

The Single Plan for Student Achievement

School: Laurel Elementary School
CDS Code: 30664496027452
District: Brea Olinda Unified School District
Principal: Heather Bojorquez
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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:

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School Vision and Mission

Laurel Elementary School's Vision and Mission Statements

We are a diverse educational community dedicated to mindfully and compassionately engaging, elevating, and inspiring all learners.

We believe all students are innovative thinkers who problem solve, explore, communicate, and strive to be positive citizens and leaders in our community. We honor and appreciate diversity and understand that learning is a collaboration of students, staff, and the greater community to provide a positive student centered learning environment that prepares students for a dynamic and advancing future.

Laurel Elementary Magnet School of Innovation and Career Exploration: Where students explore, innovate, and create.

School Profile

Laurel Elementary opened in 1922 with William E. Fanning as principal. It is the third school built in Brea and has expanded tremendously over the years since its construction. Because of the historical appearance and importance in the community, Laurel School was officially declared a Brea Historical Landmark in 1995. August 2016, Laurel opened its doors as Brea Olinda Unified School District's first magnet school: Laurel Elementary Magnet School of Innovation and Career Exploration. Our magnet theme emphasizes innovative teaching and learning strategies through hands-on project based learning opportunities along with a unique partnership with Brea's business communities. Laurel continues to celebrate over 90 years of excellence in education. The pride, enthusiasm and excitement that Laurel was founded on in 1922 are still evident today.

The ancient Greeks gave a crown of laurel leaves to the winners of their Olympic athletic events. The word "laurel" has come to mean "winner." We feel each child that attends our school is a champion, and our mission is to help all students achieve academically, socially, and emotionally in order to develop productive citizens of the 21st Century.

Laurel is proud to be the home of 448 students ranging in age from three to twelve years old. Our student population is made up of approximately 381 general education students enrolled in transitional kindergarten through sixth grade. New to Laurel last year is a state funded preschool program that serves 22 preschool aged children. Laurel is the proud home of a variety of Special Education programs on site as well. Our SPED population includes 19 students who receive Special Education services in one of two Special Day Preschool Classes (Brea Olinda Early Education Preschool Program - BOPEEP), 12 students enrolled in our moderate/severe Special Day Class grades K-3, and 14 students grades K-6 enrolled in our Mild/Moderate Special Day Class. Students who are eligible, receive instruction from a full time SDC teacher, with the assistance of paraprofessionals for the full or partial day. When appropriate, students are mainstreamed into the general education classroom for a percentage of the day. Resource and mild/moderate SDC students work in the classroom or "lab" setting with a Resource teacher and/or para professional. Other support services available include: Speech and Language Therapy, Adaptive PE, Occupational Therapy, and some counseling.

Our English Learner (EL) population of 27% is primarily comprised of Spanish speaking students, however we are a diverse community and serve students whose primary languages also include Korean, Chinese, Arabic, and other languages. Moderately low mobility has characterized the school throughout its history, which fosters warm, permanent relationships between students, teachers, paraprofessionals, administrators, and parents. The California English Language Development Test (CELDT) is administered each year, and students' progress is monitored on a yearly basis. All of our teachers are either CLAD credentialed or SDAIE certified to provide appropriate instruction and differentiation to assist EL students with their English acquisition. Three paraprofessionals, of which, two of which are bilingual, assist in classes helping students with their language needs daily. The aides are funded either from Title 1 or Local Control Federal Funding (LCFF) funds.

A variety of programs to help add enrichment and educate the whole child exist. Through a generous donation from The Brea Education Foundation, students are able to participate in the Art Masters Program. Four artists will be showcased during the year, and each student will create a project based upon the artist's style. All 4th-6th grade students have the opportunity to participate in the BOUSD Elementary Band Program. Multi-Tiered Systems of Support (MTSS) for academics and behavior, which include Positive Behavior Interventions and Support (PBIS) systems, are actively in place at Laurel to help develop positive citizenship and focus on academics as well as to foster, healthy, caring, and responsible students. Additional opportunities for tutoring and intervention may be available with Title I funding and volunteers. These services include time with a certificated Reading Intervention Teachers, Learning at Lunch tutorials, and the Laurel Book Club. We also work in collaboration with the BOUSD Child Development Center to provide engaging programs to stimulate the whole learner after the school day via the Brea After School Enrichment program (B.A.S.E.).

