



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurelwood Elementary School	CA	May 8, 2024	May 23rd, 2024

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

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

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

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

This plan is being used by Laurelwood Elementary School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) 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). Current year data is being used to create goals and plans for the 2024-2025 school year, including guiding teacher, grade level, and school wide focuses at the Tier 1 level and Tier 2 Intervention groups. Whole group trends in data will be analyzed throughout the year to identify areas of need for all students. Individual student data will be analyzed to determine which students are in need of intervention support, in the classroom and during pull out small group sessions. Small group pull out groups include reading and math intervention, based on essential standards assessments and data from F&P, iReady, and Origo Module assessments.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The indicator of most concern is Chronic Absenteeism. Chronic Absenteeism data is showing in the red for All Students, English Learners, Social Economically Disadvantaged, Students with Disabilities, Asian, Hispanic, and White student groups. The greatest issues of absences is related to out of the country trips. As a school we are promoting our calendar as much as possible to support families traveling when school is not in session, sending Truancy letters and holding truancy meetings, and discussing with families the importance of attendance at school. For students who are struggling to get to school we are offering wellness support, behavior support, and having ongoing discussions with them and their families on their needs.

For the indicator of Suspension, the student group of Two or More races is in the Orange Range (1.9% per day), which is far below the Blue Range of the overall student body. This group has 53 students in in with a small number of those students having been suspended. As a site, we are working with all of our resources to support these students with the use of Wellness and Counseling and Positive Behavior support to minimize the behaviors that are leading to suspension. All students are learning emotional to prevent physical contact that leads to suspensions.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Suspension rates for Two or More Races is two or more performance levels below that of the all students. As a site, we are working with all of our resources to support these students with the use of Wellness and Counseling and Positive Behavior support to minimize the behaviors that are leading to suspension. All students are learning emotional to prevent physical contact that leads to suspensions.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Laurelwood Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.38%	0.58%	4	2	3
African American	1.9%	1.89%	1.73%	12	10	9
Asian	59.6%	56.52%	56.43%	371	299	294
Filipino	0.6%	0.76%	0.77%	4	4	4
Hispanic/Latino	7.5%	9.83%	10.17%	47	52	53
Pacific Islander	0.2%	%	0%	1		0
White	21.7%	20.79%	20.92%	135	110	109
Multiple/No Response	5.5%	7.18%	7.1%	34	38	37
Total Enrollment				623	529	521

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 held steady, after a steep decline.
2. The percent of students who are Spanish/Latino has increased over the past two years.
3. The number of students in TK/K has grown with addition of TK at Laurelwood.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	41	60	3.6%	7.8%	11.5%

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 number of students who are Reclassified Fluent English Proficient has drastically increased over the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	94	0	73	93	0	73	93	0.0	89.0	98.9
Grade 4	103	90	80	0	86	79	0	86	79	0.0	95.6	98.8
Grade 5	101	82	84	0	77	83	0	77	83	0.0	93.9	98.8
All Grades	306	254	258	0	236	255	0	236	255	0.0	92.9	98.8

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.	2466.		36.99	43.01		32.88	23.66		20.55	13.98		9.59	19.35
Grade 4		2560.	2566.		68.60	73.42		16.28	15.19		10.47	3.80		4.65	7.59
Grade 5		2591.	2586.		61.04	60.24		23.38	21.69		9.09	8.43		6.49	9.64
All Grades	N/A	N/A	N/A		56.36	58.04		23.73	20.39		13.14	9.02		6.78	12.55

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	37.63		57.53	49.46		4.11	12.90
Grade 4		46.51	50.63		46.51	40.51		6.98	8.86
Grade 5		48.05	42.17		49.35	51.81		2.60	6.02
All Grades		44.49	43.14		50.85	47.45		4.66	9.41

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	36.56		58.90	47.31		15.07	16.13
Grade 4		61.63	59.49		32.56	35.44		5.81	5.06
Grade 5		51.95	56.63		40.26	34.94		7.79	8.43
All Grades		47.46	50.20		43.22	39.61		9.32	10.20

