

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Las Flores Elementary School
Address	720 W. Las Flores Blvd. Ridgecrest, CA 93555
County-District-School (CDS) Code	15-73742-6009625
Principal	Susan Marvin
District Name	Sierra Sands Unified School District
SPSA Revision Date	December 6, 2018
Schoolsite Council (SSC) Approval Date	December 6, 2018
Local Board Approval Date	January 17, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 meet or exceed standards 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 Single Plan for Student Achievement.

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 18 certificated teaching staff, 1 teacher on an emergency credential, a Resource Specialist teacher, a Projects Teacher, a part time Speech Intern, and a 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 2017 CBEDS document reports Las Flores Elementary enrollment to be 494. Las Flores Elementary School contains several sub-groupings including the following: American Indian 2, Asian/Asian American 15 African American, not Hispanic origin 24, Hispanic/Latino 107, Filipino, 10, Pacific Islander 2, White not Hispanic Origin 323, and Multiple or No response 11. 46 students are English Learners. 7 students are designated as Gifted and Talented (GATE). 30 Students with Disabilities receive services on our campus. 253 Students are Socio-Economically Disadvantaged.

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:

October 2018: Review and adopt Parent/School compact and Parent Involvement Policy. Analysed CAASPP data from 2018.

December 2018: Review and approval for the Single Plan for Student Achievement

January 2019 Review and approval for the School Safety Plan

April 2019 Review and approval for the Parent survey

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.2%	0.4%	0.61%	6	2	3
African American	4.7%	4.9%	5.28%	24	24	26
Asian	3.0%	3.0%	3.46%	15	15	17
Filipino	1.4%	2.0%	1.02%	7	10	5
Hispanic/Latino	24.1%	21.7%	19.51%	122	107	96
Pacific Islander	0.6%	0.4%	0.61%	3	2	3
White	63.2%	65.4%	66.67%	320	323	328
Multiple/No Response	1.8%	0.0%	0%	9	0	0
Total Enrollment				506	494	492

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		85	93
Grade 1		76	71
Grade 2		104	82
Grade 3		76	88
Grade 4		78	78
Grade 5		75	80
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		494	492

Conclusions based on this data:

1. Our student enrollment is consistent over the last three years.

2. We are 66% white population 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	50	42	27	9.9%	8.5%	5.5%
Fluent English Proficient (FEP)	6	7	12	1.2%	1.4%	2.4%
Reclassified Fluent English Proficient		5	10	0.0%	10.0%	23.8%

Conclusions based on this data:

1. The percentage of FEP students are increasing.
2. Our number of English Learners have decreased in our overall population.
3. The percentage of RFEP students are increasing.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	78	89	83	78	89	83	78	89	98.8	100	100
Grade 4	79	79	77	76	79	76	76	79	76	96.2	100	98.7
Grade 5	81	76	78	79	76	78	79	76	78	97.5	100	100
All Grades	244	233	244	238	233	243	238	233	243	97.5	100	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2445.	2458.	2448.	30	38.46	37.08	24	25.64	23.60	29	23.08	17.98	17	12.82	21.35
Grade 4	2494.	2473.	2482.	34	31.65	30.26	28	24.05	25.00	22	17.72	23.68	16	26.58	21.05
Grade 5	2521.	2506.	2502.	30	17.11	23.08	29	40.79	28.21	18	21.05	23.08	23	21.05	25.64
All Grades	N/A	N/A	N/A	32	29.18	30.45	27	30.04	25.51	23	20.60	21.40	18	20.17	22.63

