



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
Las Flores Elementary School	15-73742-6009625	December 11, 2019	January 16, 2020

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.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

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

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

SSC Month to Month

October 2019 :Review and adopt Parent/School compact and Parent Involvement Policy. Analyzed CAASPP data from 2019.

December 2019: Review and approval for the Single Plan for Student Achievement

January 2020 Review and approval for the School Safety Plan; Review SPSA

April 2020 Review and approval for the Parent survey; Review SPSA

PTO Meeting are held the first Tuesday of each month

ELAC dates are held two times a year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable to this school

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.61%	%	2	3	
African American	4.9%	5.28%	5.25%	24	26	25
Asian	3.0%	3.46%	3.36%	15	17	16
Filipino	2.0%	1.02%	1.26%	10	5	6
Hispanic/Latino	21.7%	19.51%	20.59%	107	96	98
Pacific Islander	0.4%	0.61%	0.42%	2	3	2
White	65.4%	66.67%	66.39%	323	328	316
Multiple/No Response	%	%	%			
Total Enrollment				494	492	476

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	85	93	88
Grade 1	76	71	72
Grade 2	104	82	77
Grade3	76	88	75
Grade 4	78	78	83
Grade 5	75	80	81
Total Enrollment	494	492	476

Conclusions based on this data:

1. Our student enrollment declined last year, yet the 4th and 5th grade classes remain high.
2. Our two highest student groups are 66% white and 20% Hispanic.
3. This year our grade levels are similar in size.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	42	27	33	8.5%	5.5%	6.9%
Fluent English Proficient (FEP)	7	12	10	1.4%	2.4%	2.1%
Reclassified Fluent English Proficient (RFEP)	5	10	5	10.0%	23.8%	18.5%

Conclusions based on this data:

1. The percentage of FEP students declined a small amount last year.
2. Our number of English Learners increased slightly in our overall population.
3. The percentage of RFEP students has declined by over 5% in the last year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	89	75	78	89	74	78	89	74	100	100	98.7
Grade 4	79	77	83	79	76	82	79	76	82	100	98.7	98.8
Grade 5	76	78	81	76	78	80	76	78	80	100	100	98.8
All Grades	233	244	239	233	243	236	233	243	236	100	99.6	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2458.	2448.	2428.	38.46	37.08	33.78	25.64	23.60	17.57	23.08	17.98	18.92	12.82	21.35	29.73
Grade 4	2473.	2482.	2502.	31.65	30.26	39.02	24.05	25.00	24.39	17.72	23.68	17.07	26.58	21.05	19.51
Grade 5	2506.	2502.	2503.	17.11	23.08	18.75	40.79	28.21	33.75	21.05	23.08	23.75	21.05	25.64	23.75
All Grades	N/A	N/A	N/A	29.18	30.45	30.51	30.04	25.51	25.42	20.60	21.40	19.92	20.17	22.63	24.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.18	38.20	32.43	42.31	41.57	41.89	20.51	20.22	25.68
Grade 4	31.65	26.32	41.46	48.10	56.58	43.90	20.25	17.11	14.63
Grade 5	23.68	25.64	22.50	59.21	50.00	57.50	17.11	24.36	20.00
All Grades	30.90	30.45	32.20	49.79	48.97	47.88	19.31	20.58	19.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.90	29.21	14.86	47.44	44.94	54.05	16.67	25.84	31.08
Grade 4	24.05	30.26	28.05	50.63	47.37	52.44	25.32	22.37	19.51
Grade 5	31.58	29.49	18.75	47.37	43.59	58.75	21.05	26.92	22.50
All Grades	30.47	29.63	20.76	48.50	45.27	55.08	21.03	25.10	24.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	32.58	20.27	64.10	56.18	58.11	8.97	11.24	21.62
Grade 4	18.99	25.00	37.80	56.96	64.47	46.34	24.05	10.53	15.85
Grade 5	22.37	17.95	22.50	63.16	66.67	60.00	14.47	15.38	17.50
All Grades	22.75	25.51	27.12	61.37	62.14	54.66	15.88	12.35	18.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.18	32.58	27.03	51.28	47.19	50.00	11.54	20.22	22.97
Grade 4	31.65	21.05	29.27	46.84	53.95	56.10	21.52	25.00	14.63
Grade 5	27.63	20.51	25.00	51.32	58.97	47.50	21.05	20.51	27.50
All Grades	32.19	25.10	27.12	49.79	53.09	51.27	18.03	21.81	21.61

Conclusions based on this data:

