 94%. Fifth grade showed overall scores of 92% at, near, or above the grade level standard. A focus will be to improve all scores, mainly 3rd grade.
3. Third, fourth and fifth graders scored well in research/inquiry with 94% overall at or above standard. Overall, students in upper grades at Laurelwood demonstrated effective communication skills on the listening portion of the CAASSP with 93% at, near, or above standard. Our goal is to maintain this high level of effective communication at the 90% level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	102	82		0	75		0	75		0.0	91.5	
Grade 4	103	90		0	85		0	85		0.0	94.4	
Grade 5	101	82		0	77		0	77		0.0	93.9	
All Grades	306	254		0	237		0	237		0.0	93.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2497.			46.67			32.00			14.67			6.67	
Grade 4		2565.			63.53			22.35			9.41			4.71	
Grade 5		2593.			59.74			23.38			7.79			9.09	
All Grades	N/A	N/A	N/A		56.96			25.74			10.55			6.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.67			37.33			8.00	
Grade 4		72.94			22.35			4.71	
Grade 5		58.44			31.17			10.39	
All Grades		62.45			29.96			7.59	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		52.00			38.67			9.33	
Grade 4		51.76			42.35			5.88	
Grade 5		58.44			35.06			6.49	
All Grades		54.01			38.82			7.17	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.67			49.33			8.00	
Grade 4		60.00			31.76			8.24	
Grade 5		46.75			45.45			7.79	
All Grades		50.21			41.77			8.02	

Conclusions based on this data:

1. On average in 2022, 83% of third, fourth and fifth graders at Laurelwood met or exceeded the standard in the area of overall mathematics. In third grade, 79% met or exceeded the standard, while 88% of fourth graders met or exceeded mathematics grade level standards this past year. In grade five, 83% of the students met or exceeded the mathematics standard goal. We will look to maintain in 4th and 5th and improve in 3rd grade.
2. All three grade levels show a similar distribution of scores across concepts and procedures, problem solving and communicating reasoning, with the greatest strength in the area of problem solving and reasoning. All three grade levels (3,4,5) continue to outperform state, county and district level percentages of met or exceeded standards in the area of mathematics for a third year in a row with an average of less than 10% below standard in problem solving and communicating reasoning. We are setting the goal of maintaining grade level achievement goals in problem solving and reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1476.1	1466.6		1469.6	1470.4		1490.9	1457.4		34	36	
1	1501.7	1459.8		1490.6	1453.3		1512.5	1465.8		53	35	
2	1525.2	1483.6		1524.9	1484.7		1524.7	1482.1		32	35	
3	1511.2	1470.9		1501.2	1457.6		1520.8	1483.8		28	23	
4	1513.7	1509.8		1507.6	1491.1		1519.3	1528.2		18	18	
5	1515.3	*		1497.8	*		1532.3	*		15	10	
All Grades										180	157	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.18	41.67		44.12	22.22		14.71	25.00		0.00	11.11		34	36	
1	49.06	11.43		24.53	45.71		16.98	20.00		9.43	22.86		53	35	
2	50.00	11.43		43.75	48.57		0.00	31.43		6.25	8.57		32	35	
3	28.57	8.70		42.86	52.17		21.43	13.04		7.14	26.09		28	23	
4	11.11	16.67		44.44	50.00		33.33	22.22		11.11	11.11		18	18	
5	26.67	*		13.33	*		40.00	*		20.00	*		15	*	
All Grades	38.89	21.02		35.56	40.13		17.78	23.57		7.78	15.29		180	157	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.35	38.89		50.00	30.56		17.65	22.22		0.00	8.33		34	36	
1	50.94	20.00		24.53	28.57		18.87	37.14		5.66	14.29		53	35	
2	50.00	37.14		40.63	34.29		3.13	20.00		6.25	8.57		32	35	
3	32.14	21.74		50.00	34.78		14.29	13.04		3.57	30.43		28	23	
4	27.78	11.11		55.56	66.67		16.67	5.56		0.00	16.67		18	18	
5	33.33	*		40.00	*		13.33	*		13.33	*		15	*	
All Grades	40.56	28.03		40.56	36.31		14.44	21.66		4.44	14.01		180	157	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.12	19.44		32.35	33.33		20.59	41.67		2.94	5.56		34	36	
1	26.42	14.29		52.83	37.14		9.43	22.86		11.32	25.71		53	35	
2	34.38	5.71		56.25	42.86		3.13	34.29		6.25	17.14		32	35	
3	25.00	8.70		39.29	21.74		25.00	43.48		10.71	26.09		28	23	
4	22.22	11.11		27.78	50.00		33.33	22.22		16.67	16.67		18	18	
5	20.00	*		13.33	*		53.33	*		13.33	*		15	*	
All Grades	30.00	14.65		41.67	34.39		18.89	33.76		9.44	17.20		180	157	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	50.00		64.71	38.89		0.00	11.11		34	36	
1	64.15	34.29		33.96	60.00		1.89	5.71		53	35	
2	56.25	37.14		34.38	57.14		9.38	5.71		32	35	
3	53.57	47.83		46.43	39.13		0.00	13.04		28	23	
4	72.22	77.78		27.78	11.11		0.00	11.11		18	18	
5	40.00	*		53.33	*		6.67	*		15	*	
All Grades	54.44	45.86		42.78	45.86		2.78	8.28		180	157	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.24	30.56		52.94	55.56		8.82	13.89		34	36	
1	26.42	11.43		62.26	60.00		11.32	28.57		53	35	
2	53.13	28.57		40.63	60.00		6.25	11.43		32	35	
3	25.00	13.04		64.29	56.52		10.71	30.43		28	23	
4	5.56	5.56		88.89	66.67		5.56	27.78		18	18	
5	40.00	*		33.33	*		26.67	*		15	*	
All Grades	32.22	21.02		57.22	57.96		10.56	21.02		180	157	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.47	25.00		70.59	66.67		2.94	8.33		34	36	
1	54.72	31.43		35.85	42.86		9.43	25.71		53	35	
2	53.13	11.43		40.63	68.57		6.25	20.00		32	35	
3	25.00	4.35		57.14	65.22		17.86	30.43		28	23	
4	22.22	0.00		50.00	83.33		27.78	16.67		18	18	
5	26.67	*		53.33	*		20.00	*		15	*	
All Grades	38.89	18.47		49.44	61.15		11.67	20.38		180	157	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	67.65	52.78		26.47	38.89		5.88	8.33		34	36	
1	30.19	20.00		60.38	54.29		9.43	25.71		53	35	
2	28.13	20.00		65.63	65.71		6.25	14.29		32	35	
3	39.29	13.04		57.14	69.57		3.57	17.39		28	23	
4	5.56	38.89		77.78	55.56		16.67	5.56		18	18	
5	13.33	*		66.67	*		20.00	*		15	*	
All Grades	34.44	30.57		56.67	54.78		8.89	14.65		180	157	

Conclusions based on this data:

- English learners (EL) in grades one through five were assessed using the state exam for English learners called the ELPAC. Overall, 180 (K-5) students were assessed and 61% scored at a level three (somewhat/moderately) or four (well developed) with specific strengths in oral language and a combination of results in written communication. There are approximately one-third of our overall student body identified as English Learners according to this data.
- There are no scores listed for some grade levels on the breakdown by listening, speaking, reading, due to the small numbers of ELs in certain grade levels. We continue to work on writing instruction school wide for all sub groups.
- 18% percent of all students assessed identified as well developed in reading and another 61% were identified as "somewhat/moderately developed" in reading. Our goals are to continue to reclassify students at the same rate as past years and following the two year trajectory of those students who were reclassified.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
529	9.8	34.4	
Total Number of Students enrolled in Laurelwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	182	34.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	52	9.8
Students with Disabilities	27	5.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.9
American Indian	2	0.4
Asian	299	56.5
Filipino	4	0.8
Hispanic	52	9.8
Two or More Races	38	7.2
Pacific Islander		
White	110	20.8

Conclusions based on this data:

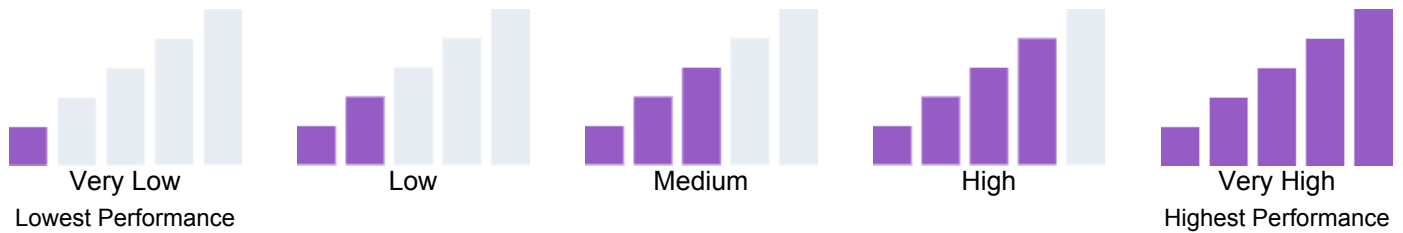
1. One-third or 181 of the 529 enrolled in the Laurelwood student body are designated as English learners and 5.1% or 27 students are noted as students with disabilities.
2. 9.8 percent of our student body (52 students) are considered to be socioeconomically disadvantaged based on their approved application for free/reduced lunch.
3. Our largest racial/ethnic student group at Laurelwood is Asian, including Indian Asian, Japanese, Korean and Chinese families at 56.5% or 299 students. The second largest racial/ethnic group is 110 "white" students or 21% of the school.

School and Student Performance Data

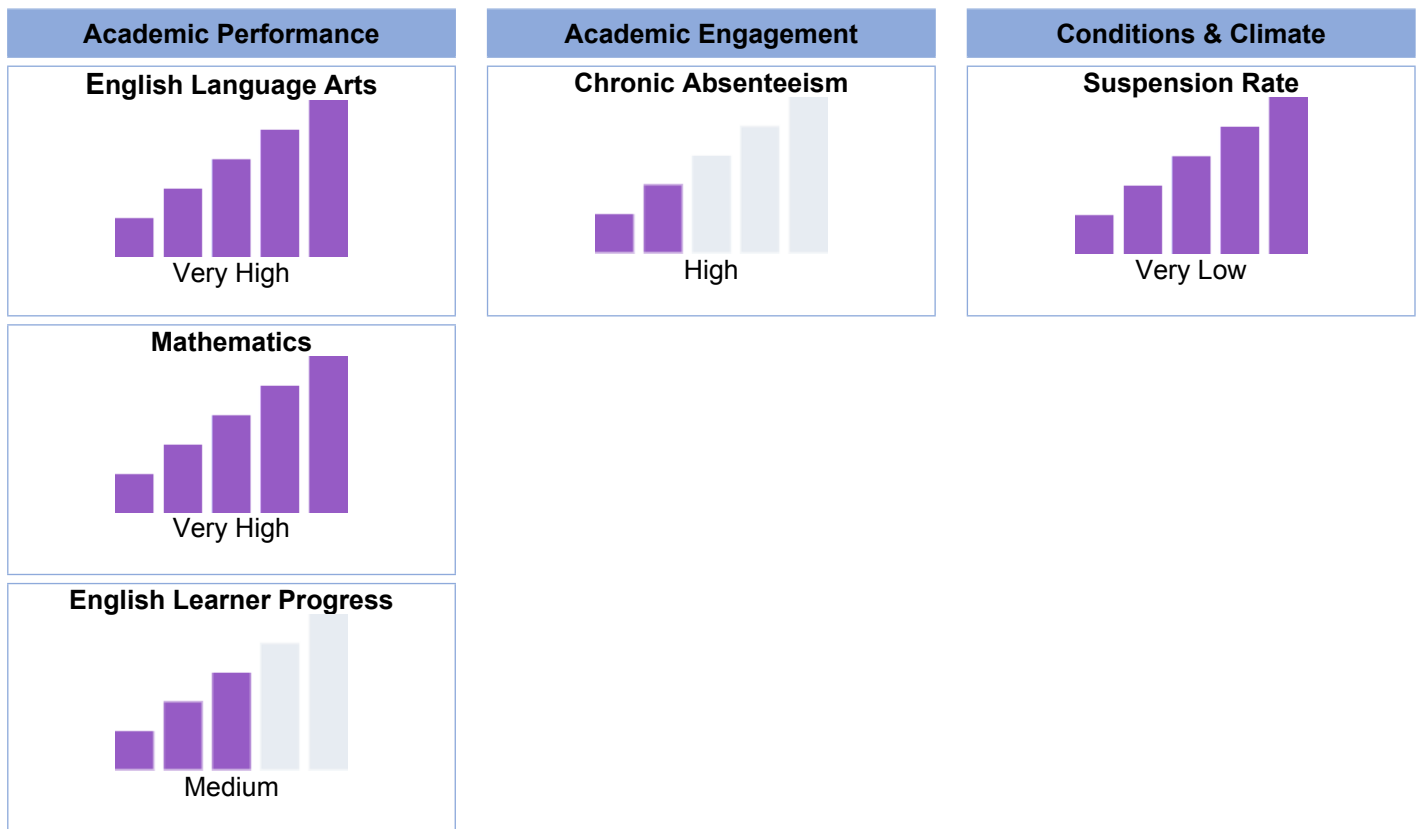
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Laurelwood students scored "very high" overall in the subject area of mathematics AND language arts indicating a strength in both areas for all groups.
2. In the area of conditions and climate, our suspension rates are very low showing an overall designation of "very low". The current data indicates Laurelwood has maintained the designation of low numbers of suspensions, using alternate forms of support in lieu of suspension.

3. An area of focus is chronic absenteeism which is currently in the middle range (not reflected by the year old chart here). Roughly three to four percent of students at Laurelwood are chronically absent. Our goal was to decrease the number of chronically absent students by 1% annually.

School and Student Performance Data

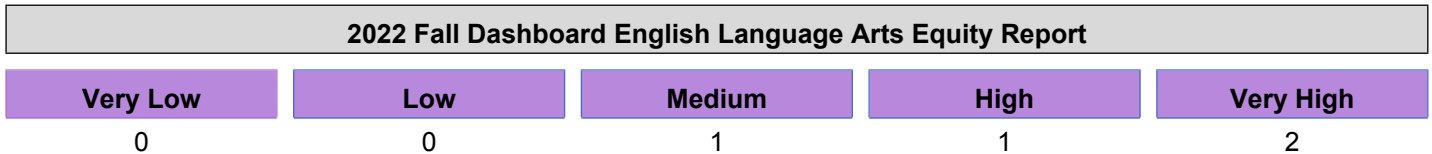
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

