

The Single Plan for Student Achievement

School: Laurelwood Elementary School
CDS Code: 43-69435-6071534
District: Evergreen School District
Principal: Hong Nguyen
Revision Date: December 1, 2015

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: Hong Nguyen
Position: Principal
Phone Number: (408) 270-4983
Address: 4280 Partridge Drive
San Jose CA, 95121
E-mail Address: hnguyen@eesd.org

The District Governing Board approved this revision of the SPSA on December 10, 2015.

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	16
School and Student Performance Data	17
CAASPP Results (All Students)	17
CELDT (Annual Assessment) Results.....	19
CELDT (All Assessment) Results.....	20
Title III Accountability (School Data)	21
Title III Accountability (District Data).....	22
California Physical Fitness Test Results	23
Planned Improvements in Student Performance	24
English Language Arts/Literacy, School Goal #1, District LCAP #1.....	24
Mathematics, School Goal #2, District LCAP Goal #1	27
Science, School Goal #3, District LCAP Goal #1	29
English Language Development, School Goal #4, District LCAP Goal #1	31
Technology, School Goal #5, District LCAP Goal #1	33
Enrichment, School Goal #6, District LCAP #3	35
Parent and Community Involvement, School Goal #7, District LCAP Goal #1	37
Health and Wellness, School Goal #8, District LCAP Goal #5	39
Visual and Performing Arts, School Goal #9, District LCAP Goal #5	42
Centralized Services for Planned Improvements in Student Performance	44
Centralized Service Goal #1	44
Centralized Service Goal #2.....	46
Centralized Service Goal #3.....	48
Summary of Expenditures in this Plan.....	50
Total Allocations and Expenditures by Funding Source	50
Total Expenditures by Object Type.....	51
Total Expenditures by Object Type and Funding Source.....	52
Total Expenditures by Goal	53

School Site Council Membership54
Recommendations and Assurances.....55

School Vision and Mission

Laurelwood Elementary School's Vision and Mission Statements

Vision

Laurelwood will inspire students to pursue their aspirations, goals, and dreams for the future in a safe and supportive environment.

Mission

Laurelwood is committed to engaging minds and celebrating creativity. We prepare our students to think critically and independently, while instilling values of respect, hard work, and humility. Setting high expectations, we foster a positive, caring environment to educate the whole child. As educators, we inspire our students to become well-rounded, lifelong learners, prepared to be future leaders.

A partnership of families, staff, and community working together. Agents of change.

School Profile

Situated against the east foothills of San Jose, lies Laurelwood Elementary School. A beautifully landscaped school built in 1971, our school is tucked in at the end of a cozy middle class neighborhood of ranch houses surrounding the magnificent property with views of Mount Hamilton to the east. Laurelwood is home to 342 students, one special day class, and three county special needs classes. Being small has its strengths and challenges. The greatest strength and pride is the tight knit community we serve. We know our families well and they know us as an integral part of the community. Laurelwood is a hub for a myriad of student and community activities. During the school day, the office is a revolving door for our diverse parent and community volunteers. In the afternoons and evenings, students and families can be seen on campus taking art courses, participating in sports programs, attending movie and education nights, as well as, other community sponsored events.

As the economy changes, so does our community. Our attendance is unique as we serve multiple demographics. Students in the surrounding neighborhood of working middle-class well-established track homes have the ability to walk to school. Just south of Laurelwood is a newer medium density housing tract of townhomes. South of that is a larger neighborhood of newer homes that have recently had great turnover. We have a healthy mix of long-time residents, many of whom are retired and are caring for their grandchildren who attend Laurelwood. While we have many young established single-family households, we also have many residents who have rented space, creating multiple family dwellings. Our demographic population is comprised of Hispanic (31%) American Indian (3%), Asian (43%), African American (9%), Filipino (3%), and White (13%). Our population speaks over 10 languages. Twenty-three percent of our students are EL and 24% are socioeconomically disadvantaged.

Our community, which includes our staff, is an important extension of our school. We have been fortunate to maintain a long-time K-6 teaching and itinerant staff who are passionate about the community they serve. Additionally, we have a half-time resource specialist, psychologist, and speech therapist. Our nurse is here one day every other week to address health concerns that arise with our students. Our part time art and music teachers also add to our family. Many of our staff is proud to say that their homes lie within the Laurelwood boundaries or within the greater Evergreen community. This deep commitment to the community and the school, Laurelwood staff has established longstanding relationships with our parents. There is a friendly, trusting, positive rapport and support for the academic rigor and our students' experience at Laurelwood. This continues to foster a healthy appreciation for learning and student achievement.

Not only is this collaborative culture evident between our teachers, opportunities to collaborate and share ideas exist with our extended community partnerships. Together with input from our parents, community, PTA, SSC, ELAC, we share and discuss regularly how we can support our classrooms and work toward continually improving our students' achievement. As discussed in the Blue Print for Great Schools, strong schools meet the needs of the whole child and Laurelwood's "village" supports the needs of all learners. In the last three years, our parents have, through donation, SSC, fundraising, book fair, and matching grants supported the commitment to 21st century learning by equipping each classroom with a document camera and projector. Our book fair, SSC and PTA has supported the implementation of integrated whiteboards, known as SMARTBoards. Currently, the majority of our classrooms use SMARTBoards to enhance instruction and work to meet the needs of all learners, as well as, provide another avenue for our targeted students, such as Hispanic, ELs, and socioeconomically disadvantaged gain greater opportunities for differentiated access. We currently have two iPad carts and also two Chromebook carts to support the instructional needs in the classroom. It is

expected that within the next two years, each classroom will have more access to technology in the classroom. Our SSC meet regularly to discuss data results, new ideas, parent education nights, along with cultural assemblies, field trips, etc. that develop and enhance the learning of the whole child. Funding comes from parent donation, PTA donations, matching grants and our SPSA. Based on our current trend in increased student achievement, our extended support and involved families have a positive effect on student achievement and this supports the research that student success has a direct impact on involved families and communities. The trusting collaborative partnership we have forged with our community contributes to acquiring successful high quality instructional strategies and resources that are helping to close the achievement gap at Laurelwood.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2014-2015 school year, the YouthTruth survey was administered to students in Grades 3-6. Additionally, the School Site Council spent several weeks evaluating and observing data to improve the Comprehensive School Safety Plan at Laurelwood School. The safety plan includes components that deal with discipline, social and emotional wellness of students and the overall safety of all students and staff. Surveys were sent out to discuss potential physical improvements to the school. The surveys and discussions were held to seek other ways to inform the entire community about the Project Cornerstone Program and how the community can support the learning that occurs in school at home. Another survey was provided to our students regarding bullying and how safe they feel while at school. We, at Laurelwood have implemented a Project Cornerstone program called Expect Respect, as well as a social and emotional learning program, using "Habits of Mind." New surveys will be administered by the end of the 2015-2016 school year. Additionally, topics of interest to the community will be provided on a regular basis to support student safety and ways that we can be sure that students are thriving emotionally, socially and academically.