1. 3rd and 4th grade writing should be an area of focus since 31.08% (3rd) and 19.51% (4th) of students are below standard. Targeted intervention will be offered before and after school for students not meeting writing standards.
2. 5th grade research and inquiry should be an area of focus since 27.50% of students are below standard. Targeted intervention will be offered before and after school for students not meeting standards in research and inquiry.
3. Interventions should be provided for students performing below standards in all ELA areas based on grade level collaborations.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	89	75	78	89	74	78	89	74	100	100	98.7
Grade 4	79	77	83	79	76	82	79	76	82	100	98.7	98.8
Grade 5	76	78	81	76	78	80	76	78	80	100	100	98.8
All Grades	233	244	239	233	243	236	233	243	236	100	99.6	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2447.	2434.	2433.	19.23	24.72	17.57	32.05	23.60	29.73	38.46	24.72	22.97	10.26	26.97	29.73
Grade 4	2467.	2484.	2488.	12.66	21.05	19.51	26.58	23.68	31.71	41.77	36.84	34.15	18.99	18.42	14.63
Grade 5	2495.	2492.	2514.	17.11	20.51	25.00	17.11	20.51	11.25	35.53	23.08	37.50	30.26	35.90	26.25
All Grades	N/A	N/A	N/A	16.31	22.22	20.76	25.32	22.63	24.15	38.63	27.98	31.78	19.74	27.16	23.31

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	28.21	28.09	31.08	47.44	37.08	32.43	24.36	34.83	36.49	
Grade 4	26.58	32.89	31.71	39.24	31.58	40.24	34.18	35.53	28.05	
Grade 5	15.79	24.36	30.00	42.11	35.90	36.25	42.11	39.74	33.75	
All Grades	23.61	28.40	30.93	42.92	34.98	36.44	33.48	36.63	32.63	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	29.21	24.32	58.97	43.82	45.95	10.26	26.97	29.73
Grade 4	17.72	21.05	26.83	50.63	52.63	43.90	31.65	26.32	29.27
Grade 5	18.42	20.51	18.75	46.05	34.62	48.75	35.53	44.87	32.50
All Grades	22.32	23.87	23.31	51.93	43.62	46.19	25.75	32.51	30.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.18	31.46	25.68	46.15	42.70	52.70	16.67	25.84	21.62
Grade 4	25.32	28.95	25.61	45.57	44.74	53.66	29.11	26.32	20.73
Grade 5	13.16	17.95	16.25	47.37	46.15	52.50	39.47	35.90	31.25
All Grades	25.32	26.34	22.46	46.35	44.44	52.97	28.33	29.22	24.58

Conclusions based on this data:

1. Intervention should be provided for 3rd and 5th grade students in concepts and procedures since 36.49% (3rd) and 33.75% (5th) of students are below standard.
2. 4th grade made significant gains in communicating reasoning and concepts and procedures. This could be in part due to the live math pacing guide and the CFAs and IABs to target instruction.
3. Interventions should be provided for all students who are below standard to increase their math knowledge and fill learning gaps.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	9
Grade 1	*		*		*		*	
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	4
All Grades							22	21

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	*	9.52	*	52.38	*	33.33	*	4.76	22	21

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	68.18	28.57	*	47.62		19.05		4.76	22	21

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*	*		*	*	*
All Grades	*	4.76	*	23.81	*	61.90	*	9.52	22	21

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	54.55	23.81	*	66.67		9.52	22	21	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	77.27	38.10	*	52.38		9.52	22	21	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
3	*	*	*	*	*	*	*	*	
All Grades	*	9.52	50.00	85.71	*	4.76	22	21	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	
All Grades	*	19.05	54.55	71.43	*	9.52	22	21	

Conclusions based on this data:

1. EL enrollment numbers are too low to generate data by grade level.
2. Almost 40% fewer students are scoring Level 4 in oral language and over 30% fewer students are scoring "well developed" in the listening domain.
3. Based on site level data during designated English language development emphasis will be placed on written language and skills needed to pass ELA benchmarks.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
476	50.6	6.9	0.4

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	6.9
Foster Youth	2	0.4
Homeless	10	2.1
Socioeconomically Disadvantaged	241	50.6
Students with Disabilities	36	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	5.3
Asian	16	3.4
Filipino	6	1.3
Hispanic	98	20.6
Two or More Races	13	2.7
Pacific Islander	2	0.4
White	316	66.4





Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed such as before and after school interventions.
2. English learners will be monitored and provided support to ensure re-designation by fifth grade.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 508 846 535">Yellow</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1242 508 1330 535">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. Chronic Absenteeism and Suspension Rates are areas of concern. PBIS strategies will be implemented to create a positive school culture.
2. English Language Arts rate has maintained in the green level. Targeted intervention during the day and before/after school will be offered for students not meeting standards.
3. Mathematics rates have increased. Targeted interventions for students not meeting standards will be continued.

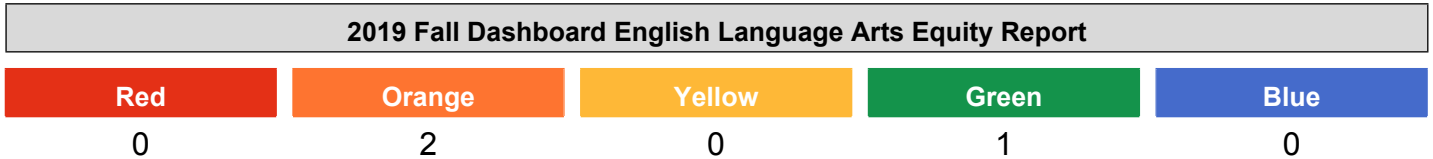
School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>11.2 points above standard</p> <p>Maintained -0.1 points</p> <p>226</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>1.5 points below standard</p> <p>Declined -8.8 points</p> <p>24</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>19.9 points below standard</p> <p>Declined -7.2 points</p> <p>121</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>61.5 points below standard</p> <p>Declined -8.7 points</p> <p>22</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.9 points below standard Increased ++9.2 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.2 points below standard Declined -5.5 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14.4 points above standard Maintained ++0.2 points 144