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	25.81		72.60	67.74		8.22	6.45
Grade 4		25.58	34.18		63.95	60.76		10.47	5.06
Grade 5		25.97	30.12		71.43	62.65		2.60	7.23
All Grades		23.73	29.80		69.07	63.92		7.20	6.27

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	30.11		58.90	51.61		9.59	18.28
Grade 4		40.70	45.57		56.98	45.57		2.33	8.86
Grade 5		42.86	39.76		51.95	53.01		5.19	7.23
All Grades		38.56	38.04		55.93	50.20		5.51	11.76

Conclusions based on this data:

1. In 2023, 87% of third graders achieved at, near, or above standard in the area of reading/language arts. In grade four, 91% of students achieved reading scores at, near, or above grade standard and 94% of fifth graders met or exceeded the standard. The three grade levels combined showed 90% of all students reading at, near, or above grade level standard in 2023, exceeding district, county and state level scores. The overall percentage is decreased, however, from 95% in 2022.
2. In the area of writing, third graders achieved at 84% at, near, or above standard and fourth graders at 95%. Fifth grade showed overall scores of 91% at, near, or above the grade level standard. There was a slight decrease in students at, near, or above standards in 3rd and 5th grade.
3. Third, fourth and fifth graders scored well in research/inquiry with 88% overall with at, near, 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.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	94	0	75	93	0	75	93	0.0	91.5	98.9
Grade 4	103	90	80	0	85	79	0	85	79	0.0	94.4	98.8
Grade 5	101	82	84	0	77	82	0	77	82	0.0	93.9	97.6
All Grades	306	254	258	0	237	254	0	237	254	0.0	93.3	98.4

* 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.	2500.		46.67	52.69		32.00	21.51		14.67	15.05		6.67	10.75
Grade 4		2565.	2574.		63.53	63.29		22.35	25.32		9.41	10.13		4.71	1.27
Grade 5		2593.	2594.		59.74	63.41		23.38	14.63		7.79	15.85		9.09	6.10
All Grades	N/A	N/A	N/A		56.96	59.45		25.74	20.47		10.55	13.78		6.75	6.30

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	59.14		37.33	29.03		8.00	11.83
Grade 4		72.94	72.15		22.35	24.05		4.71	3.80
Grade 5		58.44	63.41		31.17	30.49		10.39	6.10
All Grades		62.45	64.57		29.96	27.95		7.59	7.48

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	50.54		38.67	37.63		9.33	11.83
Grade 4		51.76	55.70		42.35	40.51		5.88	3.80
Grade 5		58.44	47.56		35.06	43.90		6.49	8.54
All Grades		54.01	51.18		38.82	40.55		7.17	8.27

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	46.24		49.33	47.31		8.00	6.45
Grade 4		60.00	56.96		31.76	43.04		8.24	0.00
Grade 5		46.75	56.10		45.45	37.80		7.79	6.10
All Grades		50.21	52.76		41.77	42.91		8.02	4.33

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, 83.2% 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 communicating 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.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	1472.5	1469.6	1470.4	1465.4	1490.9	1457.4	1488.8	34	36	46
1	1501.7	1459.8	1461.5	1490.6	1453.3	1467.4	1512.5	1465.8	1455.2	53	35	32
2	1525.2	1483.6	1476.1	1524.9	1484.7	1461.9	1524.7	1482.1	1489.8	32	35	31
3	1511.2	1470.9	1481.7	1501.2	1457.6	1476.8	1520.8	1483.8	1486.2	28	23	32
4	1513.7	1509.8	1497.5	1507.6	1491.1	1477.4	1519.3	1528.2	1517.2	18	18	19
5	1515.3	*	1511.3	1497.8	*	1495.3	1532.3	*	1526.8	15	10	18
All Grades										180	157	178

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	36.96	44.12	22.22	41.30	14.71	25.00	15.22	0.00	11.11	6.52	34	36	46
1	49.06	11.43	18.75	24.53	45.71	34.38	16.98	20.00	34.38	9.43	22.86	12.50	53	35	32
2	50.00	11.43	16.13	43.75	48.57	38.71	0.00	31.43	29.03	6.25	8.57	16.13	32	35	31
3	28.57	8.70	12.50	42.86	52.17	40.63	21.43	13.04	34.38	7.14	26.09	12.50	28	23	32
4	11.11	16.67	26.32	44.44	50.00	36.84	33.33	22.22	21.05	11.11	11.11	15.79	18	18	19
5	26.67	*	22.22	13.33	*	44.44	40.00	*	11.11	20.00	*	22.22	15	*	18
All Grades	38.89	21.02	23.03	35.56	40.13	39.33	17.78	23.57	24.72	7.78	15.29	12.92	180	157	178