The success of Laurel's students is due to the dedication of teachers, staff, parents and volunteers who work together. We are confident that our children take with them the necessary skills and tools to achieve, both academically and in their personal life, as they continue on to their secondary education experience.

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).

A Title 1 Needs Assessment survey was sent to parents, teachers, and classified staff in April of 2016 to measure perceptions of success and growth needs from stakeholders. The survey was sent out via email and hyperlink in the weekly school newsletter. Questions included inquiries regarding the overall strength and need of the school, positive and welcoming school environment, school safety, student recognition, academic achievement and progress, accessibility and communication, and school-home education.

LIST RESULTS

Classroom Observations

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

Site administration conducts both formal and informal classroom observations. Formal observations are conducted per Brea Olinda Teachers Association contract language. Frequency of formal observations is as determined by personnel records with the Human Resources department of the Brea Olinda Unified School District. Frequent informal classroom observations are conducted by the site principal. The principal is present in a variety classrooms on a daily basis.

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)

California Assessment of Student Performance and Progress (CAASPP) and Smarter Balanced Assessment Consortium (SBAC) test results are shared with staff and analyzed in grade level teams and individually at the beginning of the school year. Currently, these assessments continue to include California Standards Test (CST) 5th grade science and physical fitness. Other assessment data collected included the results from the California English Language Development Test (CELDT) for our EL students. The findings are used to guide curriculum development and scaffold for individual students.

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

An emphasis on utilizing data to monitor student progress is embedded in each weekly Professional Learning Community (PLC) meeting for all grade levels.

Kindergarten teachers utilize an online data monitoring system, ESGI to monitor student growth and progress in language arts at a minimum of three times per year. Teachers in grades 1 & 2 utilize a district assessment (BPST) to monitor language arts growth, until students have gained enough literacy skills to participate in the STAR reading assessment from Renaissance Learning. Teachers in grades 2nd through 6th utilize STAR assessment from to monitor students who struggle with reading fluency and comprehension. All staff utilizes embedded assessments from the Go Math! instructional program for mathematics. Teachers also use on-going formative and summative assessments to determine if students are making appropriate progress toward grade level standards. Faculty analyzes data, share strategies, and develop interventions at weekly PLC meetings.

An Individual Intervention Plan (IIP) is written based upon specific criteria at each grade level. Students are also targeted and tiered interventions are discussed at Intervention Meetings held each Fall with each teacher and our Special Education Team.

Staffing and Professional Development

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

All faculty at Laurel are highly qualified as per NCLB requirements.

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

All faculty have met AB 466 requirements through their Clear Credential process and/or through Master's Degree programs.

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

All staff development is aligned with the implementation of the New California Standards. Staff development correlates to student performance and what teachers need to meet every child's needs. Some training may involve behavior intervention as well as academic intervention. Our Response to Intervention systems are in place to strategically meet the needs of individual students as needed. The master schedule allows for a daily intervention block for reteaching or enrichment opportunities.

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

Laurel utilizes the trainer of trainer models when appropriate. When teachers attend a workshop, the expectation is that he or she will return to the site, implement best practices, and share and teach others regarding best practices and standards based instruction.

Teachers also had the opportunity to attend district sponsored professional development sessions this year that included workshops on technology integration, implementation of Go Math! mathematics curriculum, Step Up to Writing to support writing across the curriculum and in support of the New California Standards. Training on the implementation of Imagine Learning, a supplemental program to assist struggling readers and English learners was also conducted in the summer of 2015. Teachers will receive follow up training throughout the 2014-2015 school year as well as additional professional development in the areas of reading, best first instruction for Rtl, English language development, and best practices in mathematics.

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

Collaboration takes place every Wednesday during District funded Professional Learning Community time. Students are released early to allow teacher collaboration on best practices, data analysis, and planning for intervention and enrichment in an effort for continuous improvement of student achievement.

Teaching and Learning

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

In the summer of 2016, all teachers were provided staff development provided by the district during a summer institute. Workshops offered included implementation of Go Math!, Step Up to Writing, Imagine Learning, and a variety of workshops for 21st century learning opportunities using Google Apps for Education (GAFE).

Additionally, with the transformation of the school to a magnet school, all classroom teachers participated in at least 20 hours of professional development led by the site principal and Teacher on Special Assignment in the areas of curriculum design and Project Based Learning.