Classroom Observations

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

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The use of state and local assessments at Laurelwood are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one and two use the BPST and spelling inventories to evaluate the children. Teachers also use assessments from our current curriculum to measure students' knowledge of the contents taught. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Laurelwood.

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

Laurelwood Elementary School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Laurelwood students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a world-class educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

Each teacher at Laurelwood is fully credentialed according to the California Commission on Teacher Credentialing as authorized by the State of California.

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

Laurelwood certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. The use of data to analyze and to inform classroom and school wide practices.
- b. Participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. Participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. Use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. Training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. Classroom coaching tied directly to the skillful implementation of all components of the adopted program.

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

Staff development at Laurelwood is directly aligned to content standards, assessed student performance, and professional learning communities through faculty meetings, collaborative grade-level meetings, coaching meetings, and cross grade-level meetings. This collaboration is on-going and occurs during designated staff development days, teacher prep periods and after-school. All new teachers go through BTSA program which familiarizes them with content standards and with any new standards based adopted curriculum staff development.

The principal works closely with each teacher and grade level to get input on staff needs and couples this with research based, proven effective programs and strategies that help schools build proficiency, improve performance rate on state tests, and demonstrate Adequate Yearly Progress required by No Child Left Behind.

The principal and the staff, along with the school's instructional coach, help to facilitate ongoing conversation surrounding student assessment. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs. A few key points to professional/staff development that leads to successful school improvement and real change in the classroom are:

- a. Make sure the content, approach, and efficacy of the training will help the school reach its vision.
- b. Having a shared vision of expectations and implementation.
- c. Plan and schedule training in advance.
- d. Follow-through/accountability with implementation.
- e. Incentives for staff that commit to on-going , long -term professional development.
- f. Make sure all staff are involved in appropriate professional development.

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally two times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. We will be working in grade level teams, vertical teams and broadening our collaborative efforts with other schools in the district to strengthen our program and improve student achievement. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, collaboration meetings, and coaching. Additionally teachers meet a minimum of twice per month in Professional Learning Teams to share expertise and to analyze student assessments and plan interventions.

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

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Laurelwood, grade level and cross grade level collaboration occurs at least twice monthly. And, every other week, common planning time has been devoted to working together in grade level teams. During the first collaboration weeks of the school year, teachers work together to identify grade level goals using information from state and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and results from unit assessments. During their work together, progress towards goals, teachers use data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at Laurelwood. In addition to our site based teamwork together at each grade level and across grade levels, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter, and an opportunity to discuss best successful research based practices, as well as, identify challenges and potential solutions to grade level issues that arise. Because of the instilled belief that we work together, teachers at Laurelwood are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

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

All curriculum, instruction, and materials that is delivered by teachers at Laurelwood Elementary School are aligned to content and performance standards. All teachers at Laurelwood are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science. The Common Core State Standards implementation continues in English Language Arts/Literacy and Mathematics.

All teachers meet monthly to discuss successes, as well as, the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Renaissance (Accelerated Reader) is being promoted in all classrooms. AR books are available in the library and classrooms to work with improving independent reading levels.

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

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

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

Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Additional classroom and intervention support are offered to students who are at risk or on the retention list.

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

California Education Code 35186 addresses Evergreen School District’s responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for language arts, social studies, science, and math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

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

Laurelwood School makes available a variety of resources that meet the unique needs of every student. The intent is to find engaging, rigorous material that allow students to learn and master the essential skills taught with the state approved Common Core State Standards. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum. The implementation of Common Core State Standards allows teachers the opportunity and flexibility to move beyond the textbook and into more collaborative, creative, critical thinking, and communicative activities to meet the needs of the 21st Century Learner.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

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

Classroom teachers and certificated specialists provide integrated support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher.

Laurelwood is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Laurelwood classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, and Project-Based Learning modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Laurelwood staff believes that it is our job as educators to help bring out the academic potential of every student.

As part of our commitment to excellence, the staff at Laurelwood is committed to:

- Implementing Common Core State Standards.
- Examining student growth measured by CAASPP, report cards, school and district performance-based assessments, benchmark and classroom assessments.
- Meeting to collaborate on assessment: The staff will conduct a thorough analysis of CAASPP and performance-based assessments identifying skills which are strong and those that are weak at their grade level and in their classrooms.
- Providing students with timely feedback in order to measure success and set future goals.
- Implementing differentiated Reading, Writing, and Math instruction and small group re-teaching for students in subgroups who are at risk of not meeting grade level standards.
- Identifying high achieving readers and writers, in order to implement differentiated Reading and Writing instruction to enrich, extend, and accelerate their learning.
- Providing experiences using mental math, practicing facts, reflection time, and self-evaluation as part of their math lessons.
- Providing opportunities for students to practice math facts daily for 5-10 minutes to develop computational fluency.
- Helping students apply real life situations to mathematical practice to help students develop relationships between procedure and practice.
- Using Marzano's and Heaths research in What Makes Schools Work, teachers continue focus on staff generated guaranteed and viable curriculum.
- Meeting in grade levels and workgroups to determine best practices and strategies for improving Language Arts and Mathematics, using standards-based materials, as well as, developing appropriate benchmarks for achievement.
- Collaborating to develop consistent instructional strategies and assessments within all grade levels.
- Meeting across all grade levels to discuss instructional and assessment strategies as well as how to manage a differentiated Language Arts program with flexible grouping.
- Assigning standards-based homework in accordance with their grade level homework policies.
- Reviewing the progress of their students every trimester, with the Hispanic and socioeconomically disadvantaged being closely monitored.
- Identifying by name all students at risk or not meeting grade level standards, including Hispanic and socioeconomically disadvantaged. Teachers will collaborate on effective instructional strategies for meeting the needs of these students and monitor this progress.
- Referring to the SST students whose academic needs are not being met, especially those at risk of not meeting grade level standards.
- Attending in-services, conferences, and observe in other classrooms to support the Language Arts curriculum and other curricular areas related to ELA, e.g. science, social studies, math, school climate, discipline.
- Keeping abreast of current research and instructional strategies such as Marzano's research in his books and videos What Makes Schools Work and Classroom Instruction That Works. Teachers and principal will adopt and adapt practices to be aligned with recent research.

We also acknowledge that part of our role as educators to help develop the character of our students and help reinforce morals and beliefs that are taught at home. To this extent, our staff has committed to participating in a character development program.

