

The Single Plan for Student Achievement

School: Las Flores Elementary School
CDS Code: 15-73742-6009625
District: Sierra Sands Unified School District
Principal: Susan Marvin
Revision Date: November 9, 2015

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

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

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School Vision and Mission

Las Flores Elementary School's Vision and Mission Statements

VISION

Las Flores Elementary School is a diverse team of school, home, and community working together to provide the best education for the whole child. The vision of our school is to educate all students and assist in their intellectual, emotional, physical, and social development by providing a safe, secure, and caring school environment within which learning and student success can best occur. We believe that providing a sound instructional program and fostering responsibility in students as demonstrated by good citizenship will enable us to achieve this goal. We encourage parent participation with our PTO and the total school.

MISSION

Our mission is to empower every student to reach the proficient level in every content area by using the common core standards. To support our vision and mission, parents, students, staff and the community have established and continue to develop and monitor our yearly Site Plan and partnerships with our community and local businesses.

School Profile

Las Flores Elementary serves TK-5th grade students in the Sierra Sands Unified School District. We are a school wide Title I school. The school remains in a non-Program Improvement status. We currently have 20 certificated teaching staff, a part time Speech Intern, and a part time school counselor. We have one full time library/media specialist, one computer paraprofessional, and one special education paraprofessional. In addition, the school has 6 support staff including office, custodial, and cafeteria staff.

The October 2014 CBEDS document reports Las Flores Elementary enrollment to be 538. Las Flores Elementary School contains several sub groupings including the following: American Indian 8, Asian/Asian American 28, African American, not Hispanic origin 23, Hispanic/Latino 114, Pacific Islander 5, White not Hispanic Origin 352, and Multiple or No response 8. 46 students are English Learners. 11 students are designated as Gifted and Talented (GATE). 24 Students with Disabilities receive services on our campus. 270 Students are Socio-Economically Disadvantaged.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

Las Flores is a school wide Title I elementary school. We utilize an annual Title I Parent Survey in the spring. The Title I Parent Survey is comprised of questions regarding parental feedback on school culture, parent/community involvement, home/school communication, standards & assessment, and teaching & learning. The Academic Program Survey (APS) was also completed with input from staff in order to identify areas of growth for instructions and professional development needs.

Classroom Observations

The principal evaluates teachers through multiple formal and informal classroom observations. Tenured teachers are evaluated every other year, and nontenured teachers are evaluated twice each year. We consider the effectiveness of teaching strategies, planning, classroom organization, and fulfillment of professional responsibilities.

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

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (SBAC-ELA and Math, CST-Science, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching.

Teachers use benchmark results in Language Arts and Mathematics as well as weekly/chapter/unit formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Specifically, at Las Flores, we administer benchmarks in August to determine baseline data. A child study team meeting is conducted within the first two weeks of school to discuss the performance and needs of individual students. Based on this data, intervention groups are formed for the trimester. Each trimester, the data is updated and Child Study Team meets to again discuss the performance and needs of individual students. The basis or foundation of intervention groups are then formed. Weekly assessments are administered on Thursdays or Fridays. Grade level collaboration including the intervention teacher is held twice per week. This weekly (and chapter/unit) assessment is analyzed and modifications are made to the intervention groups on a weekly basis.

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

Professional Learning Community (PLC) meetings are held each week for each grade level. Vertical (TK-2nd and 3rd-5th) PLC meetings are held once per month. In addition, each teacher meets individually once per trimester to review student data trends with the Child Study Team (comprised of RSP teacher, Gen Ed teacher, Intervention teacher, Counselor, and Principal). Weekly, monthly/unit, and trimester data is analyzed to identify learning gaps and to form intervention groups and learning targets to address identified gaps.

Staffing and Professional Development

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

Currently 20 staff members are highly qualified teachers.

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

Grade level meetings are held each trimester at the district office. EDI (Explicit Direct Instruction), Title III training, and CCSS training is provided through these meetings. IMBT (Instructional Materials Based Training) for Treasures was held in June 2012. At the site, we have conducted Standards Plus training in the winter of 2012. Professional development has also occurred with the PLC training in June 2013. Illuminate and Google Doc trainings were provided by the District project teachers.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Las Flores School's staff development has been predominantly in the area of raising test scores and teaching strategies for ELL and other students through grade level trainings. IMBT (Instructional Materials Based Training) for Treasures was held in June 2012.