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	41.30	50.00	30.56	34.78	17.65	22.22	17.39	0.00	8.33	6.52	34	36	46
1	50.94	20.00	28.13	24.53	28.57	28.13	18.87	37.14	31.25	5.66	14.29	12.50	53	35	32
2	50.00	37.14	22.58	40.63	34.29	32.26	3.13	20.00	29.03	6.25	8.57	16.13	32	35	31
3	32.14	21.74	12.50	50.00	34.78	56.25	14.29	13.04	18.75	3.57	30.43	12.50	28	23	32
4	27.78	11.11	31.58	55.56	66.67	36.84	16.67	5.56	10.53	0.00	16.67	21.05	18	18	19
5	33.33	*	27.78	40.00	*	33.33	13.33	*	16.67	13.33	*	22.22	15	*	18
All Grades	40.56	28.03	28.09	40.56	36.31	37.08	14.44	21.66	21.35	4.44	14.01	13.48	180	157	178

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	26.09	32.35	33.33	41.30	20.59	41.67	30.43	2.94	5.56	2.17	34	36	46
1	26.42	14.29	9.38	52.83	37.14	40.63	9.43	22.86	34.38	11.32	25.71	15.63	53	35	32
2	34.38	5.71	12.90	56.25	42.86	51.61	3.13	34.29	22.58	6.25	17.14	12.90	32	35	31
3	25.00	8.70	12.50	39.29	21.74	25.00	25.00	43.48	43.75	10.71	26.09	18.75	28	23	32
4	22.22	11.11	10.53	27.78	50.00	47.37	33.33	22.22	31.58	16.67	16.67	10.53	18	18	19
5	20.00	*	22.22	13.33	*	27.78	53.33	*	27.78	13.33	*	22.22	15	*	18
All Grades	30.00	14.65	16.29	41.67	34.39	39.33	18.89	33.76	32.02	9.44	17.20	12.36	180	157	178

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	41.30	64.71	38.89	54.35	0.00	11.11	4.35	34	36	46
1	64.15	34.29	43.75	33.96	60.00	53.13	1.89	5.71	3.13	53	35	32
2	56.25	37.14	32.26	34.38	57.14	54.84	9.38	5.71	12.90	32	35	31
3	53.57	47.83	31.25	46.43	39.13	56.25	0.00	13.04	12.50	28	23	32
4	72.22	77.78	68.42	27.78	11.11	21.05	0.00	11.11	10.53	18	18	19
5	40.00	*	44.44	53.33	*	44.44	6.67	*	11.11	15	*	18
All Grades	54.44	45.86	41.57	42.78	45.86	50.00	2.78	8.28	8.43	180	157	178

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	32.61	52.94	55.56	50.00	8.82	13.89	17.39	34	36	46
1	26.42	11.43	18.75	62.26	60.00	62.50	11.32	28.57	18.75	53	35	32
2	53.13	28.57	12.90	40.63	60.00	61.29	6.25	11.43	25.81	32	35	31
3	25.00	13.04	6.25	64.29	56.52	78.13	10.71	30.43	15.63	28	23	32
4	5.56	5.56	26.32	88.89	66.67	47.37	5.56	27.78	26.32	18	18	19
5	40.00	*	33.33	33.33	*	38.89	26.67	*	27.78	15	*	18
All Grades	32.22	21.02	21.35	57.22	57.96	57.87	10.56	21.02	20.79	180	157	178