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	24	37.18	38.20	57	42.31	41.57	19	20.51	20.22	
Grade 4	45	31.65	26.32	42	48.10	56.58	13	20.25	17.11	
Grade 5	34	23.68	25.64	42	59.21	50.00	24	17.11	24.36	
All Grades	34	30.90	30.45	47	49.79	48.97	19	19.31	20.58	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	35.90	29.21	54	47.44	44.94	20	16.67	25.84
Grade 4	22	24.05	30.26	62	50.63	47.37	16	25.32	22.37
Grade 5	30	31.58	29.49	43	47.37	43.59	27	21.05	26.92
All Grades	26	30.47	29.63	53	48.50	45.27	21	21.03	25.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	26.92	32.58	72	64.10	56.18	11	8.97	11.24
Grade 4	28	18.99	25.00	63	56.96	64.47	9	24.05	10.53
Grade 5	25	22.37	17.95	62	63.16	66.67	13	14.47	15.38
All Grades	23	22.75	25.51	66	61.37	62.14	11	15.88	12.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	37.18	32.58	48	51.28	47.19	20	11.54	20.22
Grade 4	20	31.65	21.05	68	46.84	53.95	12	21.52	25.00
Grade 5	38	27.63	20.51	46	51.32	58.97	16	21.05	20.51
All Grades	30	32.19	25.10	54	49.79	53.09	16	18.03	21.81

Conclusions based on this data:

1. Comparing the data of achievement of students in 3rd grade who "Met" or "Exceeded" standards in 2016-17 and 2017-2018; there was a decrease of 3.42% for students "Meeting" standards.
2. Comparing the data of achievement of students in 4th grade who "Met" or "Exceeded" standards in 2016-17 and 2017-2018; there was a slight decrease of 0.44% for students "Meeting" standards.
3. Comparing the data of achievement of students in 5th grade who "Met" or "Exceeded" standards in 2016-17 and 2017-2018; there was a decrease of 6.61% for students "Meeting" standards.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	84	78	89	83	78	89	83	78	89	98.8	100	100
Grade 4	79	79	77	76	79	76	76	79	76	96.2	100	98.7
Grade 5	81	76	78	79	76	78	79	76	78	97.5	100	100
All Grades	244	233	244	238	233	243	238	233	243	97.5	100	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2434.	2447.	2434.	18	19.23	24.72	35	32.05	23.60	30	38.46	24.72	17	10.26	26.97
Grade 4	2466.	2467.	2484.	14	12.66	21.05	24	26.58	23.68	42	41.77	36.84	20	18.99	18.42
Grade 5	2481.	2495.	2492.	13	17.11	20.51	19	17.11	20.51	29	35.53	23.08	39	30.26	35.90
All Grades	N/A	N/A	N/A	15	16.31	22.22	26	25.32	22.63	34	38.63	27.98	25	19.74	27.16

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	27	28.21	28.09	46	47.44	37.08	28	24.36	34.83	
Grade 4	18	26.58	32.89	38	39.24	31.58	43	34.18	35.53	
Grade 5	16	15.79	24.36	32	42.11	35.90	52	42.11	39.74	
All Grades	21	23.61	28.40	39	42.92	34.98	41	33.48	36.63	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	30.77	29.21	60	58.97	43.82	20	10.26	26.97
Grade 4	16	17.72	21.05	54	50.63	52.63	30	31.65	26.32
Grade 5	19	18.42	20.51	46	46.05	34.62	35	35.53	44.87
All Grades	18	22.32	23.87	53	51.93	43.62	29	25.75	32.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	37.18	31.46	67	46.15	42.70	6	16.67	25.84
Grade 4	14	25.32	28.95	59	45.57	44.74	26	29.11	26.32
Grade 5	18	13.16	17.95	38	47.37	46.15	44	39.47	35.90
All Grades	20	25.32	26.34	55	46.35	44.44	25	28.33	29.22

Conclusions based on this data:

1. Comparing the data of achievement of students in 3rd grade who "Met" or "Exceeded" standards in 2016-17 and 2017-2018; there was a decrease of 2.96% for students "Meeting" standards.
2. Comparing the data of achievement of students in 4th grade who "Met" or "Exceeded" standards in 2016-17 and 2017-2018; there was a increase of 5.49% for students "Meeting" standards.
3. Comparing the data of achievement of students in 5th grade who "Met" or "Exceeded" standards in 2016-17 and 2017-2018; there was a increase of 6.80% for students "Meeting" standards.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				22