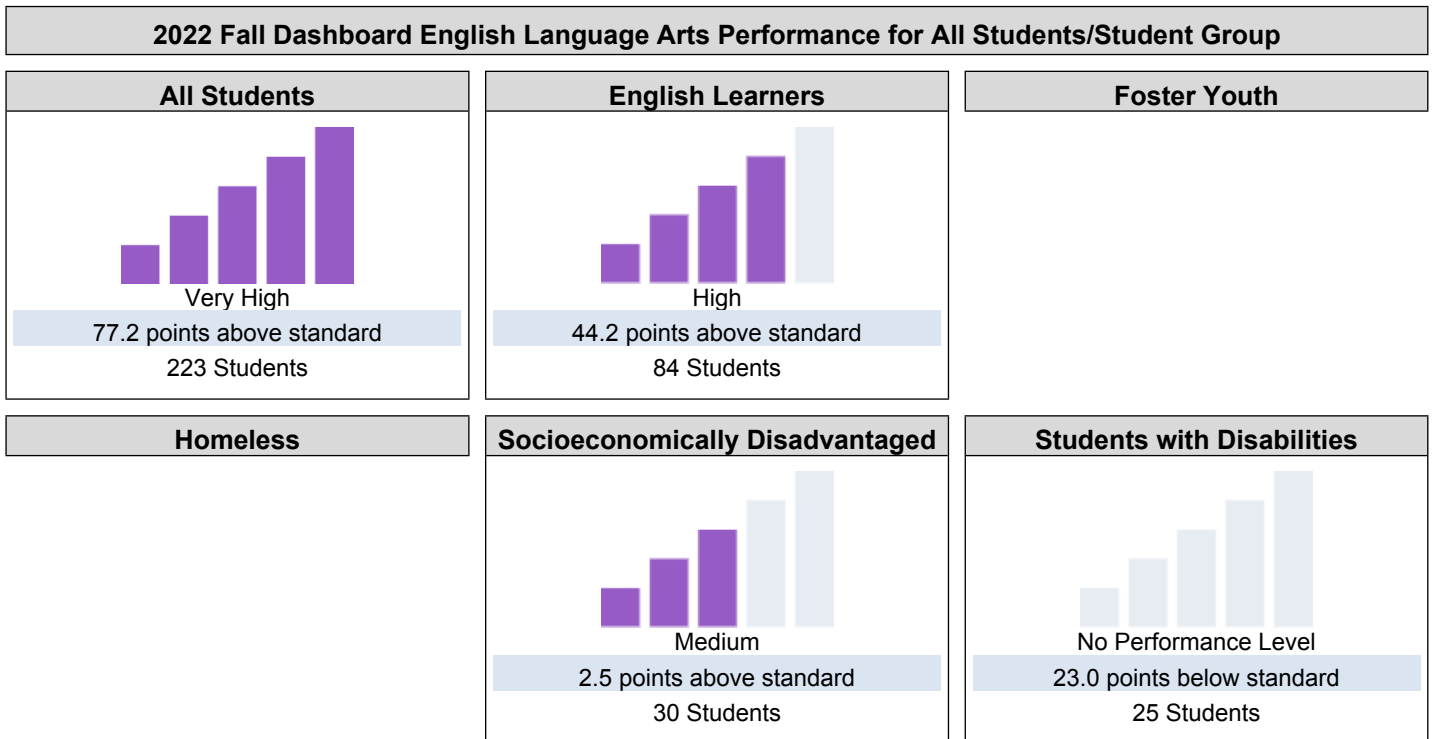
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



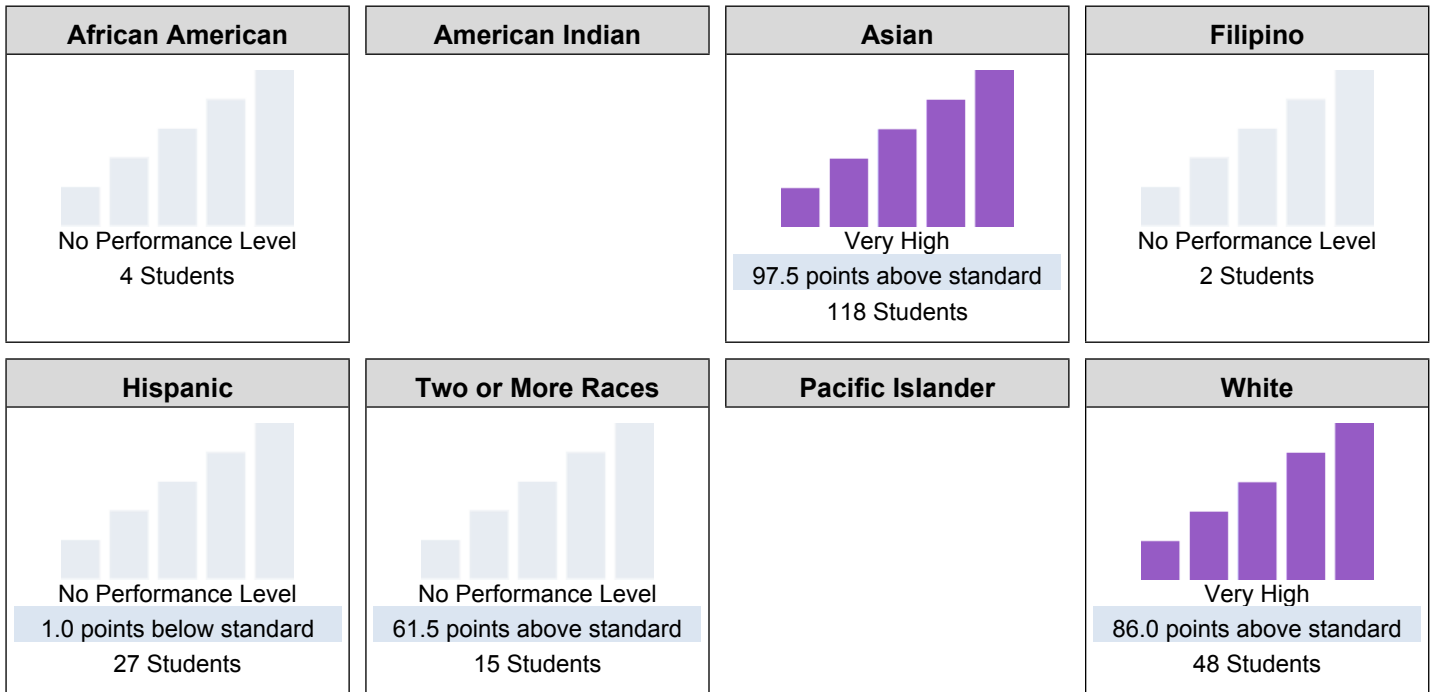
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
21.1 points below standard 32 Students	84.4 points above standard 52 Students	84.4 points above standard 88 Students

Conclusions based on this data:

1. "All Students" at Laurelwood are achieving at high levels in English Language Arts as evidenced by exceeding the grade level standard by 77 points and ranking the school on the dashboard at the very high level. The subgroup of "Asian" students scored 97.5 points above standard maintaining the highest level on the dashboard with "White" students scoring very high at 86%. Our goal will be to maintain these high levels of achievement in ELA.
2. English learners also scored 44.2 points above standard in ELA. E
3. In an important effort to close the gap for socioeconomically disadvantaged (SED) students, success shows this SED subgroup at 2.5 points above standard (a slight decline over the previous year). We will continue to focus support on SED students in the area of ELA through interventions designed for the classroom and pull out support.

School and Student Performance Data

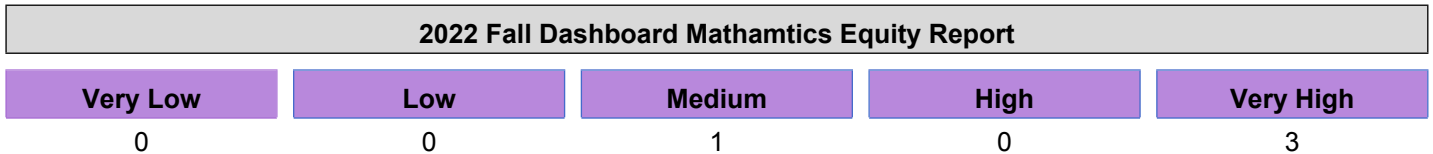
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

