

# Single Plan for Student Achievement Laurel Elementary School



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SAN MATEO-  
FOSTER CITY  
SCHOOL DISTRICT

## A Resource for School Site Council 2018-2019

The **2018-2019** School Single Plan for Student Achievement (SPSA) reflects the local engagement and action items outlined in the San Mateo-Foster City School District's Local Control Accountability Plan (LCAP).

To view the San Mateo-Foster City LCAP, please visit <http://www.smfcsd.net/>.

# The Single Plan for Student Achievement

School: **Laurel Elementary School**

District: **San Mateo-Foster City School District**

County-District School (CDS) **41690396044945**

Code:

Principal: **Christian J. Rubalcaba**

Date of this revision: **09/17/2018**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: **Christian J. Rubalcaba**

Position: **Principal**

Telephone Number: **650-312-7700**

Address: **316 36th St., San Mateo, CA 94403**

E-mail Address: **crubalcaba@smfcsd.net**

The District Governing Board approved this revision of the SPSA on **XXXXXX**



**Laurel School  
2018-2019 SPSA**

**Student Achievement**

<b>LCAP Goal</b>	Students will make progress toward meeting or exceeding grade level California Standards. <ul style="list-style-type: none"><li>● All students</li><li>● Students who are English Learners and/or Socioeconomically Disadvantaged</li><li>● Students with disabilities</li></ul>
<b>SPSA Goal #1</b>	All students will make progress on CAASPP and Galileo (grades 3-5) and F&P (grades K-2) in ELA and Math. More students will be proficient on CAASPP and Galileo (grades 3-5) and reading at grade level according to F&P (grades K-2) in ELA and Math. English Learners, students with disabilities, and students with low socioeconomic status will make accelerated progress on all assessments (grade K-5).
<b>Data Used to Form this Goal</b>	CAASPP/Dashboard Data (15/16 & 16/17 Cohorts)

## Equity Report

### Laurel Elementary - San Mateo County

List of all schools in this district

Enrollment: 504   Socioeconomically Disadvantaged: 41%   English Learners: 38%   Foster Youth: 0%   Dashboard Release: Spring 2017

Grade Span: K-5   Charter School: No

Equity Report   Status and Change Report   Detailed Report   Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		6	0
<a href="#">English Learner Progress (1-12)</a>		1	1
<a href="#">English Language Arts (3-8)</a>		4	0
<a href="#">Mathematics (3-8)</a>		4	0

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

## Equity Report

### Laurel Elementary - San Mateo County

List of all schools in this district

Enrollment: 527   Socioeconomically Disadvantaged: 44.6%   English Learners: 38%   Foster Youth: 0.2%   Dashboard Release: Fall 2017

Grade Span: K-5   Charter School: No

Equity Report   Status and Change Report   Detailed Report   Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		6	2
<a href="#">English Learner Progress (1-12)</a>		1	1
<a href="#">English Language Arts (3-8)</a>		4	3
<a href="#">Mathematics (3-8)</a>		4	3

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

# English Language Arts Assessment Report

## Laurel Elementary - San Mateo County

List of all schools in this district:

Enrollment: 504    Socioeconomically Disadvantaged: 41%    English Learners: 33%    Foster Youth: 0%

Dashboard Release:

Grade Span: K-5    Charter School: No

Spring 2017

- Equity Report
- Status and Change Report
- Detailed Report**
- Student Group Report

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Equity and Placement Report](#) for this Indicator.

