



Laurel
Elementary School

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Laurel Elementary School	41690396044945	02/11/2022	

Purpose and Description

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

Schoolwide Program

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

This Site Plan for Student Achievement describes the strategies and actions Laurel Elementary School will implement in the 2021-22 school year, as aligned with the the San Mateo Foster City School District's 2021-22 Local Control Accountability Plan (LCAP) and the ESSA requirements as a School-wide Title 1 Program. Based on needs assessment conducted with Laurel's staff and education partners, this SPSA describes school-wide reform strategies and actions to ensure student mastery in four goal areas: Goal 1 Language and Literacy; Goal 2 Mathematics; Goal 3 Student Wellness; and Goal 4 Family Engagement. It describes the use of site and central resources (Supplemental, Title 1, Title 4, and local funds), allocated to the school through the district LCAP. As a school-wide program, the funding from these different resources are consolidated and applied to key strategies as one flexible pool of funds, supporting activities across the four goal areas of the SPSA. This has enabled the school to design a single, comprehensive SPSA focused on strengthening the entire academic and wellness program at Laurel.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Nov. 8, 2021, ELAC Meeting at College Park. Discussed EL Snapshot, reclassification of ELs, and parent participation in parent committees for allocation of resources to support ELs.

Jan. 11, 2022, PTA Board Meeting. Discussed new support staff arrival, counselor, new TOSA (Reading Intervention), student support TOSA, and Tapping for Kids.

Jan. 18, 2022 - SSC Meeting with staff - no parent members showed up. We are in the process of restructuring the parent stakeholders. 3 parents are already interested in joining.

Jan. 25, 2022, Staff Meeting - Discussed TOSA roles and SEL supports.

Jan. 25, 2022, PTA general meeting. Discussed TOSAs roles, and SEL support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP and local reading assessments.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Continue to strengthen language & literacy daily block in order to increase rigor and outcomes for all student groups.

According to the initial reading assessment at the start of the school year, 72% of students are reading below grade level.

Based on the 20-21 CAASPP data, 45.53% of students in 3rd-5th grade did not meet standard. 5th graders showed improvement on their 20-21 CAASPP performance data compared to their performance as 3rd graders in 18-19. Those meeting or exceeding standards, increased by 5 percentage points. Those not meeting standards, decreased by 4 percentage points.

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

Strategy & Supporting Actions 1

Strategy

Elementary school students will receive Benchmark curriculum and small group with the use of F&P data.

Students to be Served by this Strategy

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

All Students

Teachers will meet in grade level teams to collaborate and design lessons by looking at student data.

To pay for substitute teachers to release teachers.

1000-1999: Certificated Personnel Salaries Site Supplemental

4,000

Teachers will receive professional development

No additional cost to site.

during regularly scheduled staff meetings and Wednesday PDs.			
Language & Literacy are providing direct service to students in small groups and also supporting teachers with implementation of best practices.	2.0 FTE Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District Supplemental	180,000
Language & Literacy are providing direct service to students in small groups and also supporting teachers with implementation of best practices.	Laurel uses Title I funding to pay for 0.5 of our 2 L&L TOSAs	1000-1999: Certificated Personnel Salaries Title I	60,000
Laurel teachers will get release time to observe colleagues.	Substitutes	1000-1999: Certificated Personnel Salaries Site Supplemental	2,0000
In collaboration with Reading Specialists, Principal will observe classrooms and provide feedback based on best teaching practices and curriculum implementation.	No additional cost to site.		
Teachers will implement Lexia Core 5 online program to help solidify foundational literacy skills for lower grades and comprehension practice for upper grades.	Pays for site license.	5000-5999: Services And Other Operating Expenditures Title I	11,900
Teachers will plan instruction and upload teaching materials on Google classroom for students who are in short term independent contracts due to COVID. Students will meet with teachers at least once a day for 15-20 min.	No addition cost to site.		

Strategy & Supporting Actions 2

Strategy

Students will receive Tier 2 and Tier 3 in the classroom intervention instruction by Reading Specialists.

Students to be Served by this Strategy

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

Tier 2 and Tier 3 students

Reading Specialist will help identify and provide Tier 2	2.0 FTE Reading Specialist (see cost
--	--------------------------------------

and Tier 3 services to students.

expenditure above in Strategy 1)

Para-educator will support Laurel students with having access to technology platforms and other instructional supports during small group instruction.

2.5 hours per day
Classified support

2000-2999: Classified
Personnel Salaries
Site Supplemental

18,995

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in mathematics, as measured by local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Students need exposure and mastery of Mathematical Practices to think and behave in a mathematical fashion.

Teachers need to offer math talks as a way to provide explicit direct instruction while providing students and teacher to practice mathematical concepts.

Based on 20-21 CAASPP data, 49.15% of students did not meet standard in grades 3rd-5th.

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

Strategy & Supporting Actions 1

Strategy

Teachers will teach math standards within the district adopted curriculum through integrated whole-group and strategic small group lessons using differentiation and best practices in ELD and Inclusion.

Students to be Served by this Strategy

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

All students, with a focus on English Learners and Students with disabilities.

Teachers are collaborating weekly every Wednesday to find best strategies for teaching Zearn. no additional cost to site

Teachers are attending District lead PD to learn how to calibrate and learn how to collectively administer and no additional cost to site

grade common formative assessments.