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	59.9 points above standard Maintained -2.4 points 14	12.7 points above standard Maintained ++0.9 points 202

Conclusions based on this data:

- All students and our white student population remain in the high level and maintained those levels.
- Our Hispanic student performance has declined and they are in the low level. Designated and integrated EL instruction will be provided for 30 minutes daily.
- Our socioeconomically disadvantaged students have declined and are in the low level. Targeted interventions will be offered to these students.

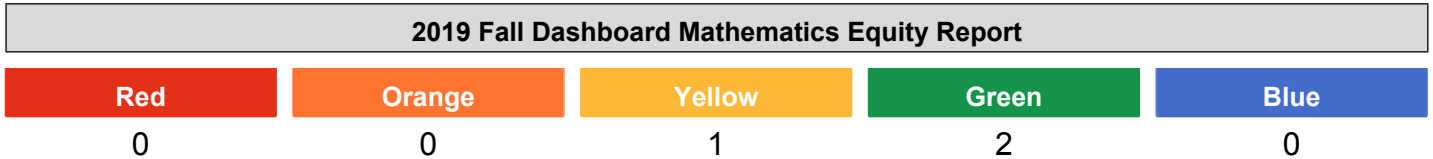
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.1 points below standard</p> <p>Increased ++8.9 points</p> <p>226</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>12 points below standard</p> <p>Maintained ++0.3 points</p> <p>24</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>25.9 points below standard</p> <p>Increased ++5.5 points</p> <p>121</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>62.1 points below standard</p> <p>Increased ++10.3 points</p> <p>22</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 48.3 points below standard Declined -15 points 16		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.1 points below standard Increased ++13.5 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.4 points above standard Increased ++11.1 points 144

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	31 points above standard Declined -12.1 points 14	0.9 points below standard Increased ++9.9 points 202

Conclusions based on this data:

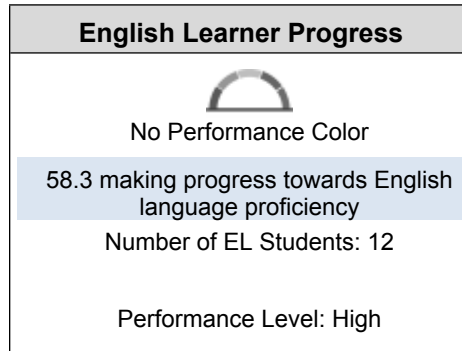
1. All students have increased by 8.9 points. Targeted interventions will continue to be offered.
2. White students have increased 11.1 points since last year. Teachers will continue to follow the math pacing guide and administer CFAs and IABs to identify students not meeting standards.
3. Hispanic students increased by 13.5 points since last year. Skills will be isolated that need reteaching and teachers will provide additional learning opportunities.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	4	0	7

Conclusions based on this data:

1. Over half of the EL students progressed at least one ELPI level last year.
2. Students will be provided integrated and designated EI instruction to increase the likelihood of re-designation before leaving 5th grade.
3. Students will be assessed on a case by case basis to see what their individual needs are during collaboration.

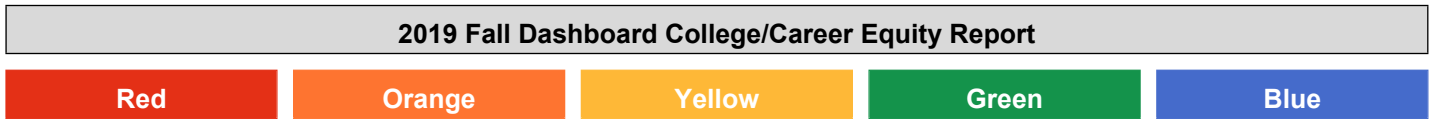
School and Student Performance Data

Academic Performance College/Career

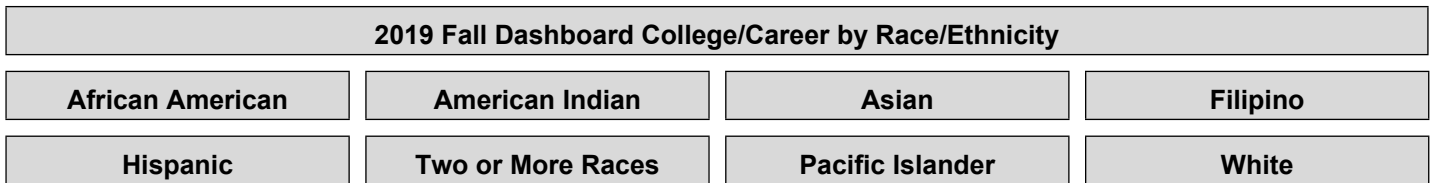
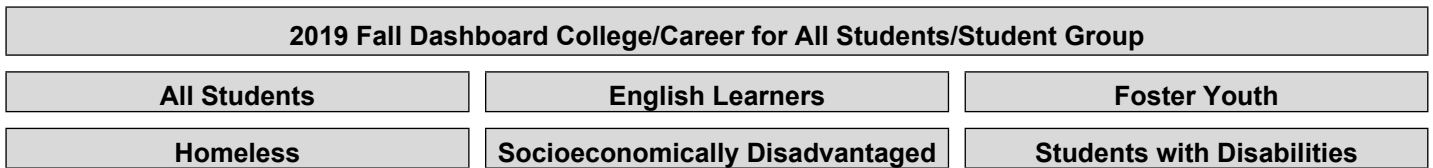
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data for elementary students.