▼ A:

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		244	Medium 3.3 points below level 3	Increased +7.4 points
<u>English Learners</u>		103	Low 4.9 points below level 3	Increased +5.0 points
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		101	Low 5.0 points below level 3	Increased +15.2 points
<u>Students with Disabilities</u>		21	Very Low 10.1 points below level 3	Declined Significantly -22.3 points
<u>African American</u>		2	+	+
<u>American Indian</u>		0	+	+
<u>Asian</u>		16	Very High 43.0 points above level 3	Increased +12.7 points
<u>Filipino</u>		10	+	+
<u>Hispanic</u>		123	Low 41.0 points below level 3	Increased +12.4 points
<u>Pacific Islander</u>		5	+	+
<u>Two or More Races</u>		14	Very High 37.0 points above level 3	Maintained +2.4 points
<u>White</u>		74	High 30.0 points above level 3	Declined -1.0 points

# English Language Arts Assessment Report

## Laurel Elementary - San Mateo County

List of all schools in this district

Enrollment: 527    Socioeconomically Disadvantaged: 44.6%    English Learners: 38%    Foster Youth: 0.2%

Dashboard Release:

Grade Span: K-5    Charter School: No

Fall 2017

[Equity Report](#)    [Status and Change Report](#)    [Detailed Report](#)    [Student Group Report](#)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-Level Placement Report](#) for this indicator.

▼ All

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		231	Low 30.3 points below level 3	Declined Significantly -37 points
<a href="#">English Learners</a>		97	Very Low 82.4 points below level 3	Declined Significantly -32.4 points
<a href="#">Foster Youth</a>		0	-	-
<a href="#">Homeless</a>		4	-	-
<a href="#">Socioeconomically Disadvantaged</a>		102	Very Low 77.4 points below level 3	Declined Significantly -36.3 points
<a href="#">Students with Disabilities</a>		22	Very Low 102.0 points below level 3	Maintained -0.5 points
<a href="#">African American</a>		3	-	-
<a href="#">American Indian</a>		0	-	-
<a href="#">Asian</a>		10	High 47.5 points above level 3	Declined Significantly -37.4 points
<a href="#">Filipino</a>		10	-	-
<a href="#">Hispanic</a>		109	Low 65.7 points below level 3	Declined Significantly -26 points
<a href="#">Pacific Islander</a>		2	-	-
<a href="#">Two or More Races</a>		9	-	-
<a href="#">White</a>		78	Medium 3 points above level 3	Declined Significantly -37.8 points

## English Learner Progress Indicator Report

### Laurel Elementary - San Mateo County

List of all schools in this district

Enrollment: 504 Socioeconomically Disadvantaged: 41% English Learners: 38% Foster Youth: 0%

Dashboard Release:

Grade Span: K-5 Charter School: No

Spring 2017

[Equity Report](#)
[Status and Change Report](#)
[Detailed Report](#)
[Student Group Report](#)

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-Year Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
<u>English Learner</u>		148	Very Low 39.9%	Declined Significantly -17.4%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

## English Learner Progress Indicator Report

### Laurel Elementary - San Mateo County

List of all schools in this district

Enrollment: 527 Socioeconomically Disadvantaged: 44.6% English Learners: 38% Foster Youth: 0.2%

Dashboard Release:

Grade Span: K-5 Charter School: No

Fall 2017

[Equity Report](#)
[Status and Change Report](#)
[Detailed Report](#)
[Student Group Report](#)

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-Year Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
<u>English Learner</u>		171	Very Low 57.5%	Declined -8.5%

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Fountas & Pinnell Data (17/18 Cohort)

Total # of Students	# of students at/above	% of students at/above	# of students below	% of students below	# of students 1 level below	% of students 1 level below	# of Students 1+ level below	% of students 1+ level below
59	31	52%	28	47%	10	17%	18	30%
66	31	47%	35	53%	35	53%	17	25%
66	20	30%	46	70%	12	18%	34	51%
72	7	9%	65	90%	5	7%	60	83%
69	11	16%	58	84%	11	16%	49	71%

**Findings from the Analysis of the Data**

**Dashboard**

Nearly 40% of students are ELs and need language support via embedded and targeted English Language Development. English Learner progress declined significantly. Decline overall in ELA and Math for all students.

**Fountas & Pinnell**

Half of Kindergarteners and 1st grade students were performing at or above grade level literacy expectation. 2nd grade students begin to decrease in literacy. Significant decrease in 2nd, 3rd, and 4th grade students who are below grade level literacy expectation.