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1			*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5			*	*					*
All Grades	*	*	*	*	*	*	*	*	22

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1			*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
All Grades	15	68.18	*	*					22

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1					*	*	*	*	*
Grade 2	*	*					*	*	*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*			*	*			*
Grade 5			*	*					*
All Grades	*	*	*	*	*	*	*	*	22

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
All Grades	12	54.55	*	*			22

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1			*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	17	77.27	*	*			22

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1			*	*	*	*	*
Grade 2	*	*			*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
All Grades	*	*	11	50.00	*	*	22

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1			*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	*	*	12	54.55	*	*	22

Conclusions based on this data:

1. EL enrollment numbers are too low to generate data by grade level.
2. Students are making progress each year.
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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
492	49.2%	5.5%	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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.5%
Foster Youth	2	0.4%
Homeless	14	2.8%
Socioeconomically Disadvantaged	242	49.2%
Students with Disabilities	30	6.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	5.3%
American Indian	3	0.6%
Asian	17	3.5%
Filipino	5	1.0%
Hispanic	96	19.5%
Two or More Races	14	2.8%
Pacific Islander	3	0.6%
White	328	66.7%






Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Chronic Absenteeism and Suspension Rates are low.
2. English Language Arts rate have maintained in the green level.
3. Mathematics rates have maintained in the yellow level.

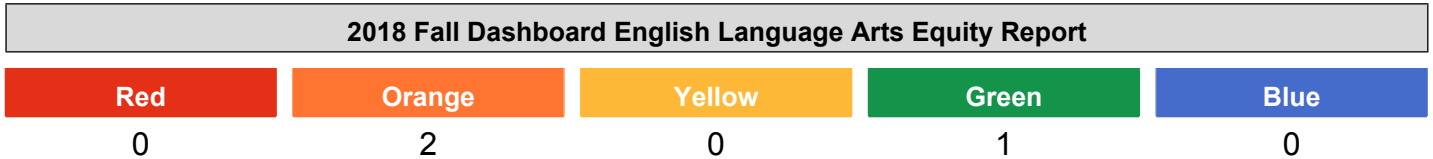
School and Student Performance Data

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>11.3 points above standard</p> <p>Maintained 0.4 points</p> <p>235 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>7.3 points above standard</p> <p>Increased 8.8 points</p> <p>26 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>12.7 points below standard</p> <p>Maintained -0.7 points</p> <p>129 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>44.6 points below standard</p> <p>Declined -9.6 points</p> <p>17 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 34.2 points below standard 11 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 points below standard Declined -4 points 55 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 14.2 points above standard Maintained -0.5 points 154 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.8 points below standard Maintained -0.3 points 12 students	62.3 points above standard Increased 13.1 points 14 students	11.8 points above standard Maintained -0.7 points 209 students

Conclusions based on this data:

1. All students and our White population remain in the high level and have maintained their level.
2. Our Hispanic population have declined and they are in the low level.
3. Our Socioeconomically Disadvantaged students have maintained in the low level.