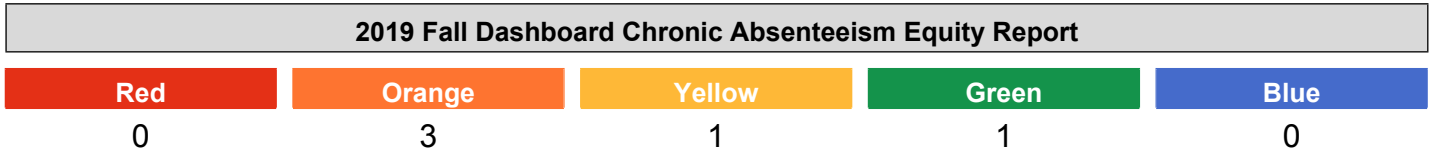
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.5 Maintained -0.2 504	<p>English Learners</p>  Orange 14.7 Increased +1.4 34	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 20 Declined -1.4 15	<p>Socioeconomically Disadvantaged</p>  Orange 10.7 Increased +0.8 261	<p>Students with Disabilities</p>  Yellow 11.9 Declined -4.3 42

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10 Declined -0.7 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 5.6 Increased +5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.6 Declined -2.3 104	 No Performance Color 0 Declined -14.3 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 5.4 Increased +1 331

Conclusions based on this data:

- Overall Las Flores has maintained in chronic absenteeism. The A2A attendance program will continue to be utilized to inform parents of the importance of attending school regularly.
- Students with Disabilities have decreased -4.3 points in the area of chronic absenteeism. Each SWD will be monitored for attendance concerns and offered incentives for regular attendance.
- English Learners have increased by 1.4 points in chronic absenteeism. The importance of regular school attendance will be highlighted in ELAC meetings.

School and Student Performance Data

Academic Engagement Graduation Rate

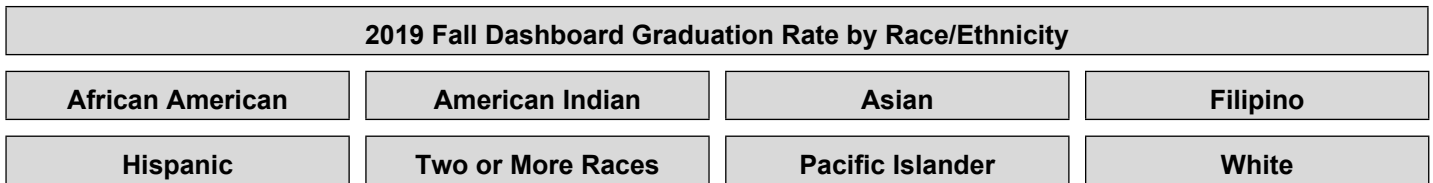
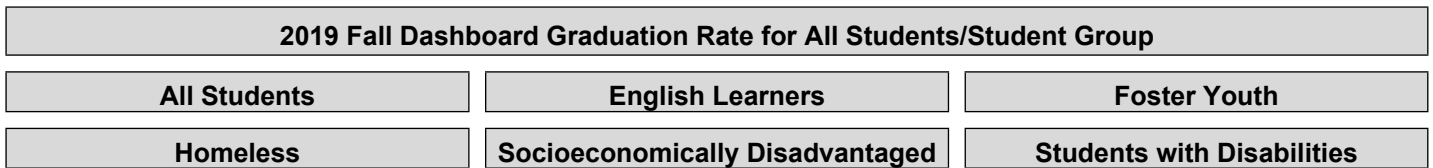
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

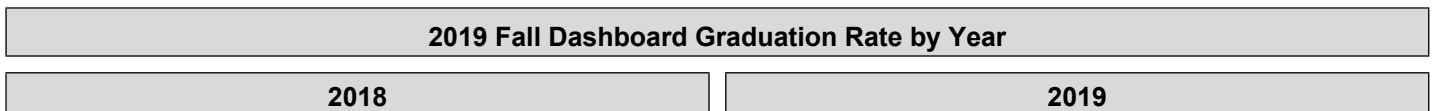
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. No data for elementary students.