**Overall**

Data chats - looking at students with a whole-child approach (literacy, math, and socio-emotional); most students who come in at/above grade level make a year's growth in reading. The students who are not at grade level make little to one year's worth of growth. Stronger early literacy program needed to build foundational literacy skills. With strong focus on rich running records to plan, group, and data-driven instruction with authentic differentiation, we can expect to see growth across grade levels.

**How the School will Evaluate the Progress of this Goal**

Via PD Days and Data Meetings throughout the year, teachers will receive professional development on EL best practices as well as time and guidance on how to interpret data and utilize to plan meaningful instruction.

Teachers and administrator will review F&P data, calibrate running records, and plan for rigorous differentiated and whole-group instruction.



	<p>Individual student goals will be created to track, plan, and push each child forward.</p> <p>For math, teachers will analyze enVision assessments test results to observe growth made and opportunities to improve.</p> <p>3 staff meetings will be devoted to review data as a school and grade level to determine how students are making progress towards SPSA goals.</p> <p><b>Oct/Nov.</b> Analyze CAASPP and F&amp;P results. Determine growth made on individual standards. Design intervention and implementation opportunities.</p> <p><b>Jan./Feb.</b> Analyze F&amp;P results. Determine growth made; refine or replace intervention strategy. Assess whether further professional development is needed for EL best practices.</p> <p><b>Apr./May.</b> Analyze F&amp;P results. Determine growth made; refine or replace intervention strategy as needed.</p>
<p><b>Stakeholder Feedback</b></p>	<p><b>PTA</b> Parents want to make sure all students are making progress, no matter where on the continuum of achievement. Parents want to know content being taught to both ELs and high performing students, so that all student groups are being challenged to improve.</p> <p><b>ELAC</b> Parents would like additional training and support in literacy and English language development. They understand how integrated and designated ELD is being taught in the classroom, yet they wish to receive further intervention and support to ensure all children are making adequate progress. They would also like to receive further guidance on how they can support their children at home and in the community. Parents want to see ELs accelerate their learning to avoid falling behind in content learning. Catching up is the first step, but they want to see rapid acceleration and enrichment.</p> <p><b>Staff</b> We would like to see growth for ELs via improvement in reclassification rates and achievement levels in upper grades so students are ready for middle school. We believe in a focus for all students with equitable supports for each child. Every child deserves differentiation, enrichment, and acceleration. Small group instruction will continue in each classroom, as well as guided instruction from our Reading Specialist.</p>

Actions Taken to Reach this Goal	Description	Funding Source(s)	Amount
Well Balanced Literacy Program	<p>All students will participate in, receive, and benefit from a well balanced literacy approach using adopted district curriculum, Benchmark. The well balanced literacy program will include:</p> <ul style="list-style-type: none"> <li>Whole group based on trends noted in formative assessments</li> <li>Small group instruction at each child's ZPD</li> <li>Independent work</li> <li>Multiple opportunities to craft written pieces for a variety of purposes and genres</li> </ul>	N/A	N/A
ELD	<p>Integrated ELD - Language will be taught within all the content areas</p> <p>Designated ELD- Targeted language instruction will support language development connected to all content areas.</p>	N/A	N/A
Reading Specialist	<p>Collect, store, and analyze Early Literacy summative and formative ELA and English Learner data; identify students from 1st-2nd grades for reading intervention using Reading Recovery and Leveled Literacy Intervention. Students will be taught either one-on-one or small group for 12 weeks.</p>	Centrally funded	Centrally funded
Mathematics	<p>All students will participate and engage with the district adopted curriculum, enVision. All students will be provided collaborative opportunities to work on number sense and operations.</p>	Centrally funded	Centrally funded
Staff Meetings - every Tuesday	<p>All teachers will attend Tuesday Staff Meetings held weekly with a focus on:</p> <ul style="list-style-type: none"> <li>-Committees (family engagement, safety, literacy/math nights, science)</li> </ul>	N/A	N/A