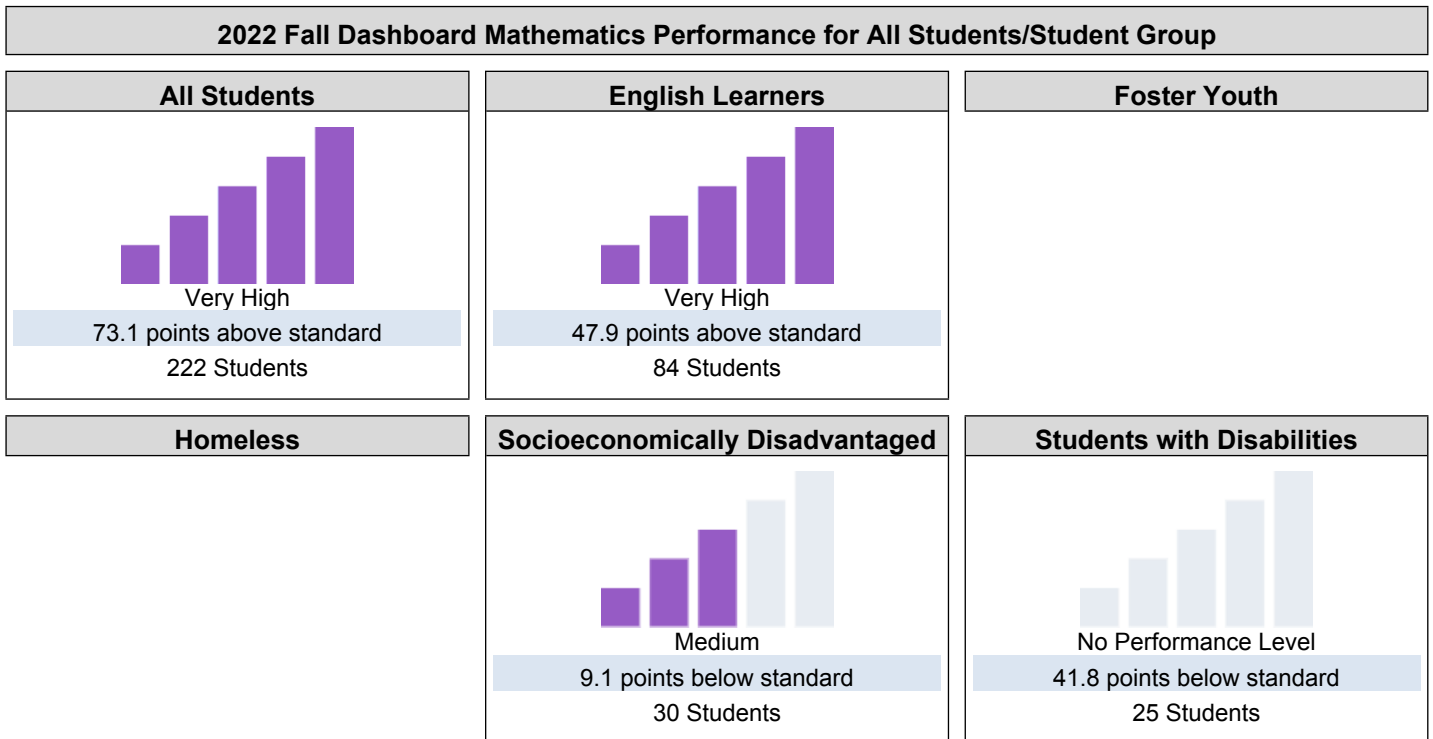
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



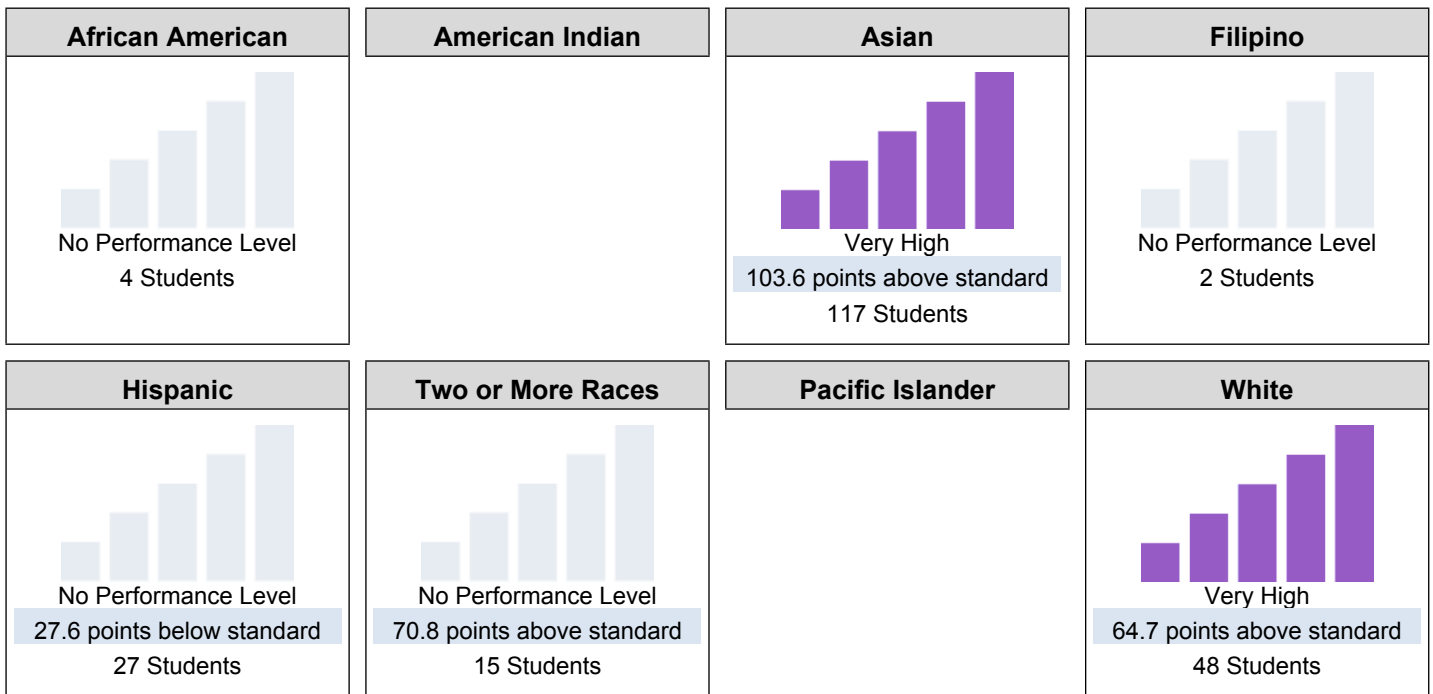
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>39.5 points below standard 35 Students</p>	<p>89.9 points above standard 52 Students</p>	<p>72.5 points above standard 88 Students</p>

Conclusions based on this data:

1. In the subject area of mathematics, our total student body in grades 3,4,5 improved by 10 points moving to 73.1 points above standard.
2. Our English learners maintained achievement in mathematics by achieving 47.9 points above grade level and scoring in the medium range. Our goal this year is to maintain this strong achievement point for English learners in the area of mathematics. As current ELs begin to reach reclassification, their math scores will likely improve. Our current curriculum is very heavily language based, so we will look at both the Origo math data and iReady data for all students (including ELLs and Reclassified students) to ensure both groups are making progress.
3. Both our Asian and White students scored Very High with Asian students 103.6 above standard and 64.7 points above standard.

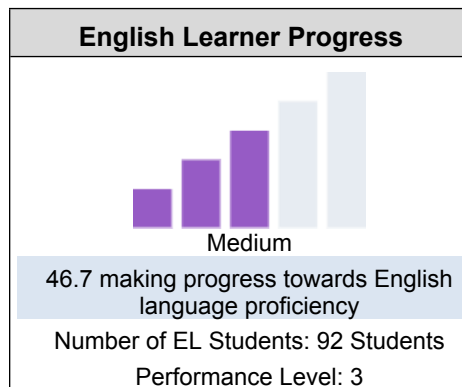
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6%	33.7%	4.3%	42.4%

Conclusions based on this data:

- 46.7% of English Learners made progress towards English language proficiency scoring in the Medium Range.
- 42.4% percent of ELs progressed at least one ELPI level and 4.3% percent maintained a level 4. We have created intervention groups to support growth. We will continue to track their progress if they continue to stay in SCUSD.
- 33.7% of English learners maintained their previous ELPI Level (Levels 1, 2L, 2H, 3L or 3H).