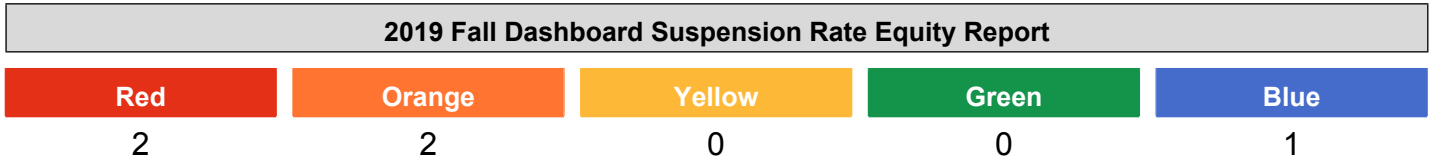
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 2.3 Increased +1.4 513	<p>English Learners</p>  Blue 0 Maintained 0 35	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color 12.5 Increased +6.3 16	<p>Socioeconomically Disadvantaged</p>  Red 3.4 Increased Significantly +2.2 267	<p>Students with Disabilities</p>  Red 7 Increased +7 43

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.7 Increased +9.7 31	 No Performance Color 0 Maintained 0 13	 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9 Increased +1.9 106	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data 2	 Orange 2.1 Increased +0.6 337

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	2.3

Conclusions based on this data:

1. All Students suspension rate has increased by 1.4 points. PBIS strategies will be used to create a positive school culture.
2. English Learners and students with two or more races have maintained and had no change in suspension rate.
3. Socioeconomically disadvantaged student suspension increased significantly. The importance of regular school attendance will be stressed at the annual Title I meeting with parents.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP Assessments	District 2019 CAASPP Data: ELA 51% Math 36% District: Site: 3rd ELA: 48% 51% 3rd Math: 49% 47% 4th ELA: 50% 63% 4th Math: 45% 51% 5th ELA: 50% 53% 5th Math: 38% 36%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000.00	General Unrestricted 5000-5999: Services And Other Operating Expenditures Printshop for copying materials
3083.00	General Unrestricted 4000-4999: Books And Supplies Admin. Office supplies
3000.00	General Unrestricted 4000-4999: Books And Supplies Copy paper
8000.00	General Unrestricted 4000-4999: Books And Supplies Toner and ink cartridges
2,268.00	General Unrestricted 4000-4999: Books And Supplies Printer purchases
4200.00	General Unrestricted 4000-4999: Books And Supplies Warehouse orders for classroom supplies
100.00	General Unrestricted 4000-4999: Books And Supplies Lost/Damaged/New books for the Library
10000.00	General Unrestricted 4000-4999: Books And Supplies technology (document cameras, projectors, projector bulbs, headphones and mice)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Step Up to Writing materials,
5000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Orton Gillingham materials possible replacements:(replacement sand and books, letter boards, magic E wand) workbooks,
3295.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Reflex Math
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Math Manipulatives and math materials
2500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Benchmark Advance Steps to Advance
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Orton Gillingham subscription
7,775.00	Title I Part A: Allocation 4000-4999: Books And Supplies Freckle Math Program
1,800.00	Title I Part A: Allocation 4000-4999: Books And Supplies Pear Deck Engagement Program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

119,806.00

Source(s)

Title I Part A: Site Assigned ESSA Teacher 1000-1999: Certificated Personnel Salaries Projects teacher salary and benefits

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Maximize student engagement and achievement.

Goal 2

Maximize student engagement and achievement.

Identified Need

Identified needs based on SBAC assessment data and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Las Flores Attendance Rate 95.7% Las Flores Chronic Absenteeism Rate 6.7%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Las Flores Suspension Rate 1%	Decrease/Maintain Suspension rate by 2%
California Healthy Kids Survey	Fall 2018 Survey Summary: 59% of 5th grade felt connected to school all the time	Maintain/Increase school connectedness by 2%

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Provide before/after school or lunch time academic interventions. (5,000 LCFF, Title I to supplement these opportunities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Goal 2, Action 4 LCAP
994.00	LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Goal 2, Action 4 LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Provide evidence-based, supplemental academic intervention materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300.00	Title I Part A: Allocation 4000-4999: Books And Supplies student books (Steps to Advance)
3,000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Professional Literature/Materials to support active learning: Cuisenaire Rods for each 3-5th grade, math kits
4000.00	Title I Part A: Allocation 4000-4999: Books And Supplies supplemental academic intervention materials (STEM KITS)
1,000.00	Title I Part A: Allocation 4000-4999: Books And Supplies English 3D for before school EL intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
PBIS supplies and materials for reinforcement of universal expectations

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Grow family and community partnerships that benefit students.

Goal 3

Grow family and community partnerships that benefit students.

Identified Need

District LCAP Parent Survey results

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2019 Parent Survey results	See 2019 Parent Survey results

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Engage parents/guardians in ongoing, two-way communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies

	Toner and ink cartridges to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys.
1500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Paper to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys.
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Homework Folders
985.00	Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for Parent involvement during our family day activities. Materials for game night, craft night, and playground activities.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Provide monthly Family Nights to increase parent/guardian engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Family Night light refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Provide parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Loving Solution materials, and light refreshments
1084.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Loving Solution - salaries
254.00	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Loving Solution- benefits

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

Goal 4

Guarantee safe and well-maintained facilities.

Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Exemplary	Maintain/Increase FIT rating

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Support safe and well-maintained facilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000.00	General Unrestricted 4000-4999: Books And Supplies Custodial supplies
1147.00	General Unrestricted 2000-2999: Classified Personnel Salaries Noon Duty Supervision
222.00	General Unrestricted 3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Identified Need

Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 19/21 or 90%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

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/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Provide professional development in identified area(s) of site need and district initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries before and after school intervention
1200.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Teachers visiting classroom-substitute for best practices
231.00	Title I Part A: Allocation 3000-3999: Employee Benefits substitute benefits
200.00	General Unrestricted 2000-2999: Classified Personnel Salaries Noon duty training

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey Implementation Rubric (Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	2017-18 APS Site Rubric Scores: 4 in ELA/ELD and 4 in Math; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-4 and math 4
CAASPP Assessments	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 56% and math 45%; 2019 ELA 56% and math 45%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Provided non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Printshop for copying materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 6550.00	Printshop for copying materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 6680.39
		Computers, headphones, monitors 4000-4999: Books And Supplies General Unrestricted 5000.00	Computers, headphones, monitors 4000-4999: Books And Supplies General Unrestricted 0.00
		Admin. Office supplies 4000-4999: Books And Supplies General Unrestricted 2400.00	Admin. Office supplies 4000-4999: Books And Supplies General Unrestricted 2408.18
		Copy paper 4000-4999: Books And Supplies General Unrestricted 3000.00	Copy paper 4000-4999: Books And Supplies General Unrestricted 2206.56
		Toner and ink cartridges 4000-4999: Books And Supplies General Unrestricted 6000.00	Toner and ink cartridges 4000-4999: Books And Supplies General Unrestricted 5917.27
		Printer purchases 4000-4999: Books And	Printer purchases 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies General Unrestricted 3000.00	Supplies General Unrestricted 667.97
		Warehouse orders for classroom supplies 4000-4999: Books And Supplies General Unrestricted 2300.00	Warehouse orders for classroom supplies 4000-4999: Books And Supplies General Unrestricted 2895.49
		Lost/Damaged/New books for the Library 4000-4999: Books And Supplies General Unrestricted 100.00	Lost/Damaged/New books for the Library 4000-4999: Books And Supplies General Unrestricted 11016.54
		Projectors for smart boards, lamps, hover cameras 4000-4999: Books And Supplies General Unrestricted 8837.00	Projectors for smart boards, lamps, hover cameras 4000-4999: Books And Supplies General Unrestricted 0.0
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)	Provided evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)	Step Up to Writing materials 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Step Up to Writing materials 4000-4999: Books And Supplies Title I Part A: Allocation 519.12
		Orton Gillingham materials possible replacements:(sand trays, blending boards, multi-sensory classroom kits, IMSE OB workbooks, phoneme grapheme card packs, sensational sand lavender/black or green/blue or tangerine/green, the Syllable Division Book, Box of 12 green or red crayons, capital alphabet cards, combo board chalk/white board, hand- held erase boards, SWIFT Reading Manipulation Cards- Digital Download, SWIFT Flashcards and Assessments-Digital Download, SWIFT Reading Readers and Running Records-Digital Download, Activities for	Orton Gillingham materials possible replacements:(sand trays, blending boards, multi-sensory classroom kits, IMSE OB workbooks, phoneme grapheme card packs, sensational sand lavender/black or green/blue or tangerine/green, the Syllable Division Book, Box of 12 green or red crayons, capital alphabet cards, combo board chalk/white board, hand- held erase boards, SWIFT Reading Manipulation Cards- Digital Download, SWIFT Flashcards and Assessments-Digital Download, SWIFT Reading Readers and Running Records-Digital Download, Activities for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Fluency books, Content-Area Vocabulary level books for mathematics or vocabulary, Tactile Alphabet Sandpaper letters, Daily Word Ladders books, Explode the Code Primer packs) workbooks and packets. 4000-4999: Books And Supplies Title I Part A: Allocation 1000.00	Fluency books, Content-Area Vocabulary level books for mathematics or vocabulary, Tactile Alphabet Sandpaper letters, Daily Word Ladders books, Explode the Code Primer packs) workbooks and packets. 4000-4999: Books And Supplies Title I Part A: Allocation 0.00
		Reflex Math 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3295.00	Reflex Math/Explore Learning 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3295.00
		Math Seeds 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2700.00	Math Seeds 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2700.00
		Moby Max 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 10692.00	Moby Max 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 10,470.00
3. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Provided site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Projects teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 108,685.00	Projects teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 108,685.00

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of technology being purchased for the classroom and materials to implement Orton Gillingham.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services were effective in meeting Goal 1. 2019-20 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Maximize student engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Las Flores Chronic Absenteeism declined 3%
Suspension Rate	Decrease/Maintain Suspension rate by 1%	District Suspension Rate 6.6%; Las Flores Suspension Rate 1%; Declined .9%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 78% of 5th graders feel connected; Fall 2018 Survey Summary: 59% of 5th grade felt connected to school all the time