	<p>-Leadership and PBIS teams</p> <p>-Data (F&amp;P data to plan and drive instruction)</p> <p>Teachers will be reviewing current data each month to see if we are approaching our target goals for each child, determine new/refined target goals and identify improvements/changes needed to be put into place based on our results.</p>		
Small group instruction (Cervantes-Ruiz, 4.4 hours; Lennox, 2.5 hours)	<p>All students will receive daily small group instruction to target learning needs</p> <p>Target students will receive additional small group instruction during school, before school, and in-class, push-in interventions.</p>	LCAP	\$48,401 (Gisele Lennox and Yesenia Cervantez-Ruiz)
Data Day Meetings	Data Day Meetings will be devoted to ensuring we are providing, systematically planning, and implementing data-driven literacy instruction and supports to help all children.	LCAP	\$4,000
Classroom Visits	Teachers will receive opportunities to observe grade-level peers, peers at other sites, and other exemplar teachers across the district in lesson study cycles.	LCAP	\$2,000

### School Climate

<b>LCAP Goal</b>	Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.
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**SPSA Goal #2:**

Students will increase school connectedness through systems that provide clear expectations and foster positive relationship-building into school culture.  
Reduce the number of suspensions for English Learners, students with disabilities, and students with low socioeconomic status.

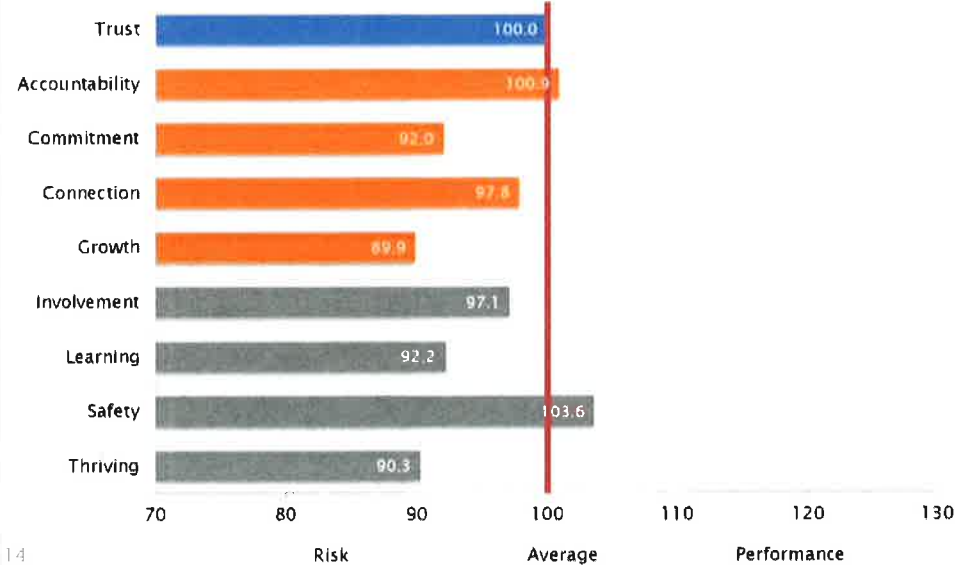
**Data Used to Form this Goal**

Dashboard - Suspensions

Attendance Data

California Healthy Kids Survey

EVS Survey



Aeries Data

Attention2Attendance (A2A) Data

**Findings from the Analysis of this**

**EVS - 2017-2018**  
Through the EVS survey, we learned that students feel safe and cared for at school.

<b>Data</b>	Sense of safety was high average. Sense of trust and sense of accountability were average. Sense of growth, sense of commitment, and sense of learning were low average.		
<b>How the School will Evaluate the Progress of this Goal</b>	<b>(Nov)</b> PBIS Team and Leadership Team will review behavior data and attendance data and discuss improvement plans/efforts at staff meetings and PLCs (Professional Learning Communities).	<b>(Feb)</b> PBIS Team and Leadership Teams will review behavior data and attendance data, note trends/improvement, and then discuss next steps with staff.	<b>(May)</b> PBIS Team and Leadership Team will review behavior data and attendance data and will continue to collaborate and determine best approaches to improve.
<b>Stakeholder Feedback</b>	<p><b>PTA</b> Climate survey (EVS)-to continue to ensure all resources and fundraising efforts are aligned to SPSA goals and student achievement. CHKS</p> <p><b>ELAC</b> Climate Survey (EVS)-to continue to ensure EL families feel supported, included, and empowered in decision-making. CHKS</p> <p><b>Staff</b> Climate Survey (EVS)-to continue to work on positive school climate as a staff. CHKS</p>		

Actions Taken to Reach this Goal	Description	Funding Source(s)	Amount