Teachers are also learning and practicing how to upload and analyze data on Illuminate. no additional cost to site

Laurel students participated in two rounds of after school Math Boost. Students used ST and Zearn. no additional cost to site

Staff member will provide technology equipment and support to students and families so they can have access to Zearn, Lexia, and Google Classroom.	Staff member provides direct services	2000-2999: Classified Personnel Salaries PTA	6,500
--	---------------------------------------	---	-------

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

Develop clear and consistent expectations for students and school-wide Positive Behavioral Interventions and Supports (PBIS).

Classroom referrals and teacher report show the need to support students social emotional wellness as they return to in-person learning.

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

Strategy & Supporting Actions 1

Strategy

Continued implementation of PBIS systems with SEL best practices, positive socio-emotional relationships with adults, and high levels of school engagement.

Students to be Served by this Strategy

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

All students, specifically English Learners and Socio-economically disadvantaged students.

Continue to develop school-wide PBIS systems for adults to implement consistent, common language on best practices.	Leadership and materials; subs	4000-4999: Books And Supplies Site Supplemental	1,000
Implement Project Cornerstone to engage students and families on PBIS beliefs.	Fees and materials	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	5,000
Two school counselors will provide SEL support by means of one-to-one	2.0 FTE counselor (1.0 no additional cost to site)	1000-1999: Certificated Personnel Salaries Measure V	120,000

counseling sessions, small group skills, and classroom support.

Half-time Inclusion TOSA will engage staff with inclusion best practices to provide all with supports ranging from small group work, providing professional development to classified SPED staff, and guiding teachers in a variety of settings. Although we have been unable to hire, this continues to be a goal for Laurel.

0.5 Inclusion TOSA (To Be Hired)

1000-1999: Certificated Personnel Salaries District Supplemental

60,000

TOSA will be providing behavioral and emotional student support, lead PBIS meetings, SSTs, behavior expectations trainings, and check in/check out system.

Direct services to students, staff, and families.

1000-1999: Certificated Personnel Salaries Title I

120,000

Laurel will contract services with the Santa Clara County Office of Education to provide PBIS coaching and guidance to Laurel as a Cohort 1

Coaching and guidance for PBIS implementation

5800: Professional/Consulting Services And Operating Expenditures Title IV

6,000

Laurel will promote wellness by teaching SEL skills through books in both English and Spanish that are aligned with Project Cornerstone and PBIS. These books will also represent the cultural heritage and diversity of our students and families.

Library and instructional materials

4000-4999: Books And Supplies Title IV

7,000

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school-home connections through volunteer opportunities and increase engagement at school events with bilingual supports.

Identified Need

Increase parent engagement, with a focus on families of English Learners and Students with Disabilities.

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

Strategy & Supporting Actions 1

Strategy

Build and sustain school-home communication systems that support learning and promote student achievement by increasing healthy partnerships between staff and families.

Students to be Served by this Strategy

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

All students, with particular focus on English Learners and Students with Disabilities.

Offer family engagement nights with an emphasis on families with ELs to provide opportunities for families to learn how to monitor their students' progress, ask for support, and learn self-advocacy skills.	Provide child care and materials costs	5000-5999: Services And Other Operating Expenditures Site Supplemental	3,441
Community Outreach Worker provides support to English Learner families with home-to-school communication and ensure virtual attendance to ELAC meetings.	6 hours per day para-educator support	2000-2999: Classified Personnel Salaries Site Supplemental	35,564

Paraprofessional provided small group instruction for students who need additional support.	Small group intervention	2000-2999: Classified Personnel Salaries Title I	12,317
Community Outreach Worker provides support to English Learner families with home-to-school communication and ensure virtual attendance to ELAC meetings.	2 hours per day para-educator support	2000-2999: Classified Personnel Salaries District Supplemental	15,397

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$687,114.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$204,217.00
Title IV	\$13,000.00

Subtotal of additional federal funds included for this school: **\$217,217.00**

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

State or Local Programs	Allocation (\$)
District Supplemental	\$255,397.00
Measure V	\$120,000.00
PTA	\$6,500.00
Site Supplemental	\$88,000.00

Subtotal of state or local funds included for this school: **\$469,897.00**

Total of federal, state, and/or local funds for this school: **\$687,114.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Supplemental	255,397.00
Measure V	120,000.00
PTA	6,500.00
Site Supplemental	88,000.00
Title I	204,217.00
Title IV	13,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	564,000.00
2000-2999: Classified Personnel Salaries	88,773.00
4000-4999: Books And Supplies	8,000.00
5000-5999: Services And Other Operating Expenditures	15,341.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Supplemental	240,000.00
2000-2999: Classified Personnel Salaries	District Supplemental	15,397.00
1000-1999: Certificated Personnel Salaries	Measure V	120,000.00

2000-2999: Classified Personnel Salaries	PTA	6,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	24,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	54,559.00
4000-4999: Books And Supplies	Site Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	3,441.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	180,000.00
2000-2999: Classified Personnel Salaries	Title I	12,317.00
5000-5999: Services And Other Operating Expenditures	Title I	11,900.00
4000-4999: Books And Supplies	Title IV	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,895.00
Goal 2	6,500.00
Goal 3	319,000.00
Goal 4	66,719.00

School Site Council Membership

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

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

Name of Members	Role
César Gaytán	Principal
Janet Chappell	Classroom Teacher
Angela Quillen	Classroom Teacher
Gisele Lennox	Other School Staff
Elyethe Martinez	Parent or Community Member
Viridiana Bellereza	Parent or Community Member
Veronica Blajine	Parent or Community Member
Ivana Cus	Parent or Community Member
Fernanda Del Aguila	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 02/11/2022.

Attested:

	Principal, César Gaytán on 02/11/2022
	SSC Chairperson, Fernanda Del Aguila on 02/11/2022