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	28.26	70.59	66.67	71.74	2.94	8.33	0.00	34	36	46
1	54.72	31.43	31.25	35.85	42.86	56.25	9.43	25.71	12.50	53	35	32
2	53.13	11.43	16.13	40.63	68.57	67.74	6.25	20.00	16.13	32	35	31
3	25.00	4.35	15.63	57.14	65.22	53.13	17.86	30.43	31.25	28	23	32
4	22.22	0.00	10.53	50.00	83.33	63.16	27.78	16.67	26.32	18	18	19
5	26.67	*	22.22	53.33	*	55.56	20.00	*	22.22	15	*	18
All Grades	38.89	18.47	21.91	49.44	61.15	62.36	11.67	20.38	15.73	180	157	178

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	67.39	26.47	38.89	26.09	5.88	8.33	6.52	34	36	46
1	30.19	20.00	3.13	60.38	54.29	75.00	9.43	25.71	21.88	53	35	32
2	28.13	20.00	25.81	65.63	65.71	58.06	6.25	14.29	16.13	32	35	31
3	39.29	13.04	12.50	57.14	69.57	71.88	3.57	17.39	15.63	28	23	32
4	5.56	38.89	31.58	77.78	55.56	63.16	16.67	5.56	5.26	18	18	19
5	13.33	*	27.78	66.67	*	50.00	20.00	*	22.22	15	*	18
All Grades	34.44	30.57	30.90	56.67	54.78	55.06	8.89	14.65	14.04	180	157	178

Conclusions based on this data:

- English learners (EL) were assessed using the state exam for English learners called the ELPAC. Overall, 178 (K-5) students were assessed. There are approximately one-third of our overall student body identified as English Learners according to this data. There were 62% scored at a level three (somewhat/moderately) or four (well developed) with specific strengths in listening.
- There were 62% scored at a level three (somewhat/moderately) or four (well developed) with specific strengths in listening.

3. 22% percent of all students assessed identified as well developed in reading and another 62% 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	13.1	33.2	
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	173	33.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	68	13.1
Students with Disabilities	30	5.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.7
American Indian	3	0.6
Asian	294	56.4
Filipino	4	0.8
Hispanic	53	10.2
Two or More Races	37	7.1
White	109	20.9

Conclusions based on this data:

- One-third or 173 of the 551 enrolled in the Laurelwood student body are designated as English learners and 5.8% or 30 students are noted as students with disabilities.

2. 13.1 percent of our student body (68 students) are considered to be socioeconomically disadvantaged.
3. Our largest racial/ethnic student group at Laurelwood is Asian, including Indian Asian, Japanese, Korean and Chinese families at 56.4% or 294 students. The second largest racial/ethnic group is 1109 "white" students or 20.9% of the school.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  Blue		

Conclusions based on this data:

1. Laurelwood students scored "very high" overall in the three academic areas of English Language Arts, Mathematics, and English Learner Progress.
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 "low" (in the Red).

School and Student Performance Data

Academic Performance English Language Arts

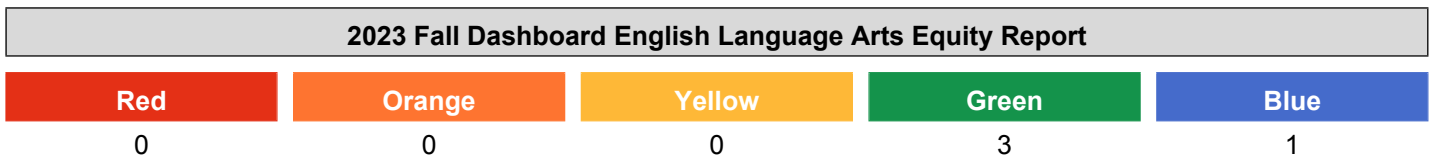
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 77.6 points above standard Maintained +0.3 points 225 Students	English Learners  Green 24.1 points above standard Decreased Significantly -20.1 points 82 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 37.5 points above standard Increased Significantly +35 points 31 Students	Students with Disabilities 29 points below standard Decreased -6.1 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 89.4 points above standard Decreased -8.1 points 109 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
10.7 points above standard Increased +11.7 points 24 Students	87.3 points above standard Increased Significantly +25.7 points 19 Students	 No Performance Color 0 Students	 Green 79.6 points above standard Decreased -6.5 points 59 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.1 points below standard Decreased Significantly -40 points 37 Students	94.1 points above standard Increased +9.7 points 45 Students	95.5 points above standard Increased +11.1 points 89 Students

Conclusions based on this data:

- "All Students" at Laurelwood are achieving at high levels in English Language Arts as evidenced by exceeding the grade level standard by 76 points and ranking the school on the dashboard at the very high level. The subgroup of "Asian" students scored 89.4 points above standard maintaining the highest level on the dashboard with "White" students scoring very high at 79.6%. Our goal will be to maintain these high levels of achievement in ELA.
- English learners also scored 24.1 points above standard in ELA.
- Current English Learners and Students with Disabilities are showing below standard.