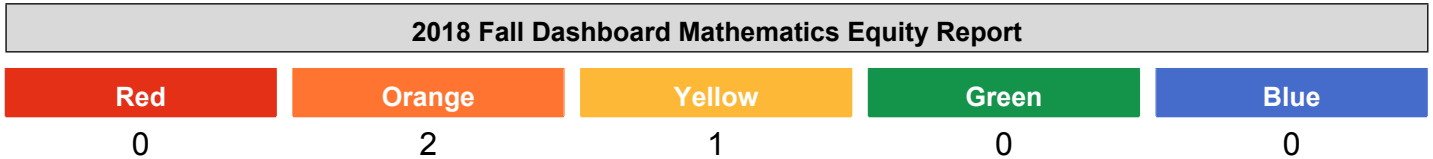
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11 points below standard</p> <p>Maintained 0.7 points</p> <p>235 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>12.3 points below standard</p> <p>Maintained -1.5 points</p> <p>26 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>31.4 points below standard</p> <p>Declined -5.1 points</p> <p>129 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>59.5 points below standard</p> <p>Declined -23.4 points</p> <p>17 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 33.3 points below standard 11 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.6 points below standard Declined -7 points 55 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 8.7 points below standard Maintained -1.3 points 154 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77 points below standard Declined -42.3 points 12 students	43.1 points above standard Increased 31.8 points 14 students	10.9 points below standard Maintained 0.8 points 209 students

Conclusions based on this data:

1. All students have maintained and remain in the medium level.
2. White students have maintained and remain in the medium level.
3. Hispanic and Socioeconomically Disadvantaged students have declined and they are in the low level.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
22	40.9%	45.5%		

Conclusions based on this data:

1. English Learners make up 5.5% of the population.
2. English Learners decreased in both ELA and Math.
3. Suspension rate continues to be very low.

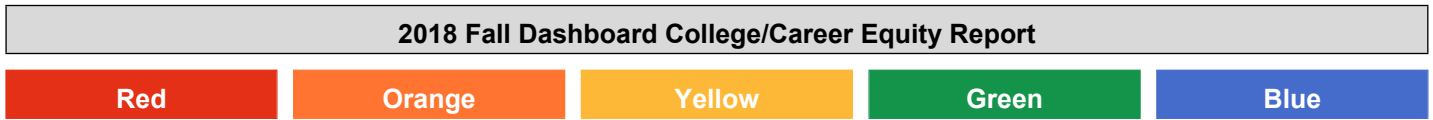
School and Student Performance Data

Academic Performance College/Career

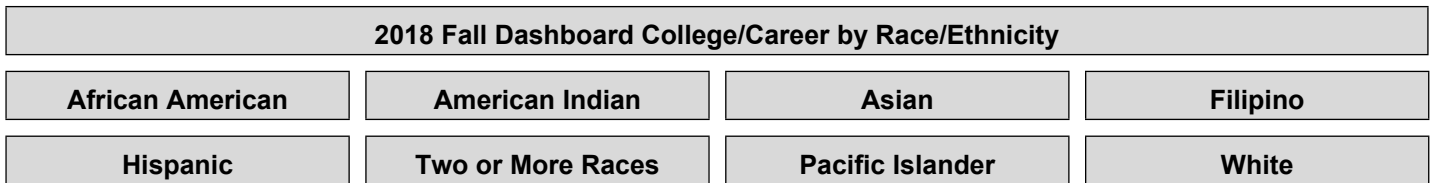
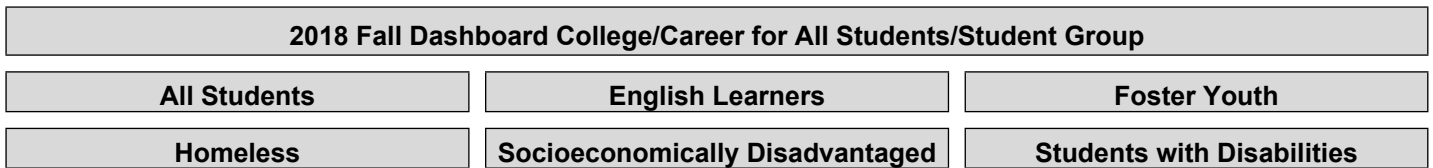
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- No data for Elementary students.