14. Research-based educational practices to raise student achievement

Laurelwood is committed to engaging minds and celebrating creativity. We prepare our students to think critically and independently, while instilling values of respect, hard work, and humility. Setting high expectations, we foster a positive, caring environment to educate the whole child. As educators, we inspire our students to become well-rounded, lifelong learners, prepared to be future leaders. A partnership of families, staff, and community working together. Agents of change.

Laurelwood is dedicated to having high expectations for every student. We provide after-school enrichment classes such as sports and arts. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities (PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instructional coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Finally, through school-wide rules and procedures, spirit activities, sports, and leadership activities, we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. Evergreen School District and Laurelwood Elementary School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council (DAC), Parent Advisory Council (PAC), School Site Council (SSC), English Learner Advisory Committee (ELAC) where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- a. Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- b. Laurelwood's school psychologist works directly with students and families most at risk of not achieving academic proficiency.
- c. Laurelwood posts weekly newsletters on the school's website to inform parents of current events.
- d. Parents are encouraged to participate in Parent University offered by the district.
- e. Laurelwood has MFT counselors and interns to support students' social-emotional needs.

Our parents and community members work collaboratively with the staff as partners supporting and expanding student learning and strengthening the curriculum by participating in and/or coordinating such activities as Astronomy Night, Book Fair, Math Night, Curriculum Night, Author's Fair, Art Fair, Science Fair, International Day, Talent Show, Harvest Festival, Career Day, fundraisers, School Site Council, PTA, ELAC, DELAC, Parent Advisory Council, Kinder Orientation, and parenting workshops. Parents volunteer many hours in the classroom and library, chaperone field trips, tutor, assist in the office, participate and provide input on a variety of committees, fill out school surveys, and attend parent education classes. Typical parent education includes explanation of state standards, understanding rubrics, the School Improvement Plan, an analysis of assessment results, ways to help their children, adult English Language classes, and parenting classes. In addition to formal education presentations, parents receive information via the school newsletter, the Web site, School Accountability Report Card, the PTA newsletter, parent education fliers, and handbooks published by the school or district. All parents will also be invited to attend a training on how to help their child at home in each content area (writing, reading, math, science) as well as a series on supporting your child at home with the transition to Common Core State Standards. Laurelwood parents and community members support the vision and educational goals of the school and district.

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

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

Supplemental and general funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), socioeconomically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of language arts and math through intervention programs.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Laurelwood Elementary School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

The implementation of the Common Core State Standards may have a few unexpected challenges due to new curriculum, unfamiliarity with standards, piloting new adoption, and shifts to new ways of teaching.

Professional development and collaboration will allow for teachers to make necessary shifts needed to teach the Common Core State Standards.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	49	98.0	49	2402.7	20	16	20	43
Grade 4	46	45	97.8	45	2460.0	20	20	36	24
Grade 5	52	52	100.0	52	2500.0	21	35	17	27
Grade 6	56	56	100.0	56	2571.2	29	45	18	9
All Grades	204	202	99.0	202		23	30	22	25

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	29	45	27	37	37	18	53	29	16	41	43
Grade 4	11	69	20	18	49	33	13	71	16	13	53	13
Grade 5	31	37	33	23	48	29	25	50	25	29	50	21
Grade 6	27	55	18	38	50	13	32	59	9	39	54	7
All Grades	24	47	29	27	46	27	23	58	19	25	50	21

Conclusions based on this data:

1. Based on the 2015 CAASPP results, 53% of students in Grades 3-6 met or exceeded standards in English Language Arts/Literacy.
2. Based on the 2015 CAASPP results, 43% of third grade students did not meet standards in English Language Arts/Literacy.
3. Based on the 2015 CAASPP results, majority of students were above and at or near standards in reading, writing, listening, and research/inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	49	98.0	49	2415.7	16	35	16	33
Grade 4	46	45	97.8	45	2454.9	7	31	38	24
Grade 5	52	52	100.0	52	2492.4	21	19	27	33
Grade 6	56	56	100.0	56	2565.9	27	29	32	13
All Grades	204	202	99.0	202		18	28	28	25

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	31	43	33	35	33	20	55	24
Grade 4	24	31	44	13	58	29	20	47	33
Grade 5	27	31	42	21	42	37	17	56	27
Grade 6	30	52	18	27	61	13	39	45	16
All Grades	27	37	36	24	49	27	25	50	25

Conclusions based on this data:

1. Based on the 2015 CAASPP results, 46% of students in Grades 3-6 met or exceeded standards in Mathematics.
2. Based on the 2015 CAASPP results, 62% of students in Grade 4 nearly met or did not met standards in Mathematics.
3. Based on the 2015 CAASPP results, majority of students were above and at or near standards in concepts & procedures, problem solving & modeling/data analysis, and communicating reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			***** *	***	***** *	***					*****
1	1	5	10	53	5	26	2	11	1	5	19
2	1	6	9	56	5	31	1	6	0	0	16
3	0	0	3	43	2	29	0	0	2	29	7
4	2	18	2	18	4	36	2	18	1	9	11
5	***** *	***			***** *	***					*****
6					***** *	***					*****
Total	5	8	26	43	21	34	5	8	4	7	61

Conclusions based on this data:

1. Based on the CELDT scores, 82% of the students assessed are in the intermediate, early advanced, or advanced.
2. Students make substantial progress and are reclassified in English proficiency as they progress through the ELD program.
3. There are few students in grades 4, 5, and 6 who are EL students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	5	4	20	11	55	1	5	3	15	20
1	1	4	14	61	5	22	2	9	1	4	23
2	1	6	9	53	5	29	2	12			17
3			4	50	2	25			2	25	8
4	2	18	2	18	4	36	2	18	1	9	11
5	***** *	***			***** *	***					*****
6					***** *	***					*****
Total	6	7	33	39	31	37	7	8	7	8	84

Conclusions based on this data:

1. Of the 84 students tested, majority of students were in early advanced or intermediate.
2. Based on the CELDT results, 7% of students were advanced.
3. A total of 60 out of 84 students tested are in Grades K-2.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	56	50	61
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	56	50	61
Number Met	32	29	42
Percent Met	57.1%	58.0%	68.9%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	66	9	63	3	70	6
Number Met	21	--	17	--	29	--
Percent Met	31.8%	--	27.0%	--	41.4%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. The participation rate was met for AMAO3.
2. AMAO2 NCLB targets grew in 2012-2013 from 47% to 50.9% in 2014-2015.
3. AMAO NCLB targets grew in 2012-2013 from 57.5% to 60.5% in 2014-2015.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. This is the first year that we have not met AMAO 1...and we are literally .2% below the target.
2. We still have been able to to meet the target for the less than 5 years cohort.
3. Our >5 target cohort did have a 4.4% increase.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30	16	18