School and Student Performance Data

Academic Performance Mathematics

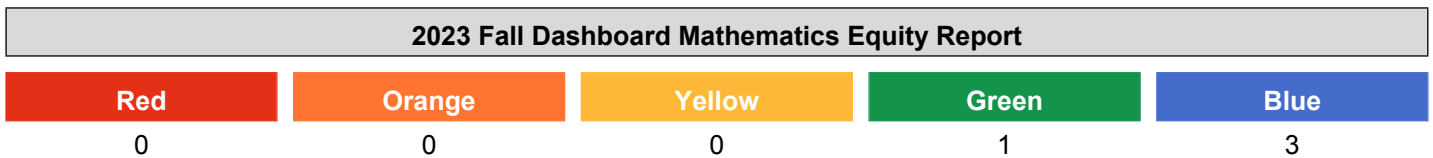
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 75.7 points above standard Maintained +2.6 points 224 Students	English Learners Blue 50.4 points above standard Maintained +2.4 points 82 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 18.9 points above standard Increased Significantly +28 points 31 Students	Students with Disabilities 26.9 points below standard Increased +14.9 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 99.6 points above standard Decreased -4 points 109 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
15.6 points below standard Increased +12 points 24 Students	78.2 points above standard Increased +7.4 points 19 Students	 No Performance Color 0 Students	 Blue 71.9 points above standard Increased +7.2 points 58 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9.4 points below standard Increased Significantly +38.9 points 37 Students	99.6 points above standard Increased +9.7 points 45 Students	73.6 points above standard Maintained +1.1 points 88 Students

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

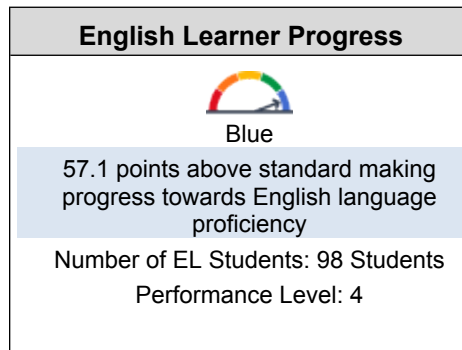
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
13	29	0	56

Conclusions based on this data:

1. 57.1% of English Learners made progress towards English language proficiency scoring in the High Range
2. 56% percent of ELs progressed at least one ELPI level and 29% of English learners maintained their previous ELPI Level (Levels 1, 2L, 2H, 3L or 3H).
3. 13% of ELs decreased one ELPI Level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 16% Chronically Absent Increased Significantly 5.8 570 Students	English Learners Red 17.2% Chronically Absent Increased Significantly 4.3 203 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 22.7% Chronically Absent Increased 1 75 Students	Students with Disabilities Red 35.6% Chronically Absent Increased 17.4 45 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p align="center"> Red</p> <p>13.4% Chronically Absent Increased Significantly 3.8</p> <p>328 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>29.8% Chronically Absent Increased 11.3</p> <p>57 Students</p>	<p align="center"> Orange</p> <p>17% Chronically Absent Increased 4.3</p> <p>53 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p align="center"> Orange</p> <p>13% Chronically Absent Increased 5</p> <p>115 Students</p>

Conclusions based on this data:

- Overall 15% of students are considered Chronically Absent, with the highest coming from Students with Disabilities
- Hispanic, with 29.8% chronically absent, and Asian, with 13.4% Chronically Absent, are in the lowest range (red)
- White, with 13% Chronically Absent, and Tow or More Races with 13% Chronically Absent, are medium range.