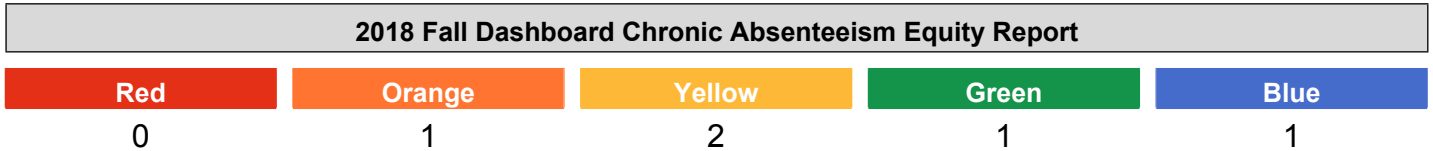
School and Student Performance Data

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.7% chronically absent</p> <p>Declined 3%</p> <p>506 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>13.3% chronically absent</p> <p>Declined 4.8%</p> <p>30 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>21.4% chronically absent</p> <p>Declined 33.1%</p> <p>14 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>9.9% chronically absent</p> <p>Declined 5.9%</p> <p>262 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>16.2% chronically absent</p> <p>Increased 7.9%</p> <p>37 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.7% chronically absent Declined 5.3% 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0% chronically absent Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.9% chronically absent Declined 2.9% 101 students	 No Performance Color 14.3% chronically absent Increased 14.3% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 4.5% chronically absent Declined 3.4% 335 students

Conclusions based on this data:

1. Overall Las Flores has significantly declined by 3% or more.
2. Students with Disabilities have decreased by under 3%.
3. English Learner have increased by under 3%.

School and Student Performance Data

Academic Engagement Graduation Rate

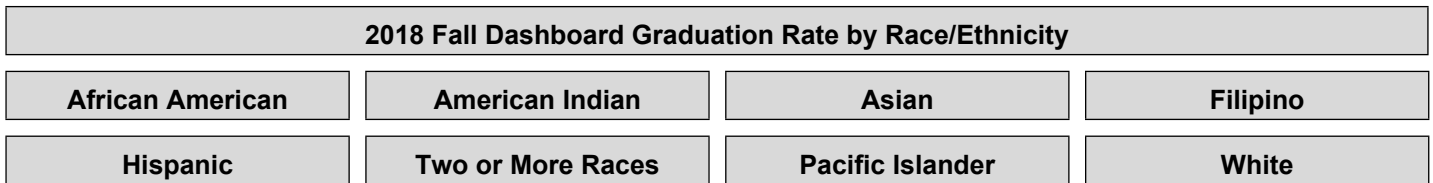
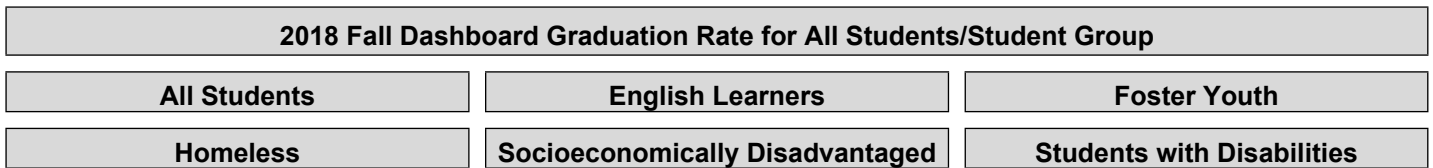
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

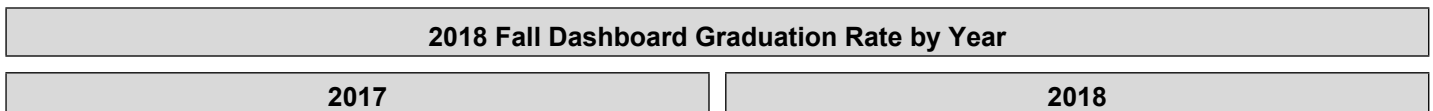
This section provides number of student groups in each color.



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.