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

The District provides BTSA (Beginning Teacher Support and Assistance) coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, Math Coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, Google Docs, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

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

Grade level collaboration is built into our Media Center Schedule and occurs in 60 minute sections, once per week. Additionally, weekly collaboration time is provided in lieu of staff meeting time (60 minutes) to review benchmark assessments, analyze results, plan re-teaching, examine the progress of intervention group students and professional development.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core Standards, grade level expectations, the district pacing calendar, ACE and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, SBAC assessments, and weekly/chapter/unit assessments to analyze student performance and adjust instruction accordingly.

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

Our school follows the California Framework and Sierra Sands Unified School District recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

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

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides have been refined in ELA to more closely address identified needs and match the new adoption. Report cards have also been adjusted.

Our school gives 4 benchmarks (beginning of the year plus three trimester benchmark assessments) during the school year that assess mastery of skills after they have been taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

Staff is working together during local professional development days to ensure that all elements of the new ELA adoption (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

We have materials that are aligned to the Content Standards (1997). The district will be analyzing gaps and matches between existing curriculum and the CCSS.

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)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Success Team process is used to identify and monitor students at risk. Interventions are developed and agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Staff meet regularly within their PLC's to analyze data, identify achievement gaps, and form interventions. EDI strategies are also discussed and employed to improved student achievement.

Parental Involvement

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

District, community, family and school resources available to assist underachieving students:

- District Nurse
- Resource Teachers: Special Education
- Peer tutors
- Instructional aide (special education)
- Intervention Paraprofessional
- Parent volunteers
- School Counselor
- Translator
- School Resource Officer
- School Attendance Review Board (SARB)
- Others (Family Resource Center, service groups, partnerships, PTO, after school clubs, intervention)

Our school communicates with parents through:

- School Compacts
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Night
- School Site Council
- Title 1 Parent Meetings
- ELAC meetings
- PTO

- Classroom Newsletter(s)
- EdLine and school web pages
- Automated phone system, and Marquee

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 1 Other staff
- 3 Classroom teachers
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the Student Site Council (SSC) attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services. An annual Title I parent survey and evaluation is reviewed by the SSC.

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)

Involvement of stakeholders remains both a district and site priority. The Title I Parent Compact, parent involvement policy, and implementation of the annual Title I Parent Survey assist in the planning and implementation of programs. In addition, stakeholders serve an integral role in the education plan through governance on SSC and ELAC groups.

Funding

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

Categorical services focused on the underperforming student at this school include Title 1 interventions. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library, computer lab, and intervention lab. Translation services (Spanish) are provided as a centralized service. This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and group counseling services. Due to a receipt of a grant, Las Flores receives three days per week of counseling services for students.

18. Fiscal support (EPC)

Currently, the state has transitioned to funding of educational services through the LCFF. The site receives general fund support (decentralized), and Title I support.

Description of Barriers and Related School Goals

An upward trend of additional SED (Socio-Economically Disadvantaged) students as well as an increase in EL (English Learners) population has impacted the site's needs. Additionally, with the implementation of the CCSS, there is a gap in digital literacy skills in students that do not have the same level of exposure to technology within the home environment. Our goals are aligned with our student needs. We will continue to target and intervene in both ELA and math with our SED and EL populations, giving them priority within the school interventions as well as Before School Intervention program. We will utilize the support provided by the recent technology grant to become proficient as a staff and in student population.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	85	82	96.5	82	2460.7	39	29	20	12
Grade 4	80	79	98.8	79	2468.2	24	20	29	27
Grade 5	81	80	98.8	80	2514.5	28	28	19	26
All Grades	246	241	98.0	241		30	26	22	22

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	41	43	16	30	54	16	40	54	6	34	48	18
Grade 4	32	37	32	19	52	29	27	59	14	18	54	28
Grade 5	34	41	25	34	44	23	25	59	16	35	53	13
All Grades	36	40	24	28	50	22	31	57	12	29	51	20

Conclusions based on this data:

1. Listening appears to be an area of strength for our students.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	85	82	96.5	82	2438.3	18	37	26	20
Grade 4	80	79	98.8	79	2449.1	8	27	35	30
Grade 5	81	80	98.8	80	2501.1	23	15	26	36
All Grades	246	241	98.0	241		16	26	29	29

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	23	51	26	35	38	27	30	54	16
Grade 4	14	37	49	15	39	46	16	44	39
Grade 5	25	34	41	24	33	44	21	38	41
All Grades	21	41	39	25	37	39	23	45	32

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	3	38	4	50	1	13	0	0	0	8
2	1	8	4	33	6	50	1	8	0	0	0	12
3	0	0	2	29	3	43	2	29	0	0	0	7
4	0	0	0	0	***** *	***	***** *	***	0	0	0	*****
5	0	0	***** *	***	***** *	***	0	0	0	0	0	*****
Total	1	3	10	30	16	48	6	18				33

Conclusions based on this data:

1. Out of the 14 students assessed, over 70% students fall within the Beginning to Intermediate category. We will continue to target the Beginning (1), Early Intermediate (5), and Intermediate (4) students through ELA intervention and BSI (before school intervention) to help them advance to the next proficiency level(s).