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

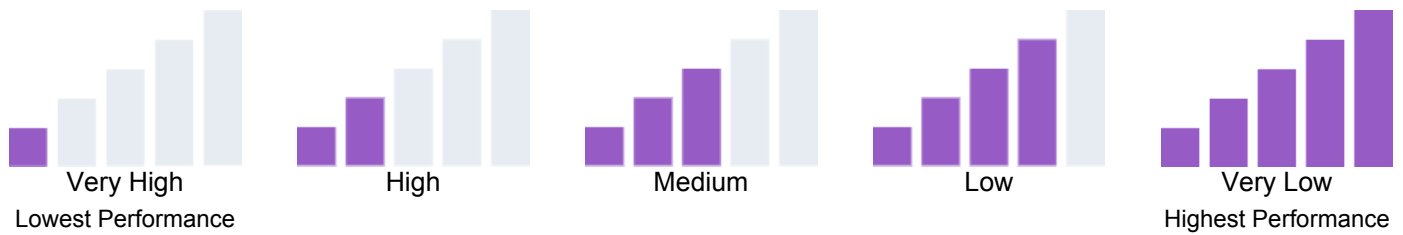
1. NA
2. NA
3. NA

School and Student Performance Data

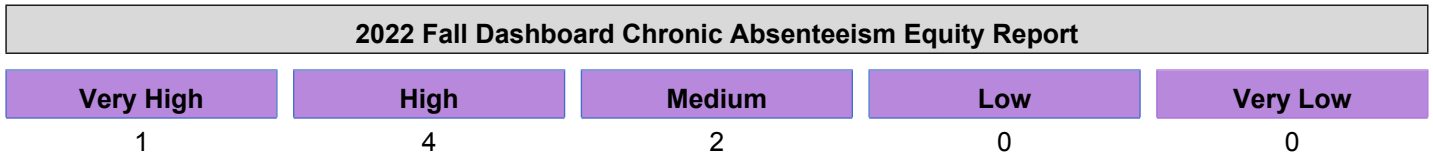
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

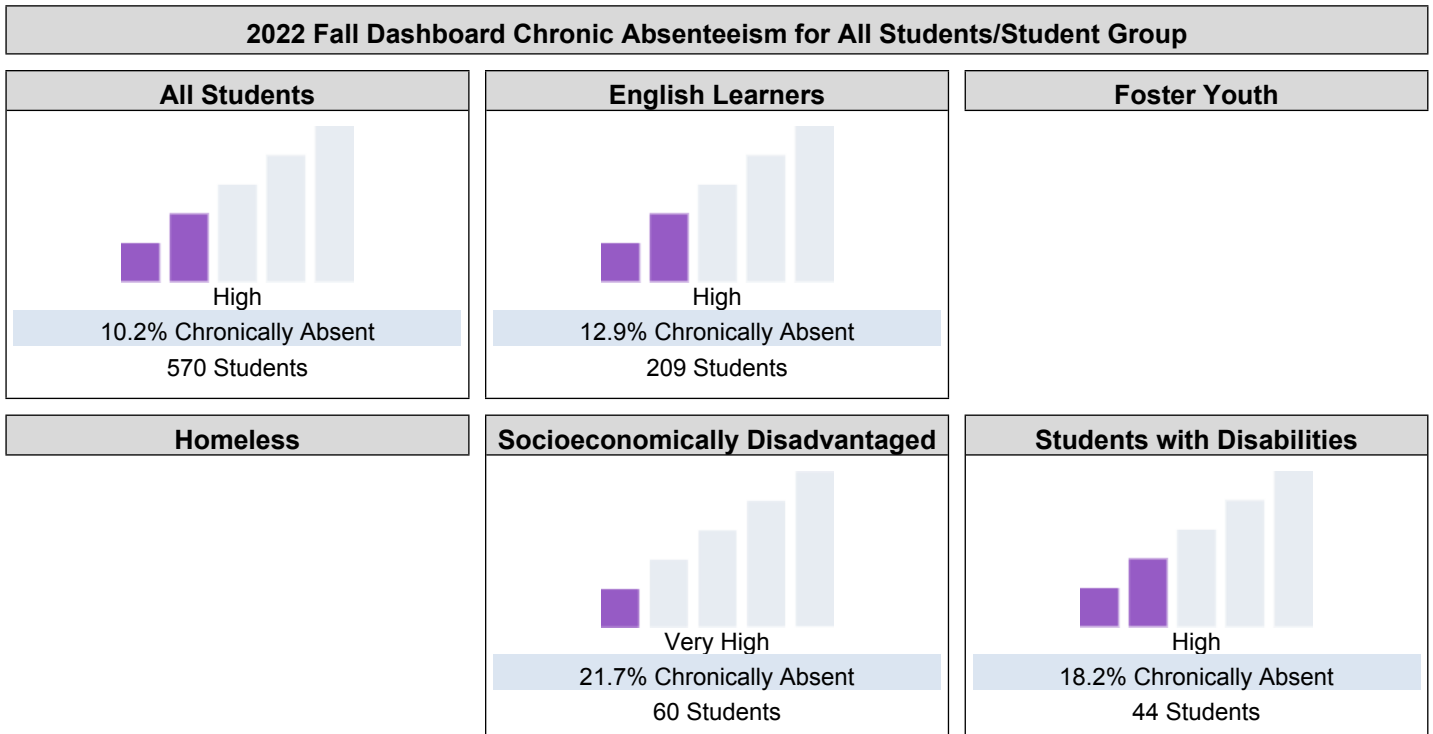
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



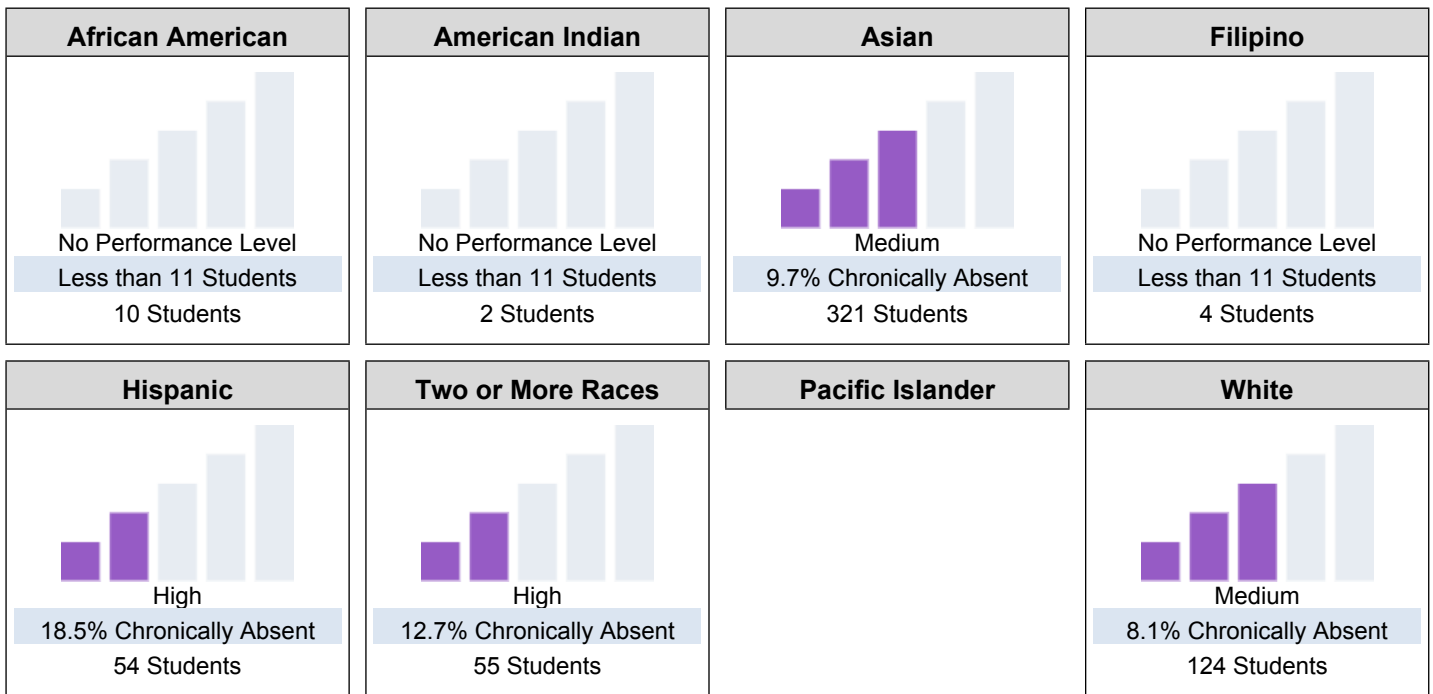
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