Mathematics curriculum, GoMath!, has been adopted for grades K-6 district wide. Teachers of these grade levels at Laurel have fully implemented the new curriculum. We have three site teachers (Kindergarten, 1st grade, and 6th grade) who currently pilot different state adopted language arts curriculum and participate in the district adoption committee.

The site principals and key district office personnel also provide instruction and guidance with implementation and teaching of the New California Standards into bi-weekly staff meetings.

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

All teachers adhere to the recommended minutes for reading/language arts and math. Teachers' daily and weekly plans indicate their teaching schedules and blocks of time for each subject area.

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

All teachers follow the Standards Schedule for pacing and planning.

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

All students are provided with standards based materials in all content areas. Mathematics curriculum in grades K-6 reflect the New California Standards. Teachers utilize supplemental supports to provide access to the new California Standards in ELA. Per the BOUSD LCAP, we hope to adopt new California standards based texts for ELA in the next couple of years.

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)

All faculty use State adopted materials.

Opportunity and Equal Educational Access

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

Teachers provide small group instruction. Additional support in every classroom occurs each day with para-professionals funded from either Title 1 or LCFF funds. The Learning at Lunch Program managed by two para-professionals also provides additional support. Peer-tutors and/or cross age tutoring, as well as, parent volunteers assist struggling students towards meeting grade level standards.

14. Research-based educational practices to raise student achievement

Various researched based educational practices are being utilized on a daily basis to meet the various needs of our students. All staff committed to purposeful implementation of Thinking Maps and Project GLAD strategies to assist students' access to the core curriculum. Other practices include, but are not limited to: dedicated English Language Development (ELD), small group instruction, computer based programs such as, Accelerated Reader, Imagine Learning, MIND Research Institute (Jiji), Language! Live, Starfall, Starfall More, Brain Pop, Flocabulary, Tumble Books, Discovery Education, and Ultra Key.

Parental Involvement

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

- ~Differentiated Instruction
- ~Accelerated Reader (AR)
- ~ST Math-MIND Research Institute (Jiji)
- ~Rtl Schoolwide meetings and individual meetings
- ~IEPs, IIPs, 504 Plans, ELD and SDAIE instructional strategies
- ~Student Study Team
- ~LCFF and Title 1 paraprofessionals to support every class daily. Average amount of support varies from 1-2 hours daily
- ~Kindergarten Connection
- ~Learning Links Preschool age co-op
- ~Learning at Lunch tutoring
- ~Parent and other adult volunteers
- ~iPods, iPads, Chromebooks
- ~Positive Behavior Intervention and Supports (PBIS)
- ~School library extended hours for access to computers and/or library support
- ~Monthly "Coffee With the Principal" parent education opportunities

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 is the main source for planning and evaluating consolidated application programs.

Funding

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

Title 1 Instructional Assistants
LCFF Instructional Assistants
Kindergarten Connection
Part time Literacy Intervention Teacher

18. Fiscal support (EPC)

Title 1 funds
General Supply account from District
Local Control Federal Funding
PTA
Brea Education Foundation
Donations

Description of Barriers and Related School Goals

Description of Barriers:

Declining enrollment brings a decline in budget. While we have seen a minor growth in population this year with the development of our magnet school focus, we continue to remain the smallest elementary school in the district. These constraints make funding for instructional support in the classroom learning more challenging.

Additionally, the school psychologist divides his time among two schools. Combined with a large caseload, opportunities for counseling time with students and collaboration time with teachers is limited. Our Speech teacher also works part time, which provides limited time for support through the SST process for our general education teachers.

Another barrier that comes with a small school is the existence of blended classrooms and a smaller teaching staff. We currently have two blended classrooms in our upper grade classes, one 3/4 and one 5/6. Our class sizes in grades 3-6 are within district limits, but still full.

Instructional Approach to Address Barriers:

Professional Learning Communities within the school and District focus on student achievement. Teachers collaborate and share information, analyze data and gaps in learning, and allocating funds with student success in mind. We also collaboratively plan best uses of school allocations to meet the learning needs of all students. Classroom grade alike teachers (3-4 and 5-6) work and plan together as a team to creatively support one another across the grade levels vertically.

Our Positive Behavior Interventions and Supports (PBIS) Tier 2 system is fully in place and we are in our fifth year of sustainability training.