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	32.8	25.0

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5	38.6	33.3

Planned Improvements in Student Performance

English Language Arts/Literacy, School Goal #1, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts/Literacy
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All students, including those in each significant subgroups, will demonstrate adequate growth in ELA as evidenced by results from CAASPP, curriculum assessments, and school writing assessments.
In 2015, Laurelwood had 53% of students who met or exceeded standard on English Language Arts/Literacy on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, students will grow by at least 5%, reaching 58% of standard met or standard exceeded by 2017.
Data Used to Form this Goal:
Formative and summative assessments as well as anecdotal data between subgroups. Baseline results from California Assessment of Student Progress and Performance (CAASPP). PLC's SMART Goals created by grade level teams.
Findings from the Analysis of this Data:
This year, the State of California gave baseline data to the first administered Smarter Balanced Assessment Consortium (SBAC). We have used report cards this year to review the academic achievement and determine needs of our students from our report card lists. Currently, there are three students on the mandatory retention list for English/Language Arts. One of the three students is an English Learner. Students are receiving additional intervention supports. The SIPPS intervention program is supporting primary students who need extra instruction with phonemic awareness and decoding.
How the School will Evaluate the Progress of this Goal:
Report Cards Formative and Summative Assessments Results from data from 2015 CAASPP STAR/AR

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials will be purchased to specifically address the English Language shifts of the Common Core State Standards to develop 21st Century Learners who will be college and career ready.	8/19/2015-12/31/2016	Teachers, Instructional Coach, Principal, Clerical Staff	Instructional Supplies	4000-4999: Books And Supplies	General Fund	1500
Staff development will be made available to teachers through conferences, workshops, staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, and on-site facilitation with consultants.	8/19/2015-12/31/2016	Teachers, Principal	Conferences	5000-5999: Services And Other Operating Expenditures	General Fund	1250
			Substitute Teachers, Release Time	1000-1999: Certificated Personnel Salaries	General Fund	1500
			Employee Benefits	3000-3999: Employee Benefits	General Fund	458
Library collection will be expanded to support learning with nonfiction and fiction books.	8/19/2015-12/31/2016	Teachers, Principal, Media Clerk	Instructional Supplies	4000-4999: Books And Supplies	General Fund	1000
Accelerated Reader (AR) will be used to promote student reading of fictional and non-fictional text. AR points will be monitored and prizes and incentives given to top readers. AR books, tests, and prizes will be purchased.	8/19/2015-12/31/2016	Principal, Teachers, Media Clerk	Instructional Supplies, Incentives	4000-4999: Books And Supplies	General Fund	500
Student academic growth will be measured throughout the year using both formal and informal assessments. Teachers will use existing materials and purchase additional materials as needed to support the implementation of the CCSS in Language Arts.	8/19/2015-12/31/2016	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Instructional Coach will provide professional development to all staff members. The Instructional Coach will work directly with the staff to assist in the implementation of the CCSS in Language Arts. Staff will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary.	8/19/2015-12/31/2016	Principal, Teachers, Instructional Coach	Substitutes	1000-1999: Certificated Personnel Salaries	General Fund	500
Teachers will be trained to incorporate ELD standards in the classroom and best strategies to promote learning of the EL population.	8/19/2015-12/31/2016	Principal, Teachers, Instructional Coach	Instructional Materials	4000-4999: Books And Supplies	General Fund	250
Instructional aides will be provided to Kindergarten teachers to support instructional needs of students in the classroom. Kindergarten teachers will teach "Habits of Mind" in Grades 1-6 to support social and emotional learning of students.	8/19/2015-12/31/2016	Teachers, Principal	Instructional Aides	2000-2999: Classified Personnel Salaries	Supplemental Fund	11760
			Benefits	3000-3999: Employee Benefits	Supplemental Fund	3329

Planned Improvements in Student Performance

Mathematics, School Goal #2, District LCAP Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All students, including those in each significant subgroups, will demonstrate adequate growth in Mathematics as evidenced by the results from CAASPP and curriculum assessments. In 2015, Laurelwood had 46% of students who met or exceeded standard on Mathematics on the California Assessment of Student Progress and Performance (CAASPP). From this baseline data, students will grow by at least 5%, reaching 51% of standard met or standard exceeded by 2017.
Data Used to Form this Goal:
Formative and summative assessments as well as anecdotal data between subgroups. Baseline results from California Assessment of Student Progress and Performance (CAASPP).
Findings from the Analysis of this Data:
This year, the State of California gave baseline data to the first administered Smarter Balanced Assessment Consortium (SBAC). We have used report cards this year to review the academic achievement and determine needs of our students. Students who struggle in math are receiving additional intervention supports through Reflex.
How the School will Evaluate the Progress of this Goal:
Report Cards Formative and Summative Assessments Results from Data from 2015 CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials will be purchased that specifically address the Mathematical Practices of the Common Core State Standards to develop 21st Century Learners who will be college and career ready.	8/19/2015-12/31/2016	Teachers, Principal	Instructional Supplies	4000-4999: Books And Supplies	General Fund	1500
Staff development will be made available to teachers through conferences, workshops, staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, and on-site facilitation with consultants.	8/19/2015-12/31/2016	Teachers, Principal, Instructional Coach	Conferences	5000-5999: Services And Other Operating Expenditures	General Fund	1250
			Substitutes, Release Time	1000-1999: Certificated Personnel Salaries	General Fund	1500
			Employee Benefits	3000-3999: Employee Benefits	General Fund	458
Academic progress will be monitored throughout the year using various assessment instruments. Assessment results will be used to monitor and adjust daily instruction.	8/19/2015-12/31/2016	Teachers, Principal, Instructional Coach	Instructional Materials	4000-4999: Books And Supplies	General Fund	500
The Instructional Coach will provide professional development to all staff. The Instructional Coach will work directly with the teachers to assist in the implementation of the CCSS in Mathematics. Teachers will also be given the opportunities to visit other teachers' classrooms. Substitutes may be provided if necessary.	8/19/2015-12/31/2016	Teachers, Principal, Instructional Coach	Substitutes	1000-1999: Certificated Personnel Salaries	General Fund	500
Teachers will be trained to incorporate ELD standards in the classroom and best strategies to promote learning of the EL population.	8/19/2015-12/31/2016	Teachers, Principal	Instructional Materials	4000-4999: Books And Supplies	General Fund	250