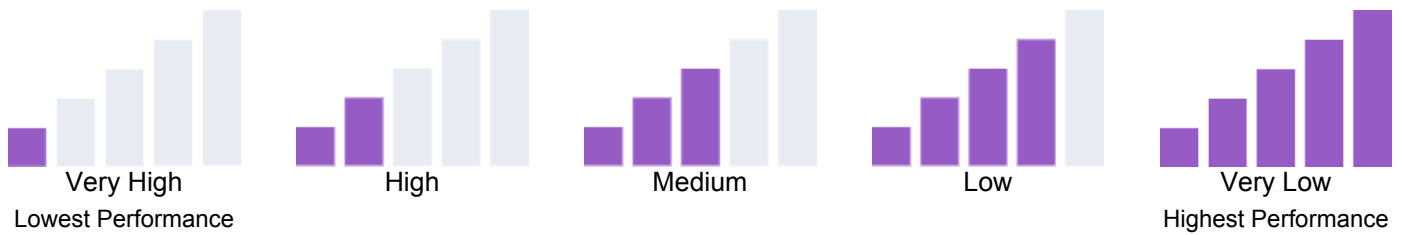
1. Overall 10.2% of students are considered Chronically Absent, with the highest coming from Socioeconomically Disadvantaged.
2. Hispanic and Two or More Races at at a High Level, while Asian and White are at a Medium Level of Chronic Absenteeism.
3. White and Asian are Medium with less than 10% Chronically Absent.

School and Student Performance Data

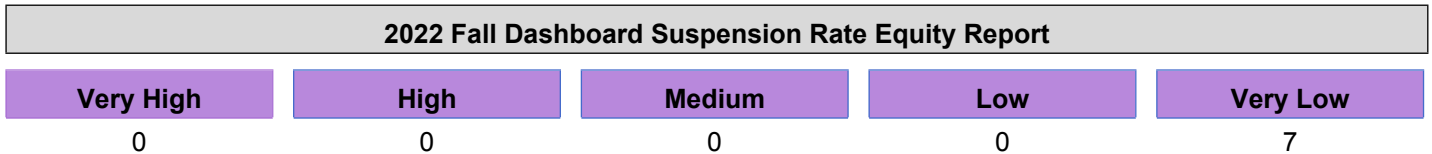
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

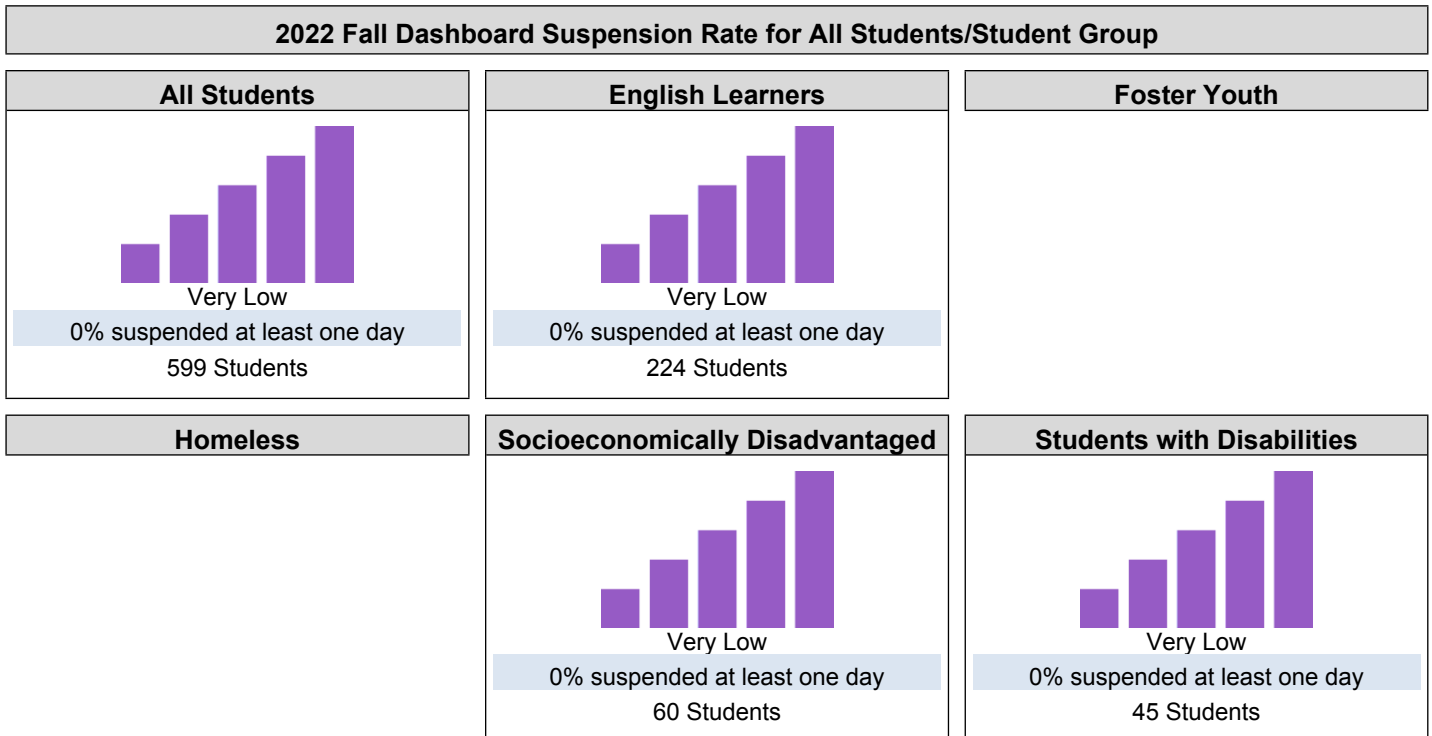
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