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	15	9	69	2	15	13
1			3	38	4	50	1	13			8
2	1	8	4	33	6	50	1	8			12
3			2	29	3	43	2	29			7
4					***** *	***	***** *	***			*****
5			***** *	***	***** *	***					*****
Total	1	2	10	22	18	39	15	33	2	4	46

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	21	26	33
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	21	26	33
Number Met	--	--	18
Percent Met	--	--	54.5%
NCLB Target	57.5	59.0	60.5%
Met Target	*	--	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	28	2	40	1	40	6
Number Met	--	--	7	--	10	--
Percent Met	--	--	17.5%	--	25.0%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	*	No	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	164
Percent Met	53.9	58.2	53.4%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	231	145	213	146	225	144
Number Met	51	71	42	69	49	54
Percent Met	22.1	49.0	19.7	47.3	21.8%	37.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

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: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	2015-2016	District Project Teachers working with teachers and principal	District grade level collaborations	None Specified	District Funded	
			Substitute teachers for teachers attending training	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase standards based computer programs that support learning and intervention	2015-2016	Principal, Project Teacher and Computer paraprofessional	Education City	4000-4999: Books And Supplies	General Unrestricted	1600.00
			Reading Eggs	4000-4999: Books And Supplies	General Unrestricted	2500.00
			Starfall	4000-4999: Books And Supplies	General Unrestricted	300.00
			Rennasiance Learning Recievers	4000-4999: Books And Supplies	General Unrestricted	500.00
Develop and implement Common Core common assessments	2015-2016	Staff and Principal working with district trainers	Staff and Principal will attend district and site collaborative meetings	None Specified	District Funded	
Identify best practices of CCSS	2015-2016	Staff and Principal working with district trainers	Staff and Principal will attend district and site collaborative meetings	None Specified	District Funded	
Identify and roll out resources and technological tools as needed	2015-2016	Staff and Principal working with district personnel	Staff and Principal will attend district and site collaborative meetings			
			Eno boards, projectors, computers, ELMOs, lpevo- Document cameras, chrome books, etc with replacement of tech items as necessary due to wear and tear in the classrooms and computer lab.	4000-4999: Books And Supplies	General Unrestricted	5500.00
			Updating computers, printers and chromebooks as needed	4000-4999: Books And Supplies	General Unrestricted	9000.00
Provide Illuminate training/coaching support	2015-2016	Julie Frisbee	District will provide training as needed	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Before/After School Intervention	2015-2016	All Staff	Staff and Principal will identify students At Risk and will provide Before School Intervention	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4400.00
			Personnel salaries	3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
			Supplies for Homework Club	4000-4999: Books And Supplies	Intervention (BS/AS)	100.00
Title 1 Project Teacher will provide math/ELA/technology support to classroom teachers, instruct intervention students, provide Moby Max and Reading Eggs intervention program, facilitate family nights, support PBIS, and facilitate grade level collaborations.	2015-2016.	Project Teacher	Personnel Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	74,412.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	32,462.83
Provide substitutes so staff members can attend district training in Common Core Standards	3 days each for 20 classrooms	Classroom teachers Office manager	District provided	None Specified	District Funded	
Provide staff to attend professional development	2015-2016	Principal and staff	cost of workshops and travel	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2000.00
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	2000.00
				3000-3999: Employee Benefits	General Unrestricted	220.00
Provide classroom teachers with printing supplemental materials	2015-2016	Classroom Teachers	Printshop for copying materials	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000.00
Title computer paraprofessional to provide web-based, supplemental ELA/math intervention to students	2014-2015	Computer paraprofessional	Instructional aide salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	26314.83

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: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 45% of 3rd grade students, 44% of 4th grade students, and 47% of 5th grade students met or exceeded standards. In math, district wide, 43% of 3rd grade students, 41% of 4th grade students, and 30% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before School Intervention	4 days per week	Project Teacher, Computer paraprofessional,	Students work on Moby Max Students work on Reading Eggs (listed in Goal #1)		District Funded	
Targeted intervention built within the school day	5 days a week	Classroom Teachers, Project Teacher, Computer paraprofessional, Media Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Team	2015-2016	Classroom Teachers	4th and 5th grade leadership team member			
Benchmark Testing	Trimester Benchmarks	Classroom Teachers	Benchmark testing at every grade level.			
GATE meetings	2015-2016	Classroom Teachers and 4th and 5th graders				