Planned Improvements in Student Performance

Science, School Goal #3, District LCAP Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All students, including those in each significant subgroup, will demonstrate academic growth in Science as measured by the CST. Students will be prepared for the implementation of Next Generation Science Standards. In 2015, Laurelwood had 73% of students who scored proficient or advanced on the CST. From this baseline data, students will grow by at least 5%, reaching 78% of proficiency or advanced by 2017.
Data Used to Form this Goal:
Formative and Summative Data 2015 CST 5th Grade Science Results
Findings from the Analysis of this Data:
Based on the CST results for 2015, 73% of students were proficient and advanced. A total of 19% of 5th graders were identified as Basic. There were 8% of students identified in Below Basic or Far Below Basic range. As we move to Next Generation Science Standards, we will work to exceed these achievement levels and increase opportunities and engagement in science for all students.
How the School will Evaluate the Progress of this Goal:
Formative and summative data Results from project based learning opportunities CST results from spring 2015 assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host Family Science, Technology, Engineering, and Math (STEM) Series (4 sessions) at Laurelwood. Teaches families about STEM, robotics, design-thinking, and coding.	09/13/2015-05/04/2016	Principal, Teachers, Director of Instruction	Instructional Materials	4000-4999: Books And Supplies	General Fund	100
Support student cross-curricular learning through integration of multiple subject areas. Purchase of supplemental materials for assessment, enrichment, differentiated instruction, and curriculum integration to support science instruction.	8/19/2015-12/31/2016	Principal, Clerical, Teachers	Instructional Materials	4000-4999: Books And Supplies	General Fund	500
Professional development on Next Generation Science Standards will be provided for teachers. Teachers will start to implement NGSS in the classroom.	8/19/2015-12/31/2016	Teacher, Principal, Instructional Coach				
Teachers will be trained to incorporate ELD standards in the classroom and best strategies to promote learning of the EL population.	8/19/2015-12/31/2016	Teacher, Principal, Instructional Coach				
Provide opportunities for science related projects and activities to students such as, but not limited to, school assemblies, outdoor science camp, and science fair.	8/19/2015-12/31/2016	Teacher, Principal	Instructional Materials, Enrichment Activities	4000-4999: Books And Supplies	General Fund	1000

Planned Improvements in Student Performance

English Language Development, School Goal #4, District LCAP Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Students will perform at the proficient or advanced levels on the CELDT, until reaching the level of reclassification as a fluent English speaker.
Data Used to Form this Goal:
CELDT Data
Findings from the Analysis of this Data:
There are currently 87 students identified as ELs. There are 9% of EL 1, 10% of EL 2, 41% of EL 3, 32% of EL 4, and 5% of EL 5 students. EL 1 and 2 students need additional support to become proficient. EL 3, EL 4, and EL 5 students need support with classroom instruction. LTEL students have been classified as EL for 4 or more years.
How the School will Evaluate the Progress of this Goal:
CELDT Report Cards ADEPT AR/STAR Data Informal and Formal Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be trained in incorporating ELD standards in the classroom and best strategies to promote learning of the EL population. ELD intervention and materials to support ELs and LTELs in meeting proficiency and requirements for reclassification. Aligned ELD materials with Common Core State Standards will be purchased.	8/19/2015-12/31/2016	Teachers, ELD Teacher, Principal	Resources, Supplies, Materials, Intervention Support, Professional Development		Title III	6000
To monitor student achievement, technology software and hardware will be purchased or leased.	8/19/2015-12/31/2016	Teachers, Principal	Instructional Materials		Title III	500
Professional development opportunities will be given to teachers, EL teacher, para-professionals, and administer to enhance the instruction of our EL students.	8/19/2015-12/31/2016	Director of Instruction, Teachers, Principal, Staff	Instructional Materials		Title III	1000

Planned Improvements in Student Performance

Technology, School Goal #5, District LCAP Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Students will have more access to a wide variety of technology that supports a 21st century learning environment of collaboration, communication, creativity, and critical thinking skills.
Data Used to Form this Goal:
iPad and Chromebook checkout. Implementation of technology in classrooms.
Findings from the Analysis of this Data:
Currently, we have two iPad Carts with apps and two Chromebook carts to support instruction. Three upper grade classrooms have a total of 18 Chromebooks. SmartBoards are in majority of all classrooms. Two iMacs computers are available for use in the library.
How the School will Evaluate the Progress of this Goal:
Checkout schedule on SignUpGenius. Implementation and use of Smartboard technology via student and teacher survey and/or observation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will have the opportunity to read, write, and use technology to strengthen literacy skills. Every classroom will have a computer, document camera, SMART Board, and LCD projector. Students will have access to computers, Chromebooks, and iPads for classroom use. Google Apps will be used as part of the instructional practices in the classroom. Literacy software and program licenses will be purchased. A district and/or site stipend will be provided to the site technology representative.	08/19/2015-12/31/2016	Principal, Teachers, Technology Staff, Clerical	Computer Repair	5000-5999: Services And Other Operating Expenditures	General Fund	1000
			Computer Software	4000-4999: Books And Supplies	General Fund	1000
			Technology, Instructional Supplies	4000-4999: Books And Supplies	General Fund	2609
Short-term and long-term technology plan will be discussed with the whole certificated staff. Technology will be updated and replaced as needed.	08/19/2015-12/31/2016	Principal, Teachers, Technology Staff, Clerical				

Planned Improvements in Student Performance

Enrichment, School Goal #6, District LCAP #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enrichment
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
All students will have the opportunity to participate in enrichment activities throughout the school year.
Data Used to Form this Goal:
SSC meetings. Past events from school calendar. Number of students participating in current programs. Cancellations due to lack of enrollment in programs.
Findings from the Analysis of this Data:
There is a lack of after-school enrichment programs for students.
How the School will Evaluate the Progress of this Goal:
Parent and student surveys will be given. Observations Student Participation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Apply for grants to help support enrichment programs at Laurelwood. Substitutes will be provided to teachers who will participate in grant writing.	8/19/2015-12/31/2016	Principal, Teachers, Parents	Substitutes	1000-1999: Certificated Personnel Salaries	General Fund	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students with more opportunities to participate in assemblies, expect respect, homework club, spelling bee, sports programs, and other after-school related programs.	8/19/2015-12/31/2016	Principal, Teachers, Parents	Hourly Teacher	1000-1999: Certificated Personnel Salaries	General Fund	2725
Support after-school enrichment programs by setting up informational nights, posting in newsletters, and publicizing.	8/19/2015-12/31/2016	Principal, Teachers, Parents	Instructional Supplies	4000-4999: Books And Supplies	General Fund	250