PBIS & Leadership Teams	PBIS Team will review attendance and behavior data and then will discuss at staff meetings our improvement approaches.	LCAP	\$1,000

Project Cornerstone	Santa Clara County of Education program centered on literacy and socio-emotional lessons. Each month, a positive message will serve as the running theme with a read-aloud book in which parent-volunteers read to each class.	LCAP	\$5,000
Data Day Meetings	1/3 of data meetings will be devoted to ensuring we are providing, systematically planning, and implementing socio-emotional supports to help all children.	LCAP	\$4,000

### Family Participation

<b>LCAP Goal</b>	Families will participate in their child's education.
<b>SPSA Goal #3</b>	Increase family involvement through activities that focus on increasing the participation rate for students of English Learners, students with disabilities, and students with low socioeconomic status.
<b>Data Used to Form this Goal</b>	CHKS LCAP Survey Results Participation rates at events Event feedback
<b>Findings from the Analysis of this Data:</b>	With increased parent involvement, student achievement increases. The more and varied opportunities we offer for families to engage, the more they commit to engage with the school to improve student outcomes.

<b>How the School will Evaluate the Progress of this Goal</b>	<b>(Sep)</b> Back to School Night attendance Parent involvement in LEAF program	<b>(Feb)</b> PTA, ELAC, SSC involvement Parent volunteerism (Art in Action, Classroom, LEAF Volunteers)	<b>(May)</b> PTA, ELAC, SSC involvement Parent volunteerism (Art in Action, Classroom, LEAF Volunteers)
<b>Stakeholder Feedback</b>	LCAP survey CHKS		

<b>Actions Taken to Reach this Goal</b>	<b>Description</b>	<b>Funding Source(s)</b>	<b>Amount</b>
Community Outreach	Family Engagement	LCAP	\$15,040 (Palmira Licea, 2 hours)
Educational Nights for all parents	Parent Education Nights	LCAP	\$2,000
LEAF, Art in Action, Project Cornerstone, and Classroom Volunteer recruitment	Recruitment by teacher, administration, and parent leaders to support programs	N/A	N/A

### 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.[1] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Christian J. Rubalcaba	X				
Kathleen Petrilla		X			
Angela Quillen		X			
Derrick Bridger		X			
Anna Lazar		X			
Gisele Lennox			X		
Michelle Paling				X	
Elyethe Martinez				X	
Cory Call				X	
Barbara Sibley				X	
Jennifer Dorn				X	
Numbers in Each Category	1	4	1	5	




[1] EC Section 52852

**School Site Council Recommendations and Assurances**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

(Check all that apply):

- English Learner Advisory Committee signature: 
- Other committees established by the school or district (specify) signature: \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the LEA plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was approved by the SSC at a public meeting on:

Christian J. Rubalcaba

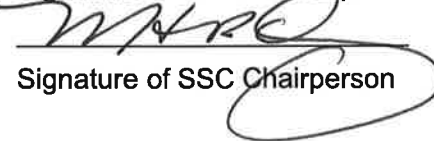
Typed name of School Principal

Michelle Paling

Typed name of SSC Chairperson



Signature of School Principal



Signature of SSC Chairperson

10-01-18

Date

10-01-18

Date