School and Student Performance Data

Conditions & Climate Suspension Rate

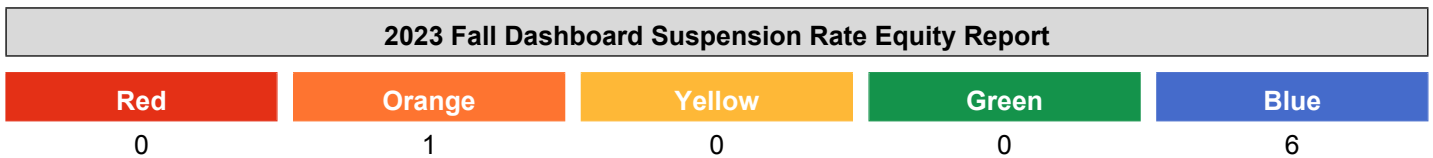
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0.2 585 Students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 211 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 76 Students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 48 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 342 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 58 Students</p>	<p align="center"> Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.9 53 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 115 Students</p>

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. The group of Two or More Races was in the medium range with 1.9% suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

STEM - Science, Technology, Engineering and Mathematics

Next 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 chromebooks (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 2025, all teachers in grades 1st-5th will implement trimester assessments and data analysis for iReady Mathematics and Origo pre and post tests.

By June of 2025, 100% of all TK-5 classes will participate in at least two Garden specific lessons, in the Laurelwood Garden. This will be measured by the Garden schedule.

By June of 2025, 100% of all TK-5 classes will participate in one, non Garden specific, STEAM related activity, outside the classroom, per trimester. This will be measured by the STEAM schedule.

By June, of 2025, 100% of all TK-5 classes will utilize the district adopted FOSS curriculum. This will be measured by teacher submission each trimester.

Improvement Objective(s):

By June of 2025, 70% of student in grades K - 5th will score At-Level or Above the iReady Math Assessment for Trimester 3.

By June of 2025, grades 1st - 5th will score an average of 80% or above, per grade level, on the Origo end of Module Assessments.

By June of 2025, 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 2024, at least 70% of all fifth graders will meet or exceed grade level standards as measured on the California Science Test (CAST).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

Students with disabilities (41%), Hispanic or Latino (44%), and English language learners (51%) need EXTRA SUPPORT in mathematics and STEAM, evidenced by scores on iReady mathematics compared with the overall scoring of students (74% proficient). The focus will be on the students in each group that are scoring below grade level on the iReady Mathematics diagnostic. Students with disabilities being 59% scoring below grade level, Hispanic or Latino being 56% scoring below grade level, and English Learners being 49% scoring below grade level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP	3rd, 4th, 5th Grade Average of 79.92% in 2023	75% of students in Grades 3,4,5 will meet or exceed grade level standards
iReady Mathematics	3 out of 6 grades had 70% of students At-Level or Above in 2023	70% of all students At-Level or Above in all grade levels
Origo Assessments	Current average 84% in grades 1st-5th grade	80% of students in grades 1st - 5th will score 70% or above

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Small Group Math Intervention groups, based on iReady and Origo assessments	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	5,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Classified Salary 1845.5 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.2	School Support TOSA to lead: Family Science, Technology, Engineering Arts and Math (STEAM) 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. Laurelwood STEAM Night (projects) - encourage participation and offer supports to various student groups, as needed. Provide science boards for students	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	4,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries School Support TOSA 880.4 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.3	School Support TOSA to organize STEAM assemblies as a resource to support students in acquiring math and science knowledge for college-bound and career futures.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	4,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries School Support TOSA 880.4 Targeted Allocation

			3000-3999: Employee Benefits Benefits
1.4	School Support TOSA to lead STEAM activities during Collaboration Release time that allow for hands on learning experiences to grow academic scientific vocabulary and create connections to science and math concepts.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	12,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries School Support TOSA 5000 Targeted Allocation 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Exposure to STEAM lessons has allowed for our at risk student groups to deepen their understanding of STEAM related vocabulary and topics, using these to support in FOSS and Origo lessons. English Learners increased their understanding on science vocabulary through hands on STEAM Lessons. Small group Math Intervention has targeted at risk students, who are struggling with essential standards. Math groups have seen an increase from pre assessments to post assessments. Some groups have grown more than 50% on pre and post data and others have smaller growth, but 90-100% students in the group scoring proficient levels on the post assessment.