Though limited, assistance in all grade levels with a paraprofessional/instructional aide is provided at each grade level. Most teams allow the blended classroom teacher more dedicated time with paraprofessionals to allow for more adult support and supervision while the classroom teacher instructs students on their grade level specific content. Additionally, our Teacher on Special Assignment (TOSA) plans and teaches in our Makerspace lab. When the blended

classrooms attend their scheduled Makerspace time, our TOSA will instruct in the lab while the classroom teacher stays to provided detailed instruction with the other grade level.

This year we have implemented a scheduled time for intervention and enrichment for each grade level in an effort to increase our tiers of support through collaboratively analyzing and adjusting the master schedule so that grade alike classrooms are teaching the same content at the same time. We have also utilized Title 1 funds to hire a part time Reading Intervention teacher. She provides direct remedial instruction to students who are struggling in literacy and reading in an effort to intervene and support student growth.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	40	46	39	46	39	100.0	97.5
Grade 4	45	49	44	48	44	48	97.8	98
Grade 5	48	47	48	46	48	46	100.0	97.9
Grade 6	43	47	42	46	42	46	97.7	97.9
All Grades	182	183	180	179	180	179	98.9	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2386.9	2408.7	7	10	20	23	37	38	37	28
Grade 4	2469.9	2432.1	14	10	36	27	27	17	23	46
Grade 5	2523.3	2509.0	19	20	48	33	13	26	21	22
Grade 6	2506.2	2569.3	5	24	31	48	38	20	26	9
All Grades	N/A	N/A	11	16	34	33	28	25	27	26

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	37	44	54	46
Grade 4	16	13	61	46	23	42
Grade 5	29	22	48	54	23	24
Grade 6	7	28	48	50	45	22
All Grades	16	18	48	49	36	33

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	13	48	59	43	28
Grade 4	16	10	66	44	18	46
Grade 5	35	24	46	54	19	22
Grade 6	17	37	57	52	26	11
All Grades	19	21	54	52	27	27

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	18	63	69	24	13
Grade 4	16	17	68	69	16	15
Grade 5	23	13	67	70	10	17
Grade 6	10	17	74	80	17	2
All Grades	16	16	68	72	17	12

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	10	54	69	35	21
Grade 4	16	10	68	54	16	35
Grade 5	42	33	48	57	10	11
Grade 6	24	46	62	52	14	2
All Grades	23	25	58	58	19	17

Conclusions based on this data:

1. When looking at data comparatively by grade level, the data indicates an increase in scores for grades 3 and 6 and a subsequent decrease for grades 4 and 6 from the 2014-2015 school year to the 2015-2016 school year. However, when looking at growth from one grade to the next, the data indicates an increase in the amount of students who met or exceeded standards in language arts from one year to the next.
2. The data indicates no significant change in growth by strand. There was a slight increase overall in percentage of students who performed above standards in the Reading, Writing, and Research strands. (Reading 2%, Writing 2%, Research 2%) The Listening strand maintained the same percentage (no growth) of students who performed above standards.
3. The data indicates an overall decrease in the percentage of students who perform below standards in 3 out of the 4 strands. (Reading 3%, Listening 5%, Research 2%). The most significant decrease in students who perform below standards occurred in the 3rd grade.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	40	46	39	46	39	100.0	97.5
Grade 4	45	49	44	48	44	48	97.8	98
Grade 5	48	47	48	46	48	46	100.0	97.9
Grade 6	43	47	43	46	43	46	100.0	97.9
All Grades	182	183	181	179	181	179	99.5	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2405.8	2429.7	13	8	24	38	30	36	33	18
Grade 4	2488.2	2455.1	20	15	32	23	34	33	14	29
Grade 5	2527.5	2514.8	29	24	13	20	38	30	21	26
Grade 6	2536.2	2578.0	16	33	30	30	28	30	26	7
All Grades	N/A	N/A	20	20	24	27	33	32	23	20

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	18	39	59	41	23
Grade 4	36	23	32	31	32	46
Grade 5	33	28	44	33	23	39
Grade 6	30	41	44	43	26	15
All Grades	30	28	40	41	30	31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	17	23	46	51	37	26
Grade 4	23	21	57	40	20	40
Grade 5	29	26	48	39	23	35
Grade 6	21	33	44	52	35	15
All Grades	23	26	49	45	29	29

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	15	21	61	79	24	0
Grade 4	27	17	55	44	18	40
Grade 5	25	17	48	54	27	28
Grade 6	9	24	67	61	23	15
All Grades	19	20	57	59	23	22