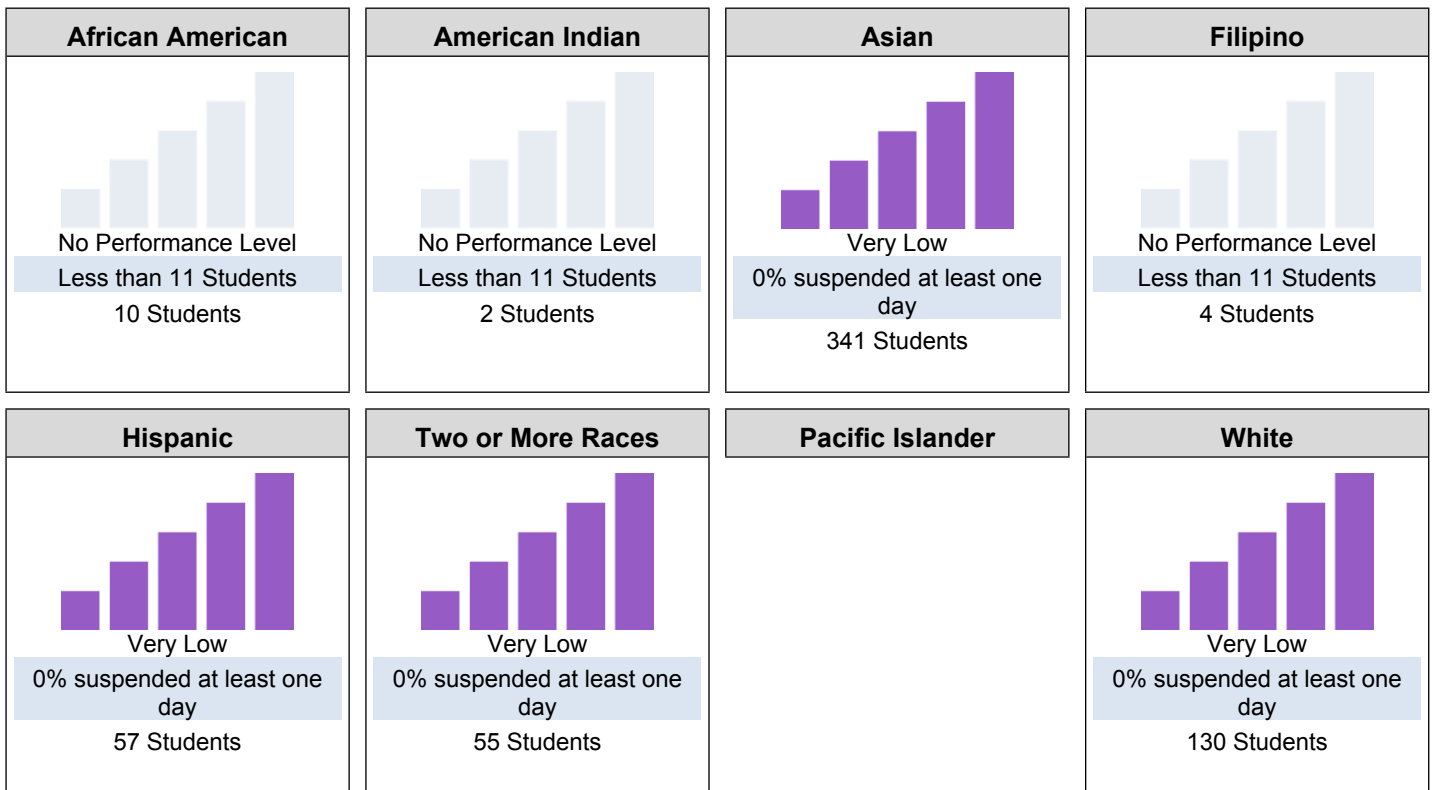
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. A very low percentage of students at Laurelwood are suspended as a means of discipline.
2. As a means to reduce suspensions, interventions for physically aggressive students were put in place by the school and district.
3. There was an overall reduction in suspensions from 2% in 2017 to 0.7% in 2018 and then a further drop to 0.4% in 2019 to 0% in 2022

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

STEM - Science, Technology, Engineering and Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

New Generation Science Standards (NGSS) focus on a combination of science, technology, engineering and mathematics (STEM). One goal of STEM education is to "increase STEM literacy or the knowledge and understanding of scientific and mathematical concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity for all students."

By utilizing classroom technology such as one to one chrome books (K-5), interactive Smart projectors, Origo Stepping Stones 2.0 online mathematics lessons, iReady mathematics assessments and instruction along with FOSS hands-on science instruction, Laurelwood students will be able to gain the knowledge they need to compete in a global, technologically advanced society for both college and career bound individuals.

Implementation Objective(s): By June of 2024, all teachers in grades K-5 will implement trimester assessments and data analysis for iReady Mathematics and Origo pre and post tests. Assessments will be analyzed each trimester in PLC to student learning.

By June of 2024, at least 100% of all K-5 classes will participate in one STEAM related activities, inside or outside the classroom, (such as Garden STEAM Expo, STEAM Lab activities, and/or afterschool STEAM programs) per trimester. 100% of all K-5 classes will utilize the district adopted FOSS curriculum. This objective will be measured by participation data gathered annually by Google Form about participation and/or STEAM lab sign in sheets by class.

Improvement Objective(s): By June of 2023, 70% of student in grades 1st - 5th will score At-Level or Above on each of the iReady Assessment in Trimester 2 and Trimester 3.

By June of 2023, 70% of students in grades 1st - 5th will score 70% or above on the Origo Quarterly Assessments.

By June of 2023, 75% of Laurelwood students in Grades 3, 4, and 5 will meet or exceed grade level standards in the area of mathematics on CAASPP.

By June of 2023, at least 70% of all fifth graders will meet or exceed grade level standards as measured on the California Science Test (CAST).

Identified Need

Students with disabilities, socio-economically disadvantaged students, and English language learners need EXTRA SUPPORT in mathematics and STEM evidenced by scores on iReady mathematics compared with their non-disabled, non SED, non ELL counterparts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP	3rd, 4th, 5th Grade Average of 0 70% in 2022	75% of students in Grades 3,4,5 will meet or exceed grade level standards
iReady Mathematics	School average of 75%, 4 out of 5 grades with 70% or above	70% of all students At-Level or Above
Origo Quarterly Assessments	Current average 65%	70% of students in grades 1st - 5th will score 70% or above

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners; Students with Disabilities; Socioeconomically Disadvantaged Students; and all students interested in STEAM activities

Strategy/Activity

Interventions and extensions for STEM related activities targeted to students with disabilities, English learners and socio-economically disadvantaged students. Substitute release for teachers to collaborate, assess and provide small group instruction targeted to focus students listed above will allow for direct intervention. Hourly pay for STEAM activities beyond instructional hours for both classified and certificated staff will round out the budget

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Collaboration Sub Release
500	Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly pay for prep
100	Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students in grades 4-5

Strategy/Activity

Math Olympiad Lunch Club

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Targeted Allocation
4000-4999: Books And Supplies
Math Olympiad Registration

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participation in Garden Lessons related to FOSS Curriculum to support STEAM activities at Laurelwood for Grades K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Targeted Allocation
2000-2999: Classified Personnel Salaries
Instructional Assistant - STLA for Garden

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Offer Family Science, Technology, Engineering Arts and Math (STEAM) virtual events providing parents with resources to assist their children in using STEAM at home, accessing Origo 2.0 materials online for parents/students to use at home and teach simple games students can play with their families to sharpen their math and skills (site cost minimal)

Offer STEAM assemblies as a resource to support students in acquiring math and science knowledge for college-bound and career futures.

District level STEAM Expo - encourage participation and offer supports to various student groups, as needed. Provide science boards for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	STEAM Night to prepare for district STEAM event
0	STEAM Assemblies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The number of STEAM related activities for students to engage in has increased by an average of 1 per class to 3 per class during a school year. Students have been able to actively engage in hands on activities to support our science and mathematics curriculum. Student participation in the school STEAM Night returned after a break from these type of events of the past few years.

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

The focus on release time and support was mainly of for our Garden Lessons, with less on STEAM Lab activities.

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

A focus on iReady data will be implemented to be able to use our trimester data do analyze growth in mathematics, along with our Quarterly Origo Data. This can be found as a new improvement objective.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development (ELD) / English Language Arts (ELA)

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

Guided by the English Learner Master Plan, Laurelwood administrators and leadership team will provide support to ALL teachers in planning and delivering high-quality integrated and designated English Language Development instruction. This instruction provides access for English learners to core curriculum. We work together to ensure that all students become 21st century global citizens with high levels of academic language and the ability to demonstrate real-world application of rigorous academic content.

It is our goal that all Laurelwood students identified as English Language Learners (ELLs) will demonstrate continued, consistent growth each year in English language acquisition (listening, speaking, reading, writing) in order to meet the English Language Development standards as measured by the ELPAC (English Learner Proficiency Assessment). Furthermore, English Language Learners (ELLs) as a student group will show continued, consistent growth in English Language Arts as measured by Fountas and Pinnell reading assessments completed three times per year at the end of each trimester.

Implementation Objective:

By June of 2024, 100% of K-5 teachers will utilize a combination of 1) iReady Reading lessons 45 minutes; 2) small group reading instruction 30 minutes; and/or (3) Lexia English (EL students).
By June of 2024, 100% of K-5 students who are assessed below level will receive intervention
By June of 2024, all Laurelwood teachers in grades K-5 will analyze data from iReady reading assessments and F&P Assessments in grade level professional learning community (PLC) to monitor student learning.

Improvement Objective(s):

By June of 2024, 70% of Laurelwood students in K-5 will be on target to meet the end of year F&P goals (at or above grade level in Reading).
By June of 2024, 70% of student in grades 1st - 5th will score At-Level or Above on each of the iReady Reading Assessment in Trimester 2 and Trimester 3.
By June of 2025, 70% of ALL Laurelwood students in Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts.
By June of 2024, growth goal for 65% of beginners/novices to move up one level within one school year.
By June of 2024, reduce the percentage of students consider At Risk of LTEL by 10%

By June of 2024, 90% of EL students in grades 1st to 5th will grow 35 points on the iReady Reading Assessment from Trimester 1 to Trimester 3.