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions. (5,000 LCFF, Title I to supplement these opportunities)	Provided before/after school or lunch time academic interventions. (5,000 LCFF, Title I to supplement these opportunities)	Goal 2, Action 4 LCAP 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4192.00	Goal 2, Action 4 LCAP 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 3515.00
		Goal 2, Action 4 LCAP 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 808.00	Goal 2, Action 4 LCAP 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 367.36
2. Provide evidence-based, supplemental academic intervention materials.	Provided evidence-based, supplemental academic intervention materials.	student books (Steps to Advance) 4000-4999: Books And Supplies Title I Part A: Allocation 300.00	student books (Steps to Advance) 4000-4999: Books And Supplies Title I Part A: Allocation 323.94
		Professional Literature/Materials to support active learning: Implementing Restorative Practice in Schools: A Practical	Professional Literature/Materials to support active learning: Implementing Restorative Practice in Schools: A Practical

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or</p> <p>Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or</p> <p>The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success (Teaching Methods for Competency-Based ... New Art and Science of Teaching Book Series);</p> <p>Number Talks: Whole Number Computation, Grades K-5 Mar 1, 2014 by Sherry Parrish;</p> <p>Number Talks: Fractions, Decimals, and Percentages 1st Edition by Sherry Parrish (Author), Ann Dominick (Author); and/or</p> <p>Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps to Teaching Heaven by Chris Biffle</p> <p>The number of copies will be determined by the price, availability and budget constraints.</p> <p>4000-4999: Books And Supplies Title I Part A: Allocation 400.00</p>	<p>Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or</p> <p>Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or</p> <p>The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success (Teaching Methods for Competency-Based ... New Art and Science of Teaching Book Series);</p> <p>Number Talks: Whole Number Computation, Grades K-5 Mar 1, 2014 by Sherry Parrish;</p> <p>Number Talks: Fractions, Decimals, and Percentages 1st Edition by Sherry Parrish (Author), Ann Dominick (Author); and/or</p> <p>Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps to Teaching Heaven by Chris Biffle</p> <p>The number of copies will be determined by the price, availability and budget constraints.</p> <p>4000-4999: Books And Supplies Title I Part A: Allocation 416.64</p>
<p>3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.</p>	<p>Implemented student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.</p>	<p>PBIS supplies and materials for reinforcement of universal expectations</p> <p>4000-4999: Books And Supplies Title I Part A: Allocation 500.00</p>	<p>PBIS supplies and materials for reinforcement of universal expectations</p> <p>4000-4999: Books And Supplies Title I Part A: Allocation 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Incentives for Principal-medals for attendance/citizenship, treasure box rewards, pencils, and certificates. 4000-4999: Books And Supplies Title I Part A: Allocation 322.00	Incentives for Principal-medals for attendance/citizenship, treasure box rewards, pencils, and certificates. 4000-4999: Books And Supplies Title I Part A: Allocation 100.91

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of more teacher led after school interventions and PBIS reinforcements.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Area of focus for the district and site continue to be in math achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies and activities will be adjusted to address site identified needs and district initiatives.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Grow family and community partnerships that benefit students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019-73.5%; Declined 8.5%
Title I Parent Surveys	See 2019 Parent Survey results	See 2019 Parent Survey results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Engage parents/guardians in ongoing, two-way communication.	Engaged parents/guardians in ongoing, two-way communication.	Toner and ink cartridges to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys. 4000-4999: Books And Supplies Title I Part A: Allocation 2700.00	Toner and ink cartridges to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys. 4000-4999: Books And Supplies Title I Part A: Allocation 1159.57
		Paper to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys. 4000-4999: Books And Supplies Title I Part A: Allocation 1000.00	Paper to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys. 4000-4999: Books And Supplies Title I Part A: Allocation 0
		Homework Folders 4000-4999: Books And Supplies Title I Part A: Allocation 1000.00	Homework Folders 4000-4999: Books And Supplies Title I Part A: Allocation 1019.72
		Supplies for Parent involvement during our family day activities. Materials for game night, craft night, and playground activities. 4000-4999: Books And Supplies Title I Part A: Allocation 400.00	Supplies for Parent involvement during our family day activities. Materials for game night, craft night, and playground activities. 4000-4999: Books And Supplies Title I Part A: Allocation 0.0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2. Provide monthly Family Nights to increase parent/guardian engagement.	Provided monthly Family Nights to increase parent/guardian engagement.	Family Night light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 421.00	Family Night Light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 433.00
3. Provide parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.	Provided parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.	Loving Solution materials, and light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 700.00	Loving Solution materials, and light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 968.98
		Loving Solution - salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1320.00	Loving Solution - salaries 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1188.00
		Loving Solution- benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 254.00	Loving Solution- benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 228.64

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned except for materials to conduct activities at family nights and paper to run parent communications.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Title I parent survey results indicate goal 3 was achieved at the site level, but district data indicates parent satisfaction has declined.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies and activities will be adjusted to address site identified needs and district initiatives for Goal 3.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Guarantee safe and well-maintained facilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT rating went from exemplary to good

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 7000.00	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 3,505.50
		Noon Duty Supervision 2000-2999: Classified Personnel Salaries General Unrestricted 1147.00	Noon Duty Supervision 2000-2999: Classified Personnel Salaries General Unrestricted 1169.00
		Noon Duty Supervision 3000-3999: Employee Benefits General Unrestricted 222.00	Noon Duty Supervision 3000-3999: Employee Benefits General Unrestricted 222.00