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

Budget was moved from Goal 3 to support small group math intervention.

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.

Adding School Support TOSA support.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Literacy is a key focus to support all students in reading and writing at grade level each year, with a focus on Phonics in primary grades and use of reader's and writer's workshop in all grades K-5.

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 2025, 100% of K-2 teachers implement the UFLI Phonics Curriculum.

By June of 2025, 100% of K-5 students will participate in weekly iReady Reading lessons.

By June of 2025, 100% of K-5 EL students will receive designated ELD lessons each week.

By June of 2025, 100% of K-5 students who are assessed below level in reading will receive small group intervention in class or in small group pull out for at least one round.

By June of 2025, 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 2025, 70% of Laurelwood students in K-5 will meet the end of year F&P goals (at or above grade level in Reading) or make one year's growth.

By June of 2025, 70% of students in grades K - 5th will score At-Level or Above on the iReady Reading portion of Diagnostic 3.

By June of 2025, 75% 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 2025, growth goal for 65% of EL 1s and EL 2s to move up one level within one school year on the ELPAC.

By June of 2025, reduce the percentage of students consider At Risk of LTEL by 10%

By June of 2025, 90% of EL students in grades 1st to 5th will grow 25 points on the iReady Reading Assessment from Diagnostic 1 to Diagnostic 3.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

English language learners (47% proficient), Hispanic students (53% proficient), and students with disabilities (38% proficient) are scoring significantly lower than the overall student group (75% proficient) on iReady Reading. The focus will be on the students in each group that are scoring below grade level on the iReady Reading diagnostic. Students with disabilities being 52% scoring below grade level, Hispanic or Latino being 48% scoring below grade level, and English Learners being 54% scoring below grade level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 78.43%	75% of ALL Laurelwood students in Grades 3, 4, and 5 will meet or exceed grade level proficiency on the annual CAASSP 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	5 out of 6 grade levels with 70% of students At-Level or Above	6 out of 6 grade levels with 70% of students At-Level or Above

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Hire Classified staff to push into primary classes to support English Learners, students with disabilities, and identified students below grade level in reading or writing.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	5751 Targeted Allocation 2000-2999: Classified Personnel Salaries Classified Hourly 2122.7 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.2	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.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	
1.3	Provide a variety of experiences for English Learners and all students in the area of ELD/ELA through field trips and assemblies	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	

1.4	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.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	
1.5	Develop reading interventions for EL, SEDs, and students behind in grade level, in collaboration with principal, ELSAT and SpEd Staff. Hire classified personnel to support English learner initiatives in the classroom.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	
1.6	Provide Substitute Teacher Release for Data Collection and Analysis	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 1100.5 Targeted Allocation 3000-3999: Employee Benefits Benefits
1.7	School Support TOSA to provide support with analyzing data, identifying students below grade level, organizing an intervention schedule, and planning intervention lessons.	English Learners, Socioeconomically disadvantaged, foster youth, and students experiencing homelessness	13493 Targeted Allocation 1000-1999: Certificated Personnel Salaries School Support TOSA 5204 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Focus on reading groups has increased the number of students at level, with the growth of each student in reading groups has averaged 2 to 3 levels of growth in the year, almost equivalent to that of the general student body. English Learners has seen success with growth on the iReady Reading scores, even when not moving up a level on the assessments. The percentage of students who are at risk has gone down 10% this school year. Teacher release days for the F&P assessment has allowed for data collection and review to support targeting students in the neediness groups for extra support.

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

Funds were added from Goal 3 to support small group intervention

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.

Adding School Support TOSA support.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate

All Laurelwood staff will maintain a safe and positive school climate focused on supporting student wellness and academic achievement. Multi-tiered systems of support are used to analyze student data around academics, behavior, and wellness, to determine areas of support for students. Growth in attendance and minimizing the need for suspensions are positively affected by a focus on emotional regulation and peer interactions.

Implementation Objective:

By June of 2025, 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).

By June 2025, all students will be taught the Zones of Regulation and mindfulness strategies to regulate emotions through Mindfulness Monday announcements and activities.