Planned Improvements in Student Performance

Parent and Community Involvement, School Goal #7, District LCAP Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Involvement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
During 2015-2016, parents will have the opportunity to participate in one or more learning/enrichment activities with their child.
Data Used to Form this Goal:
Data from parent surveys, Healthy Kids survey, YouthTruth survey, and attendance.
Findings from the Analysis of this Data:
Results from Survey Monkey, December 2012, indicate, that nearly 35% of students do not see students being bullied at school. Students typically feel safe at school as indicated in grade level surveys. There is a need for additional workshops and learning opportunities for parents and community members.
How the School will Evaluate the Progress of this Goal:
Success will be determined by consistent parent participation and administration of surveys will be given in the Spring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Have regular communication with parents through social media platforms, newsletters, PeachJar, and school website. By providing different tools for communication, parents will be more informed with the school's events and happenings.	11/01/2015-12/31/2016	Principal, Secretary, Teachers	Instructional Supplies	4000-4999: Books And Supplies	General Fund	150
Host Parent Curriculum Night to discuss CCSS and its expectations.	1/3/2016-12/31/2016	Principal, Secretary, Teachers	Instructional Supplies	4000-4999: Books And Supplies	General Fund	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support PTA with monthly community coffee and school events such as Harvest Festival, Book Fair, Spring Carnival, Color Me Mine, and more.	08/19/2015-12/31/2016	Principal, Secretary, Teachers				
Host four Family Science, Technology, Engineering, and Math (STEM) Nights, in conjunction with Parent University, for students and parents to attend to learn about STEM, Robotics, Design Thinking, and Coding.	08/19/2015-12/31/2016	Principal, Secretary, Teachers, District Staff Members				
Parents will have the opportunities to volunteer in the classroom and attend field trips. The whole community will have opportunities to participate in community events such as, but not limited to, Back to School Night, Open House, school beautification, movie nights, cookies for coats, canned food drive, college day, Fund Run, spirit days, character development, and community service.	08/19/2015-12/31/2016	Principal, Secretary, Teachers, District Staff Members				

Planned Improvements in Student Performance

Health and Wellness, School Goal #8, District LCAP Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Health and Wellness
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Create a safe, attractive, caring, and nurturing environment that is conducive to learning and promotes the development of positive self-esteem.
Students will participate in activities to promote healthy lifestyles through physical education and self-awareness.
Data Used to Form this Goal:
Student survey, parent survey, teacher input and feedback. California Physical Fitness Test results from 2014-2015.
Findings from the Analysis of this Data:
Based on the YouthTruth survey, majority of students feel that the school climate is positive and promotes learning for students.
How the School will Evaluate the Progress of this Goal:
Measured by advertisement, attendance, parent surveys, achievement on California Physical Fitness Test, YouthTruth survey, and teacher surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will participate in activities that promote healthy choices socially, emotionally, and physically.	8/19/2015-12/31/2016	Teachers, Students, Principal, Staff, Parents, Clerical	School Activities	4000-4999: Books And Supplies	General Fund	500
Students will participate in, but not limited to, assemblies that promotes health, social and emotional wellness and making safe choices.	8/19/2015-12/31/2016	Staff, Students, Parents, Principal	Assemblies	4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents, students, and teachers will participate in a school-wide survey to measure school perceptual and attitudes towards our academic program and support services.	5/1/2016-12/31/2016	Staff, Students, Parents, Principal				
Students will participate in activities involving health and wellness such as Jump Rope for Heart, Too Good for Drugs, Fit for Learning, Red Ribbon Week, and other related activities.	8/19/2015-12/31/2016	Staff, Students, Parents, Principal	Incentive Materials	4000-4999: Books And Supplies	General Fund	250
Classified staff will have opportunity to participate in bully prevention and positive intervention strategies.	8/19/2015-12/31/2016	Classified Staff, Principal, Consultant	Intervention Materials	4000-4999: Books And Supplies	General Fund	168
Administer student survey including YouthTruth and other survey measures.	5/1/2015-6/9/2016	Principal, Staff, Clerical				
Create opportunities and design activities to promote healthy well being by being in service to others, charity events such as Pennies for Patients, Second Harvest Food Bank, and Neighborhood Cleanup Days.	8/19/2015-12/31/2016	Principal, Community, Parents, Staff, Clerical				
Implement a social and emotional learning curriculum created by the instruction coach, utilizing "Habits of Mind" in all grades 1-6 to support students with character building of respect, responsibility, caring, fairness, trustworthiness, and good citizenship.	8/19/2015-12/31/2016	Principal, Community, Parents, Staff, Clerical	Instructional Materials	4000-4999: Books And Supplies	General Fund	250
Promote the Six Pillars of Character school-wide. Students learn about being respectful, responsible, trustworthy, care, fair, and a good citizen. Lion Character Cards are given to students who display these character traits. Provide incentives for students.	8/19/2015-12/31/2016	Principal, Staff, Clerical	Instructional Materials	4000-4999: Books And Supplies	General Fund	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide and purchase additional safety equipment to ensure that our school is protected during natural and other disasters or emergencies. Purchase more traffic safety materials.	8/19/2015-12/31/2016	Principal, Community, Parents, Staff, Clerical	Safety Equipment	4000-4999: Books And Supplies	General Fund	500
Provide team building activities and collaborative leadership for all staff to improve students' academic, social, and behavioral successes. Provide, incentives, rewards, resources, and materials.	8/19/2015-12/31/2016	Principal, Community, Parents, Staff, Clerical	Incentives, Resources, Materials	4000-4999: Books And Supplies	General Fund	500

Planned Improvements in Student Performance

Visual and Performing Arts, School Goal #9, District LCAP Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Visual and Performing Arts
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Increase opportunities for the students to participate in Visual and Performing Arts within the classroom and/or after-school. Students will be encouraged to participate in VAPA opportunities in an effort to enhance in academics, in addition to developing habits of mind and social competencies.
Data Used to Form this Goal:
Healthy Kids survey, observations, reports from teachers and classrooms, students, and parents.
Findings from the Analysis of this Data:
Number of VAPA experiences for children. Students have the opportunity to participate in drama and choir club after-school. In addition, students participate in after-school art and music enrichment programs.
How the School will Evaluate the Progress of this Goal:
Healthy Kids survey, parent survey, suspension data, observation, attendance records, and referral information will be analyzed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase programs and/or materials to expose students to visual arts and art appreciation. Provide support for events such as grade level performances, talent show, choir performances, drama, Expect Respect, and Young Rembrandts.	8/19/2015-12/31/2016	Principal, Teachers, Clerical, Media Clerk	Instructional Materials	4000-4999: Books And Supplies	General Fund	500
Research opportunities to provide performing and or music opportunities for students outside of the classroom.	8/19/2015-12/31/2016	Principal, Teachers, Clerical, Media Clerk	Hourly Teacher	1000-1999: Certificated Personnel Salaries	General Fund	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Apply for grants to help support VAPA program at Laurelwood. Substitutes will be provided to teachers who will participate in grant writing.	1/4/2016-12/31/2016	Principal, Teachers, Clerical	Substitute Teacher	1000-1999: Certificated Personnel Salaries	General Fund	200