Analysis

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

As noted in the "Actual Actions/Services" section above, all planned actions and services were implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies and activities will be adjusted to address site needs for Goal 4.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	19/21 Fully Credentialed Teachers 90%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Provide professional development in identified area(s) of site need and district initiatives.</p>	<p>Provided professional development in identified area(s) of site need and district initiatives.</p>	<p>Professional Development-Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the classroom, and PLC conferences for substitutes wage. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5000.00</p>	<p>Professional Development-Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the classroom, and PLC conferences for substitutes wage. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3251.28</p>
		<p>Teachers visiting classroom-substitute for best practices 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1200.00</p>	<p>Teachers visiting classroom-substitute for best practices 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 809.30</p>
		<p>substitute benefits 3000-3999: Employee Benefits Title I Part A: Allocation 231.00</p>	<p>substitute benefits 3000-3999: Employee Benefits Title I Part A: Allocation 171.88</p>
		<p>Professional Development-Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the</p>	<p>Professional Development-Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		classroom, and PLC conferences for substitutes benefits. 3000-3999: Employee Benefits Title I Part A: Allocation 964.00	classroom, and PLC conferences for substitutes benefits. 3000-3999: Employee Benefits Title I Part A: Allocation 804.00
		Noon duty training 2000-2999: Classified Personnel Salaries General Unrestricted 200.00	Noon duty training 2000-2999: Classified Personnel Salaries General Unrestricted 180.00
		Professional Development-Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the classroom, and PLC conferences, registration, transportation, hotel and food 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 9000.00	Professional Development-Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the classroom, and PLC conferences, registration, transportation, hotel and food 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 8320.24

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned except for more teachers visiting other teachers classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and actual expenditures are related to no implementation of planned actions/services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional development needs will be adjusted based on site identified needs and district initiatives for Goal 5.

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).

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	45,220.00	0.00
Title I Part A: Allocation	48,586.00	0.00
Title I Part A: Parent Involvement	2,538.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00
Title I Part A: Site Assigned ESSA Teacher	119,806.00	0.00

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,930.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$222,144.00

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 Part A: Allocation	\$48,586.00
Title I Part A: Parent Involvement	\$2,538.00

Subtotal of additional federal funds included for this school: \$51,124.00

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 (\$)
General Unrestricted	\$45,220.00
LCFF Supp Conc - Intervention (BS/AS)	\$5,994.00

Title I Part A: Site Assigned ESSA Teacher

\$119,806.00

Subtotal of state or local funds included for this school: \$171,020.00

Total of federal, state, and/or local funds for this school: \$222,144.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Catherine Bachman	Parent or Community Member
Anna-Marie Daley	Parent or Community Member
Alysa Baker	Parent or Community Member
Katherine McLaughlin	Parent or Community Member
Colleen Ihnen	Parent or Community Member
Kathleen Konopak	Classroom Teacher
Emily Lane	Classroom Teacher
Alexis Olige	Classroom Teacher
Deborah Wilson	Other School Staff
Sarah Tate	Principal

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

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 December 11, 2019.

Attested:



Principal, Sarah Tate on 12-11-2019



SSC Chairperson, Catherine Bachman on 12-11-2019

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
LAS FLORES ELEMENTARY SCHOOL TITLE I PARENT
2018-2019
RESULTS 188 total**

	Yes	No	I do not know
SCHOOL CULTURE			
	A	B	C
1. Parents and students feel welcome at the school.	180	5	3
2. My child feels safe at this school.	181	4	3
3. The student discipline is appropriate in this school.	166	5	17
4. Positive behavior is encouraged and acknowledged.	184		4
5. My child has opportunities to practice respect and responsibility.	184	1	3
6. The school is well maintained.	180	1	7
7. Our school respects student diversity.	173	1	14
PARENT/COMMUNITY INVOLVEMENT			
8. Parents know how to be involved at this school.	175	5	8
9. Parents are encouraged to participate in their child's education at home.	185		3
10. I know how to use the technology available through the school to support my student at home.	172	6	10
11. Parents are invited and encouraged to attend school functions and volunteer in classrooms.	181	4	3
12. Activities are scheduled at times and places that are convenient for parents.	168	11	9
HOME/SCHOOL COMMUNICATION			
13. Parents know who to go to when they have concerns or questions.	177	6	5
14. Information, both written and verbal, is provided to parents in a language they can understand.	186		2
15. Teachers communicate effectively with parents.	180	5	3
16. Parent Square is an effective way for teachers and school to communicate with parents.	185	1	2
STANDARDS AND ASSESSMENT			
17. This is a school with high academic standards for all students.	176	1	11
18. I understand how my child's work will be assessed.	184	1	3
19. Parents are fully informed about their child's academic progress through progress reports and conferences. (November and March)	186	1	1
TEACHING AND LEARNING			
20. My child is making progress in reading.	183	4	1
21. My child is making progress in writing.	187		1
22. My child is making progress in math.	184	2	2
23. My child is getting a good education.	185	1	2