Conclusions based on this data:

1. When looking at data comparatively by grade level, the data indicates an increase in scores for all grades except for 4th grade, which indicated a significant decrease in students who met or exceeded standards. 4th grade dropped 14%. However, there was a slight increase (3%) overall in the percentage of students schoolwide.
2. In all strands, there was insignificant change in the percentage of students who scored above or below standards. The largest increase in student growth occurred in the 3rd grade, in particular in the decrease of the percentage of students who scored below standards in all three strands.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					25			25	***	***	50				
1			6	11	50	12	39	50	47	28		29	22		6
2				5	7	33	84	60	53		7	7	11	27	7
3		5		21	21	15	64	53	62	7	16		7	5	23
4			16	47	45	42	47	45	32	6	9	11			
5	25	15	18	33	54	55	42	31	27						
6	29		19	14	38	44	57	62	31			6			
Total	6	3	10	22	34	33	56	49	42	9	8	10	8	6	5

Conclusions based on this data:

1. Although the largest percentage of growth occurred in the 3rd grade on CAASPP scores, this grade level also had the largest percentage of students who scored at the beginning level on the CELDT assessment.
2. Largest percentage of students continue to maintain at the Intermediate level. Continued professional development in the area of preventing long term English learners is necessary to move students beyond Intermediate and toward reclassification through academic vocabulary and language development standards.
3. Continued increase in the amount of students who score advanced and early advanced on the CELDT assessment in the 15-16 school year.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					9		31	35	18	44	30	32	25	26	50
1			6	16	41	11	37	47	44	26	12	28	21		11
2				5	7	33	84	60	53		7	7	11	27	7
3		5		21	20	20	64	50	53	7	20	7	7	5	20
4			15	47	45	45	47	45	30	6	9	10			
5	21	11	18	29	53	55	50	32	27					5	
6	29		24	14	38	41	57	62	29			6			
Total	5	3	8	19	29	27	53	46	36	13	13	14	10	10	14

Conclusions based on this data:

1. Continued increase in Advanced and Early Advanced over time.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	88	89	92
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	88	89	92
Number Met	39	46	54
Percent Met	44.3%	51.7%	58.7%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	78	26	84	29	83	32
Number Met	14	--	18	15	17	21
Percent Met	17.9%	--	21.4%	51.7%	20.5%	65.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. While Laurel did not meet the NCLB target for AMAO 1, students made a 7% growth of proficiency overall. There were also more EL students in the 15-16 school year than the prior years.
2. AMAO 2 measures growth of students with less than 5 years of EL instruction. Our data indicates that we are more successful with students the longer that they are in our care. We are still in need of intervention for early English learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	477	541	552
Percent with Prior Year Data	100.0		100
Number in Cohort	477	541	552
Number Met	293	366	388
Percent Met	61.4	67.7	70.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	437	165	489	186	508	181
Number Met	134	95	169	118	192	115
Percent Met	30.7	57.6	34.6	63.4	37.8	63.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School 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 Arts & Math
LEA GOAL:
BOUSD Goal #1: Ensure that all students achieve proficiency in essential areas of skill and knowledge leading to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate and think critically, with specialized focus on closing the achievement gap for target populations (English learner, Foster Youth, Socioeconomically Disadvantaged and/or Special Education). (BOUSD LCAP)
SCHOOL GOAL #1:
With an emphasis on reading/language arts, we will see a 5% decrease in the achievement gap between our targeted sub-group populations (English learners, socio-economically disadvantaged) and our overall CAASPP scores for grades 3-6 and school-wide assessments grades TK-2
Data Used to Form this Goal:
2015-2016 CAASPP data; BPST; STAR reading assessment
Findings from the Analysis of this Data:
Laurel scores continue to be below the district average in all grade levels, with the exception of grade 6 in the 2015-2016 school year. In particular, a focus on reading and literacy needs to be included in our 3rd and 6th grade instruction. Traditionally, Laurel's math scores are better than our ELA scores. One probable cause is the 27% of our students who continue to acquire the English language.
How the School will Evaluate the Progress of this Goal:
Since BOUSD has not yet adopted an English/language arts curriculum for the new California Standards, we will utilize other assessment data to measure growth over the course of the year. Our Kindergarten team will use the ESGI online reading assessment, grades 1-2 will use BPST data and grades 3-6 will continue to access the STAR reading assessment to evaluate students' progress towards meeting these goals. As the district continues to investigate common assessments, we will utilize the curricular assessments available to us and investigate the creation of site based common formative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p><u>Alignment of instruction with Common Core:</u></p> <ul style="list-style-type: none"> ~Teachers met in PLC during the summer of 2016 to create a Year at a Glance standards schedule and determined appropriate standards for instruction for each trimester. ~Articulation within grade levels and vertical teams as well as district grade level teams; ~Monthly planning for grade level teams; ~Share best practices for Language Arts instruction during our PLC time; ~All teachers on staff are expected to utilize SDAIE and Project GLAD strategies to ensure that content is accessible to English learners; ~Participate in Common Core Professional Development workshops and trainings offered by LEA, OCDE, and/or other companies/agencies that offer worthwhile trainings; ~Continue implementation of Thinking Maps; ~Integrate technology in an effort to enhance learning and access to vocabulary and curriculum; ~Re-introduce keyboarding lessons with grades 2-6. 	On-going	Site administration and staff	Sub costs related to monthly grade level planning	Title I	15,000
				None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p><u>Improvement of instructional strategies and materials:</u></p> <p>~District/State adopted texts - Though ELA texts are from 2002 adoption for California State Standards, the reading selections are still valid and many resources are useful for differentiation purposes to meet the CCSS need; ~Supplemental materials-i.e. Discovery education web-based video streaming access, laptops, iPads, iPads, DVDs, manipulatives, reference books, EL materials; ~Professional Learning Communities (PLC) - investigation of alternate ELA units and lessons to support CCSS reading instruction; ~Attendance at district provided technology integration training to further enhance teaching and learning; ~Renewed Response to Intervention (RtI) systems to meet varied needs of students; ~Exploration of systems and curriculum to support needs for English Language Development for EL students; ~Renewed Site license for MIND Research Institute (Jiji) math software-Kinder - 6; ~Renewed Site license for web-based program for Accelerated Reader - access to all tests;</p>	On-going	Site administration and staff	<p>Discovery education site license</p> <p>Flocabulary site license for supplementary vocabulary instruction. Accelerated Reader</p> <p>ST Math Mind Institute Jiji</p> <p>Imagine Learning supplementary reading support</p> <p>Brain Pop</p> <p>Defined STEM</p>	<p>Title I Part A: Disadvantaged Students</p> <p>Title I Part A: Disadvantaged Students Foundation</p> <p>District Funded</p> <p>Title I Part A: Disadvantaged Students</p> <p>Title I Part A: Disadvantaged Students</p>	<p>511</p> <p>1200</p> <p>3000</p> <p>3000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	
<p><u>Extended Learning Time:</u></p> <p>~Learning at Lunch - daily ~Accelerated Reader - access at school and home ~Jiji and/or other online support for math practice at school and home ~Leopard Book Club - grade 3 ~Brea After School Enrichment (B.A.S.E.), a partnership with the BOUSD Child Development Center to extend the school day that includes homework help, learning enrichment activities, and outdoor activity. ~Additional aide support school-wide, paraprofessional support each grade level funded from Title 1 and/or LCFF</p>	On-going	Site administration and staff	EL support with bilingual aides Additional class and extended support - classroom aides		LCFF - Base Title I	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> ~Individual Intervention Plans ~Differentiated curriculum for individual student needs (studying, researching, discovering strategies and examples) ~Special Education-Resource teacher, SDC teachers and aides provide support ~LCFF/Title I bilingual aides provide support for students in class and in small groups ~Grade level and vertical team collaboration time ~ST Math and other online math supports ~Online Learning Platforms - Google Drive ~Accelerated Reader 	On-going	Site administration and staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
<p><u>Involvement of staff, parents and community: (including interpretation of student assessment results to parents)</u></p> <p>~Student assessment results to parents/conference week ~Communication (weekly or monthly from teachers, office, newsletters, School Messenger, e-mail, marquee, PTA letters, etc) ~Coffee With the Principal (Parent Education) ~Surveys ~School Site Council meetings ~English Language Advisory Committee meetings ~All PTA sponsored activities and events ~Laurel Leopard Reading Volunteers ~Family Nights (STEAM, literacy, mathematics, etc.)</p>	Weekly, monthly, on-going	Site administration and staff	Parent education Parent education	Parent-Teacher Association (PTA) Title I Part A: Parent Involvement	2000
<p><u>Monitoring program implementation and results:</u></p> <p>~GAP Analysis ~Multiple Measures and Benchmarks ~Articulation; grade levels and vertical teams ~District Support</p>	On-going	Site administration and staff			