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Fund	26318	0.00
Supplemental Fund	15089	0.00
Title III	7500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	26,318.00
Supplemental Fund	15,089.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	7,500.00
1000-1999: Certificated Personnel Salaries	7,275.00
2000-2999: Classified Personnel Salaries	11,760.00
3000-3999: Employee Benefits	4,245.00
4000-4999: Books And Supplies	14,627.00
5000-5999: Services And Other Operating Expenditures	3,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	7,275.00
3000-3999: Employee Benefits	General Fund	916.00
4000-4999: Books And Supplies	General Fund	14,627.00
5000-5999: Services And Other Operating	General Fund	3,500.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	11,760.00
3000-3999: Employee Benefits	Supplemental Fund	3,329.00
	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,047.00
Goal 2	5,958.00
Goal 3	1,600.00
Goal 4	7,500.00
Goal 5	4,609.00
Goal 6	3,225.00
Goal 7	250.00
Goal 8	2,918.00
Goal 9	800.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Velma Gonzales				X	
Hong Nguyen	X				
Ashley Morefield			X		
Franklin Collazo		X			
Cheryl Dalberg		X			
Leonie Hollenkamp			X		
Jason Tran				X	
Naseem Aslam				X	
Sylvia Arenas				X	
Christina Gastelu				X	
Numbers of members of each category:	1	2	2	5	

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 Expenditure(s) 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 those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

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 local educational agency plan.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 12/1/2015.

Attested:

Hong Nguyen

Typed Name of School Principal

Signature of School Principal

Date

Velma Gonzales

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Laurelwood Elementary School
Compliance Calendar
2015-2016**

Description	Date	Procedure & Comments	Completed
ACCESS TO CORE CURRICULUM/MODIFICATION			
Monitoring	Monthly	Professional Learning Team Meetings, Coaching/Collaboration	Ongoing
Discussions	Ongoing	Staff Meetings	Ongoing
COMMUNICATION WITH SPECIALIST			
Lists of students in programs to teachers	Quarterly	List given in November, January, March	Ongoing
Scheduled Communication (Specialist/Teacher)	Ongoing	Specialist progress report to teacher	Ongoing
Scheduled Communication (Specialist/Specialist)	Ongoing	Ongoing discussion at end of SST meetings with written specifics	Ongoing
UNIFORM COMPLAINT POLICY			
Student Orientation	August, January	Student Expectations Assembly	Ongoing
Parent/Student Handbook	08/19	Consent Forms Collected	Yes
Staff Training	08/17	Staff Meeting	Yes
Written Notification	08/17	Staff was given written notification.	Yes
NONDISCRIMINATION POLICY			
Student Orientation	August, January	Student Rules Assembly	Ongoing
Parent/Student Handbook	08/19	Consent Forms Collected	Yes
Written Notification	08/19	Newsletters	Yes
Staff Training	08/19	Staff Meeting	Yes
SEXUAL HARASSMENT POLICY			
Staff Training	08/19	Staff Meeting	Yes
Student Notification	August	Parent/Teacher Handbook	Yes
Student Assembly	August, January	Student Expectations Assembly	Ongoing
SAFE SCHOOL ACTIVITIES			
Character Education/Conflict Resolution	11/09	Expect Respect Training for Students	Yes
Red Ribbon Week	October	School-Wide Incentives	Ongoing
Habits of Mind	Weekly	School-Wide Habits of Mind Program	Ongoing
City of San Jose Walk n' Roll Program	Weekly	Walking Wednesdays	Ongoing
Intervention List	Ongoing	Conferenced with parent/student in Nov. Intervention provided.	Ongoing
DISTRICT PARENT INVOLVEMENT POLICY			
Site Parent Involvement Activities	September, April	Back to School Night, Open House	Ongoing
(Other than PTA)	Ongoing	Parenting Classes	Ongoing
	Ongoing	Harvest Festival, Family STEM Night	Ongoing
ADVISORY COMMITTEES MEMBERSHIP SELECTION			
ELAC	11/17, 1/19, 3/15	Three sessions	Ongoing
DELAC	10/14 (Training), 10/21, 1/27, 2/24, 3/23, 4/27	One training, five sessions	Ongoing
School Site Council	10/6 (Training), 10/20, 11/17, 12/1, 1/19, 2/23, 3/15, 4/19, 5/17	One training, eight sessions	Ongoing
PAC	10/7, 11/4, 12/2, 1/6, 2/3, 3/2, 4/6	Six sessions	Ongoing
DAC	10/6 (Training), 11/10, 12/9, 2/10, 3/16	One training, four sessions	Ongoing

**General Site Budget
2015-16**

School: Laurelwood Elementary School

Principal: Hong Nguyen

CLASSROOM	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170-1000	\$5,250.00
Substitute Teachers	010-0000-0	1150	00-1170-1000	\$2,025.00
Consultant/District Employees (Non-Instruc.)	010-0000-0	1910	00-1170-2110	\$0.00
Project Specialist	010-0000-0	1940	00-1170-2110	\$0.00
Instructional Aides	010-0000-0	2110	00-1170-1000	\$0.00
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	\$0.00
Regular Clerical	010-0000-0	2410	00-1170-2110	\$0.00
Office Aides	010-0000-0	2430	00-1170-2110	\$0.00
Benefits	010-0000-0	3000	00-1170-1000	\$916.00
Instructional Supplies	010-0000-0	4310	00-1170-1000	\$11,627.00
Computer Software	010-0000-0	4312	00-1170-1000	\$1,000.00
General Supplies	010-0000-0	4351	00-1170-1000	\$0.00
Periodicals & Publications	010-0000-0	4360	00-1170-1000	\$0.00
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	\$0.00
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1170-1000	\$0.00
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1170-1000	\$2,000.00
Travel/Conference	010-0000-0	5210	00-1170-1000	\$2,500.00
Conference Registration Fees	010-0000-0	5220	00-1170-1000	\$0.00
Mileage Reimbursement	010-0000-0	5299	00-1170-1000	\$0.00
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	\$0.00
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	\$1,000.00
Copier Maintenance	010-0000-0	5615	00-1170-1000	\$0.00
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	\$0.00
Consultant/Contractors	010-0000-0	5815	00-1170-1000	\$0.00
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1170-1000	\$0.00
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	\$0.00
CLASSROOM TOTAL				\$26,318.00
AUDIO VISUAL (9451)				
General Supplies	010-0000-0	4351	00-9451-2420	\$500.00
Contracted Maintenance Repair	010-0000-0	5610	00-9451-2420	\$0.00
AUDIO VISUAL TOTAL				\$500.00
NON CLASSROOM EXPENSES (9485)	(OFFICE SUPPLIES)			
General Supplies	010-0000-0	4351	00-9485-2700	\$1,000.00
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-9485-2700	\$1,000.00
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-9485-2700	\$500.00
Telephone Lines	010-0000-0	5930	00-9485-2700	\$0.00
NON CLASSROOM TOTAL				\$2,500.00
CUSTODIAL (9855)				
Parts and Supplies M.O.T.	010-0000-0	4365	00-9855-8200	\$2,895.00
Contracted Maintenance Repair	010-0000-0	5610	00-9855-8200	\$0.00
CUSTODIAL TOTAL				\$2,895.00
COPIER MAINTENANCE (1175)				
Copier Maintenance	010-0000-0	5615	00-1175-1000	\$5,759.00
COPIER MAINTENANCE TOTAL				\$5,759.00
TOTAL GENERAL SITE BUDGET				\$37,972.00