Improvement Objective:

By June of 2025, 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.

By June of 2025, 80% of surveyed students and staff will be able to identify the Laurelwood Way expectations of Safe, Respectful, and Responsible

By June, 2024, 80% of students participating in our Tier 2 Check In Check Out system will graduate within 12 weeks of starting the program.

By June of 2025, 80% of students will be able to identify the Zones of Regulation and three strategies for regulating emotions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

Suspension rates are increasing, particular with students of two or more races being in the red. Focus on all teachers implementing all six PBIS classroom practices and the implementation of Zones of Regulation and Mindfulness are needed to support student negative behaviors and suspensions. Positive behavior focuses will also support positive student to student interactions and support those students who have anxiety around school based on interactions with other students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Laurelwood Way Expectations	80% of students surveyed students and staff will be able to identify the Laurelwood Way expectations of Safe, Respectful, and Responsible	80% of students surveyed students and staff will be able to identify the Laurelwood Way expectations of Safe, Respectful, and Responsible
PBIS Classroom Practices	4 out of 6 Practices met 80%	80% of observed classrooms will meet Acceptable Implementation or Above on all six PBIS Classroom Practices
CICO Data	Inconclusive CICO data	80% of students participating in our Tier 2 Check In Check Out system will graduate within 12 weeks of starting the program.
Zones of Regulation	NA	80% of students will be able to identify the Zones of Regulation and three strategies for regulating emotions.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Mindfulness Mondays to teach about Zones of Regulation	Students with disabilities, English learners and socioeconomically disadvantaged students	
1.2	Implement Multi-tiered Systems of Support for Positive Behavior Intervention System (PBIS) program school-wide	Students with disabilities, English learners and socioeconomically disadvantaged students	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 440.2 Targeted Allocation 3000-3999: Employee Benefits Certificated Benefits
1.3	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.	Students with disabilities, English learners and socioeconomically disadvantaged students	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 440.2 Targeted Allocation 3000-3999: Employee Benefits Certificated Hourly
1.4	Release for teachers to observe classrooms	Students with disabilities, English learners and socioeconomically disadvantaged students	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes 220.1 Targeted Allocation 3000-3999: Employee Benefits Benefits

1.5	School Support TOSA to support MTSS, SLT, and PLC work.	Students with disabilities, English learners and socioeconomically disadvantaged students	20000 Targeted Allocation 1000-1999: Certificated Personnel Salaries School Support TOSA 8000 Targeted Allocation 3000-3999: Employee Benefits Benefits
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

A school wide focus on PBIS classroom practices and Tier 1 Implementation has support meeting the Tiered Fidelity Index for PBIS Tier 1. Participation in CICO was successful for those who participated and limited negative behaviors and higher levels of discipline for those students involved. All students have been using mindfulness and emotional regulation strategies to support their emotions. Continued focused and targeted approaches for those students with high levels of absences or suspensions will be important in the future.

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

Funds were able to be moved from Goal 3 to support Goal 1 with a reduction in funds needed to support PBIS

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.

Adding objectives related to implementation of Zones of Regulation and assessing PBIS implementation. Adding School Support TOSA support.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,378.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
Targeted Allocation	\$100,378.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$100,378.00

Total of federal, state, and/or local funds for this school: \$100,378.00

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	27,426.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	100,378.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	63,493.00
2000-2999: Classified Personnel Salaries	10,751.00
3000-3999: Employee Benefits	26,134.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	63,493.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	10,751.00
3000-3999: Employee Benefits	Targeted Allocation	26,134.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,606.30
Goal 2	32,671.20
Goal 3	34,100.50

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
Aimee Kalivoda	Classroom Teacher
Blake Lewis	Classroom Teacher
Vanessa Laranjo	Classroom Teacher
Amy Sargent	Parent or Community Member
Prateek Khanna	Parent or Community Member
Magali Torres-Castillo	Other School Staff
Sharlene Ericson	Parent or Community Member
Mohammed Zaheer	Parent or Community Member
Manali Doshi	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 8, 2024.

Attested:

	Principal, Paul Fuller on May 9, 2024
	SSC Chairperson, Aimee Kalivoda on May 9, 2024