Planned Improvements in Student Performance

School Goal #2

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: 21st Century Learning & Technology
LEA GOAL:
BOUSD Goal #2: Ensure access to rigorous and relevant 21st Century learning tools, resources, and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate critical thinking, and expand learning beyond the classroom setting preparing them for college and career.
SCHOOL GOAL #2:
Teachers will implement research based instructional strategies into core learning opportunities. Specifically, embedded instructional technology such as Google Apps for Education and Project Based Learning (PBL). (Benchmarks: Lesson plans will reflect a minimum of one school wide PBL unit and one grade level/content based PBL unit per trimester. Lesson plans will also reflect instructional technology integration on a weekly basis.)
Data Used to Form this Goal:
LCAP parent survey, Title 1 parent survey
Findings from the Analysis of this Data:
Parents and the community overwhelmingly stated that there is a need for increased technology usage inside the classroom as well as access to more modern technology for all students.
How the School will Evaluate the Progress of this Goal:
Teacher attendance at district provided technology professional development, lesson plans, classroom observations (informal and formal).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>~Site admin will provide monthly opportunity for grade level teams to meet and plan PBL units and technology integration.</p> <p>~Site TOSA will work in collaboration with grade level teams to support the planning and integration of lesson plans.</p> <p>~Teacher attendance at Google Apps for Education training, Summer 2016</p> <p>~Teacher attendance at a variety of district provided trainings.</p> <p>~TOSA attendance at PBL World training for instructional leaders.</p> <p>~TOSA and principals attendance at Universal Design for Learning professional development to support classroom teachers in the development of lesson plans that provide scaffolds, supports, interventions, and enrichment opportunities for all students.</p> <p>~Monthly Coffee With the Principal meetings to educate families and communities regarding instructional shifts and best practices and to provide families with a means of support at home.</p> <p>~Five scheduled Family STEAM Nights to highlight Science, Technology, Engineering, Art, and Mathematics learning at school and bridge into the home.</p>	On-going	Site administration and teachers	Monthly planning Google Apps for Education Teacher on Special Assignment - PBL Training	None Specified District Funded District Funded	Title I District Funded District Funded	15,000

Planned Improvements in Student Performance

School Goal #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: School Climate and Culture
LEA GOAL:
BOUSD Goal #3: Cultivate a positive, safe, and respectful school environment that promotes engagement and school connectedness which includes a system of communication and support for students, parents, and staff.
SCHOOL GOAL #3:
In an effort to ensure frequent and up to date communication with parents and guardians, 100% of Laurel teachers will implement the usage of the Class Dojo App as a means for positive behavior intervention, support of our Positive Behavior Interventions and Supports (PBIS) system, and support for students, parents/guardians, and staff.
Data Used to Form this Goal:
LCAP and Title 1 Surveys
Findings from the Analysis of this Data:
Parents and guardians who completed the surveys indicated a need for more frequent communication regarding student achievement, behavior, recognition, and school events.
How the School will Evaluate the Progress of this Goal:
Parent and student survey results - June 2016. Minor and major discipline records for the end of the school year.

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"> ~All teachers create a Class Dojo account and implement communication standards. ~Principal newsletter that is sent our weekly is offered in variety of forums (emailed via Smore website, posted on school website, printed copy) ~Increased use of social media for school communication from teachers and site administration. 	Ongoing	Site admin and teachers	No expenditures required			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	90,000	90,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	30,000.00
Title I Part A: Disadvantaged Students	7,711.00
Title I Part A: Parent Involvement	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
None Specified	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	15,000.00
None Specified	Title I	15,000.00
	Title I Part A: Disadvantaged Students	7,711.00
	Title I Part A: Parent Involvement	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,711.00
Goal 2	15,000.00

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
Heather Bojorquez	X				
Natalie de Leon		X			
Makena Piercy		X			
Kim Thorsen		X			
Roy Castellon			X		
Manny Mejia			X		
Lynn Cabianca				X	
Rachael Contreras				X	
Michelle Donaghy				X	
Berenice Ramirez				X	
Heather Terry				X	
Numbers of members of each category:	1	3	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
X	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 November 20, 2013.

Attested:

Heather Bojorquez		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date