Identified Need

English language learners, all students, socio-economically disadvantaged and students with disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	60% of beginner/novice moved up one level from 2021-2022	65% of beginners/novices to move up one level within one school year.
CAASSP	3rd, 4th, 5th Grade average of 70%	70% of ALL Laurelwood students in Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASPP in the area of Language Arts.
F&P	70% of Students at grade level at the end of the year	70% of Laurelwood students in K-5 will be on target to meet the end of year F&P goals (at or above grade level in Reading).
iReady Reading	70% of student At Level or Above on the iReady Reading	70% of student in grades 1st - 5th will score At-Level or Above on each of the iReady Reading Assessment in Trimester 2 and Trimester 3.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Hire SLTA classified personnel, for grades K - 5, in order to support English Language acquisition through reading and writing, listening and speaking OR provide subs to support students directly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Targeted Allocation 2000-2999: Classified Personnel Salaries STLA Classified Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will schedule meetings with parents of English learners twice annually for goal setting meetings and at risk conferences using interpreters and written translation. Such interpretation can be provided through district interpreters/translators and/or use of the phone interpretation service (TransAct Translation Service)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Targeted Allocation 2000-2999: Classified Personnel Salaries Interpreters/Document Translations
1000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for meetings and small group instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and all students

Strategy/Activity

Provide a variety of experiences for English Learners and all students in the area of ELD/ELA through in person or virtual field trips and assemblies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Free Virtual Field Trips

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Classroom teachers will provide specialized instruction for ELL students for 30 minutes each day using Specifically Designed Academic Instruction in English (SDAIE) strategies and targeted ELD for newcomers and LTELs. ELSAT will coordinate with Principal to ensure access for identified newcomers and all ELLs to support access to My Lexia and Lexia Reading (district provided) and support from assigned paraeducators under the supervision of the principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Sub Release for planning/observation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities and English Learners

Strategy/Activity

Develop interventions for EL, SEDs, and students behind in grade level, in collaboration with principal, Instructional Coach, ELSAT and SpEd Staff. Hire STLA certificated personnel to support English learner initiatives in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25000

Targeted Allocation
2000-2999: Classified Personnel Salaries
STLA Intervention Groups

500

Donations

	4000-4999: Books And Supplies Materials
5000	Targeted Allocation 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Substitute Teacher Release for Data Collection and Analysis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Assessment Release Subs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Offer Reading Recovery for students who are behind grade level in 1st grade reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18000	Targeted Allocation 4000-4999: Books And Supplies Teacher Hourly - Reading Recover
6000	Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Creating intervention for students below level in reading and for English Learners to get dedicated support in their specific learning needs.

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

Reading Recovery has been worked into the goals as one of our main supports for students below level in reading. Budget expenditures are heavily focused on paying for support staff to run intervention groups.

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

Reading Recovery has been worked into the goals as one of our main supports for students below level in reading.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

All Laurelwood staff will maintain a safe and positive school climate focused on supporting student wellness and academic achievement, preparation for a global citizenry and parent involvement as measured by parent, staff and student surveys including the Social Emotional Learning survey given to SCUSD students third through fifth grade.

Implementation Objective: By June of 2024, all Laurelwood teachers TK-5 will implement Multi-Tiered Systems of Support (MTSS) using research based strategies for behavior and academics. Tracking Tier 1 implementation will include data collection during observations and walkthroughs led by external MTSS Coaches. Tracking Tier 2 intervention will include data collection for both academic and behavior strategies. Data collection will include Behavior Tracking Tool (BTT), Tiered Fidelity Inventory (TFI), and Check In/Check Out (CICO).

Improvement Objective: By June of 2024, as measure by classroom observations and in person walkthrough data, assessed by external MTSS coaches, 80% of observed classrooms will meet Acceptable Implementation or Above on all six PBIS Classroom Practices, from a baseline of 4 out of 6 currently being met by 80% or above. By June, 2024, 80% of students participating in our Tier 2 Check In Check Out system will graduate within 10 weeks of starting the program.

Identified Need

Focus on all teachers implementing all six PBIS classroom practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Staff Surveys (every other year)	NA	Complete 2 Parent and 2 Staff Surveys
PBIS Classroom Practices	4 out of 6 Practices met 80%	80% of observed classrooms will meet Acceptable Implementation or Above on all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		six PBIS Classroom Practices, from a baseline of 4 out of 6 currently being met by 80% or above. By June, 2024, 80% of students participating in our Tier 2 Check In Check Out system will graduate within 10 weeks of starting the program.
CICO Data	Inconclusive CICO data	80% of students participating in our Tier 2 Check In Check Out system will graduate within 10 weeks of starting the program.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Safety Preparedness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Targeted Allocation 4000-4999: Books And Supplies Materials for safety preparedness
1000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Release for Safety Preparation
	Targeted Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Multi-tiered Systems of Support for Positive Behavior Intervention System (PBIS) program school-wide; rewards, materials; attend MTSS and/or PBIS conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures PBIS / MTSS Training/Conferences / Travel
1500	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release staff for training
1000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher hourly pay
300	Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities, English learners and socioeconomically disadvantaged students

Strategy/Activity

Participate in collaboration meetings with principal/AP, EL Support, grade level teams and support staff to analyze data, write MTSS intervention plans, attend SST meetings, write 504s and/or individual goals to determine interventions to support at-risk English Learner students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7327	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes
2500	Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher hourly pay

500

Targeted Allocation
3000-3999: Employee Benefits
Certificated Hourly

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Encourage parent participation in School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Parent Teacher Association (PTA), Watch D.O.G.S. (Dads of Great Students), Noon Duty Volunteers, and Classroom Volunteers by creating communication avenues, advertising and hosting parent education nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Teacher Hourly

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SLT and PLC - Professional Learning Community implementation and training (year 5)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8500

Targeted Allocation
1000-1999: Certificated Personnel Salaries
Teacher Hourly - SLT Meetings

300

Targeted Allocation
2000-2999: Classified Personnel Salaries
CSEA Rep - paid to attend SLT training (virtual)
outside of work time

2000

Targeted Allocation
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies are heavily focused on PLC and SLT meeting and collaboration. A focus on analyzing data will allow for individual teachers, grade levels, and school wide to develop strategies and supports for all students.

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

Budget focus on collaboration with the implementation focused on classroom practices and Tier 2 supports.

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

The main change is not in the goal or metrics, but in the focuses use of dedicated time by using PLC models, training, and collaboration to improve practices and support student outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,327.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$500.00
Targeted Allocation	\$116,827.00

Subtotal of state or local funds included for this school: \$117,327.00

Total of federal, state, and/or local funds for this school: \$117,327.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	127,804.00	10,977.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Donations	500.00
Targeted Allocation	116,827.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	40,827.00
2000-2999: Classified Personnel Salaries	40,600.00
3000-3999: Employee Benefits	13,900.00
4000-4999: Books And Supplies	19,800.00
5000-5999: Services And Other Operating Expenditures	2,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Donations	500.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	40,827.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	40,600.00

3000-3999: Employee Benefits	Targeted Allocation	13,900.00
4000-4999: Books And Supplies	Targeted Allocation	19,300.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	2,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,900.00
Goal 2	82,000.00
Goal 3	28,427.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Paul Fuller	Principal
Amy Sargent	Parent or Community Member
Leslee Adler	Other School Staff
Steve Ivy	Classroom Teacher
Barry Sunderland	Classroom Teacher
Effie Tabor	Classroom Teacher
Pratik Khanna	Parent or Community Member
Elizabeth Fitch	Parent or Community Member
Lizzy Smith	Parent or Community Member
Jennifer Lewis	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:



Principal, Paul Fuller on May 9, 2023



SSC Chairperson, Lizzy Smith on May 9, 2023