**LAURELWOOD ELEMENTARY SCHOOL
PARENT INVOLVEMENT POLICY
2015-2016**

It is our goal at Laurelwood Elementary School that our students perform to the best of their abilities. In order for this to happen, we must have a working relationship between parents and school personnel. There must be home-school communication as well as learning opportunities for parents. Listed below are activities that parents can be involved in which will affect their children in a meaningful way.

1. The parents of Laurelwood students will elect parent representatives for School Site Council (SSC), District English Learners Advisory Committee (DELAC), English Learners Advisory Committee (ELAC), and the District Advisory Committee (DAC). Meetings will be held throughout the year. All parents on these committees will be given the schedule of meetings and reminded of them through weekly newsletters, phone calls home, and emails.
2. A school newsletter will be posted every week providing parents with information about upcoming events. There will also be articles in the newsletters explaining to parents how they can support their children and also how to work with the school in appropriate ways.
3. Whenever possible, important school information, policies, and events will be translated for parents in Spanish and Vietnamese.
4. A Parent/Student Handbook outlining the responsibilities of the school staff, parents, and students will be reviewed and signed by all parties. The purpose of this document is to communicate that a child's education is a team effort.
5. Parents will receive a progress report and a report card each trimester.
6. Parents will have the opportunity to meet with their child's teachers at parent conferences in November. Conferences are held over three days, during a variety of times in order to make it easier for parents to attend.

Laurelwood is committed to providing the best possible education for its students.

Parents + Teachers + Students = Excellence

**SAFE SCHOOL PLAN
LAURELWOOD
ELEMENTARY SCHOOL
2015-2016**

Component 1

Student Objective

Students will be encouraged to participate in school-wide activities and will be aware of school-wide procedures, rules and instructional strategies.

Current Conditions and Improvement Activities

School Motto: *DREAM, BELIEVE, ACHIEVE*

Too Good for Drugs Curriculum

Community Service Projects

Project Cornerstone: Expect Respect Training

Daily Morning Announcements

Student Council

Enrichment Classes

Student Handbooks

Student Recognition for Lion Character Cards

Expectations Assembly

Assemblies

Habits of Mind

Talent Show

Choir

Component 2

Parent Involvement and Awareness

Parents will be encouraged to participate in school-wide activities and be more involved in their child's educational experience.

Analysis of Current Conditions and Activities

Committees

Parent Teacher Association

School Site Council

English Learner Advisory Committee

District Advisory Committee

Parent Advisory Committee

Arts Attack Parents

Activities

School Loop Website/PeachJar

Back to School Night

Open House

Family STEM Night

Harvest Festival

Parenting Classes

Community Coffee

Parent/Teacher Conferences

Book Fair

Color Me Mine Fundraiser
School Fundraisers
School Site Council Meetings
Parent Teacher Association Meetings
Family Movie Nights
Choir Performances
ELAC Meetings

Although there is a relatively high level of parent participation in the following area: Back to School Night and Parent Teacher Conferences, we feel strongly that the more parents participating in school events the more the students will achieve and would like parent involvement to increase.

Component 3

Emergency Preparedness

There is a need for continued focus on school-wide emergency procedures. Staff and students will practice the correct procedures. There will be planned and random drills.

Analysis of Current Condition

Emergency Response Team
Monthly Safety Drills
Successful Practice of Earthquake Drill
Successful Practice of Fire Drill
Successful Practice of Run, Hide, Defend (Code Red) Drill
Updated Emergency/Evacuation Maps
Emergency Supplies Maintained and Kept in Designated Areas
Field Trip to Safe Places

Supplemental Site Budget (1590)

2015-16

School: Laurelwood Elementary School

Principal: Hong Nguyen

SUPPLEMENTAL (1590)

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC
Summer/Hourly Teacher	010-0000-0	1120	00-1590-1000
Substitute Teachers	010-0000-0	1150	00-1590-1000
Consultant/District Employee	010-0000-0	1910	00-1590-2110
Project Specialist	010-0000-0	1940	00-1590-2110
Other Consult/Resource Teacher/Not in Classrm.	010-0000-0	1950	00-1590-2110
Instructional Aides	010-0000-0	2110	00-1590-1000
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1590-8200
Regular Clerical	010-0000-0	2410	00-1590-2110
Clerical Assistant	010-0000-0	2430	00-1590-2110
Sub Clerical	010-0000-0	2460	00-1590-2110
Noon Duty & Health Aide	010-0000-0	2910	00-1590-1000
Consultant Employee	010-0000-0	2920	00-1590-1000
Benefits	010-0000-0	3000	00-1590-XXXX
Instructional Supplies	010-0000-0	4310	00-1590-1000
Computer Software	010-0000-0	4312	00-1590-1000
General Supplies	010-0000-0	4351	00-1590-1000
Periodicals & Publications	010-0000-0	4360	00-1590-1000
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1590-1000
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1590-1000
Travel/Conference	010-0000-0	5210	00-1590-1000
Conference Registration Fees	010-0000-0	5220	00-1590-1000
Mileage Reimbursement	010-0000-0	5299	00-1590-1000
Dues and Membership	010-0000-0	5310	00-1590-1000
Contracted Maintenance Repair	010-0000-0	5610	00-1590-1000
Contracted Computer Repair	010-0000-0	5611	00-1590-1000
Field Trips (District Buses)	010-0000-0	5720	00-1590-1000
Consultant/Contractors	010-0000-0	5815	00-1590-1000
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1590-1000
Field Trip (Outside Buses)	010-0000-0	5841	00-1590-1000

TOTAL SUPPLEMENTAL BUDGET (1590)

AMOUNT

11,760

\$3,329.00

\$15,089.00