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: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
Data Used to Form this Goal:
Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	2015-2016	Principal	Principal will notify district if staffing changes. There is no site cost associated with this action item			
Attend all District Safety Committee meetings	2015-2016	Principal	Principal will attend district meetings and report back to site staff. There is no cost associated with this action item.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly site Safety meetings	2015-2016	Principal and Safety Members	Principal will conduct meeting with the safety team members. We will report back to site staff. There is no cost associated with this action item.			
Provide custodial supplies	2014-15	Principal and custodians	Purchase custodial supplies- increase in classrooms and students	4000-4999: Books And Supplies	General Unrestricted	4500.00
Adequate staff to cover student supervision	2014-15	Personnel	Personnel Salaries and benefits	None Specified	District Funded	
Adequate supplies for teachers, classrooms and office	2014-15	All Staff	Printers	4000-4999: Books And Supplies	General Unrestricted	2500.00
			Toner	4000-4999: Books And Supplies	General Unrestricted	7000.00
			Supplies for office.	4000-4999: Books And Supplies	General Unrestricted	1000.00
			Paper	4000-4999: Books And Supplies	General Unrestricted	2500.00
			Warehouse orders for classroom	4000-4999: Books And Supplies	General Unrestricted	2300.00

Planned Improvements in Student Performance

School Goal #4

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: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	Spring 2015	Principal				
Develop and implement strategies to improve school connectedness	2015-2016.	Principal and Staff				
PBIS	2015-2016.	PBIS team members	Purchase supplies and materials for student recognition and activities	4000-4999: Books And Supplies	General Unrestricted	114.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies.	2015-2016.	Counselor	Salary	None Specified	District Funded	
Parent communication and involvement will be encouraged through the use of Homework Folders, classroom newsletters, Las Flores website, monthly school activities, family nights, flyers sent home, marquee and weekly autodialer messages.	2015-2016.	All staff	Supplies for Family Nights	4000-4999: Books And Supplies	General Unrestricted	1500.00
			Homework Folders	4000-4999: Books And Supplies	General Unrestricted	1000.00
			Title 1 parent involvement activities and supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2163.00

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2014 -2015 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2014 - 2015: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2015-2016.	District Project Teachers	District level collaboration meetings 3 times a year per grade level	None Specified	District Funded	
Create and implement a school wide ELD plan for designated and integrated instruction	September	Principal and Staff	Develop and implement plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support English Language Learners and their families by providing information and support through English Learner Advisory Committees	Twice a year	Principal and District Project Teacher	Two meetings held at the site during the year	None Specified	District Funded	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7738.01
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2777.95

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	50,034	0.00
Title I Part A: Allocation	136,999	3,809.34
Title I Part A: Parent Involvement	2,163	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	50,034.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	133,189.66
Title I Part A: Parent Involvement	2,163.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	10,515.96

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	80,812.00
2000-2999: Classified Personnel Salaries	26,314.83
3000-3999: Employee Benefits	33,182.83
4000-4999: Books And Supplies	44,077.00
5000-5999: Services And Other Operating Expenditures	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,000.00
3000-3999: Employee Benefits	General Unrestricted	220.00
4000-4999: Books And Supplies	General Unrestricted	41,814.00
5000-5999: Services And Other Operating	General Unrestricted	6,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,400.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
4000-4999: Books And Supplies	Intervention (BS/AS)	100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	74,412.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	26,314.83
3000-3999: Employee Benefits	Title I Part A: Allocation	32,462.83
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,163.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,809.66
Goal 3	19,800.00
Goal 4	4,777.00

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
Natalia Casco				X	
Jinny Valle				X	
Yajaira Mower				X	
Emily Lane				X	
Christina French				X	
Kathleen Konopak		X			
Vanessa Vaughn-Springs		X			
Angela Prtichard		X			
Sondra Szczypiorski			X		
Susan Marvin	X				
Numbers of members of each category:	1	3	1	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
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 09, 2015.

Attested:

Susan Marvin	<i>Susan Marvin</i>	11-9-15
Typed Name of School Principal	Signature of School Principal	Date
Angela Pritchard	<i>Angela Pritchard</i>	11-9-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date