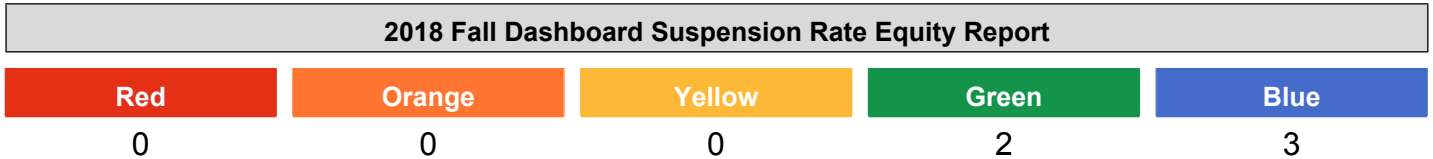
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1% suspended at least once Declined -0.9% 511 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 30 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 6.3% suspended at least once Increased 6.3% 16 students	<p>Socioeconomically Disadvantaged</p>  Green 1.1% suspended at least once Declined -1.1% 266 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 37 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Declined -3.6% 28 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -1.6% 103 students	 No Performance Color 0% suspended at least once Maintained 0% 14 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 1.5% suspended at least once Declined -0.5% 338 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	1.8% suspended at least once	1% suspended at least once

Conclusions based on this data:

1. All Students suspension rate has declined by 0.9%.
2. English Learners, Students with Disabilities and students with two or more races have maintained and had no change.
3. Socioeconomically Disadvantaged, African American, Hispanic and White students have declined.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

State Priority #2-State Standards (Conditions of Learning); #4-Pupil Achievement (Pupil Outcomes); #7-Course Access (Conditions of Learning)

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey Implementation Rubric (Scale 1-4)	Level 4 in ELA/ELD and 4 in math	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math
3rd-5th CAASPP Assessments	2017 CAASPP Data 3rd ELA: 61% 3rd Math: 49% 4th ELA: 57% 4th Math: 46% 5th ELA: 51% 5th Math: 41%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	6550.00
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Printshop for copying materials
Amount	5000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Computers, headphones, monitors
Amount	2400.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Admin. Office supplies
Amount	3000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Copy paper
Amount	6000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Toner and ink cartridges
Amount	3000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Printer purchases
Amount	2300.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description	Warehouse orders for classroom supplies
Amount	100.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Lost/Damaged/New books for the Library
Amount	8837.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Projectors for smart boards, lamps, hover cameras

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, and Department Chairs (secondary)

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Step Up to Writing materials
Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	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 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.

Amount 3295.00

Source Title I Part A: Allocation

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description Reflex Math

Amount 2700.00

Source Title I Part A: Allocation

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description Math Seeds

Amount 10692.00

Source Title I Part A: Allocation

Budget Reference 5000-5999: Services And Other Operating Expenditures

Description Moby Max

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal and projects teacher

Proposed Expenditures for this Strategy/Activity

Amount 108,685.00

Source Title I Part A: Site Assigned ESSA Teacher

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Projects teacher salary and benefits

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

State Priority #5-Pupil Engagement (Engagement); #6-School Climate (Engagement); #8-Other Pupil Outcomes (Pupil Outcomes)

Goal Statement

Maximize student engagement and achievement.

LCAP Goal

Maximize student engagement and achievement.

Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 94.9%; Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%
2016-17 Suspension Rate	Suspension Rate 1.8%	Decrease/Maintain Suspension rate by 1%
California Healthy Kids Survey	Fall 2017 Survey Summary: 41% of 5th grade felt connected to school all the time; 23% of 7th grade strongly agree they are connected to their school 13% of 9th and 12% of 11th strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	4192.00
Source	LCFF Supp Conc - Intervention (BS/AS)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Goal 2, Action 4 LCAP
Amount	808.00
Source	LCFF Supp Conc - Intervention (BS/AS)
Budget Reference	3000-3999: Employee Benefits
Description	Goal 2, Action 4 LCAP

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	student books (Steps to Advance)
Amount	400.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Professional Literature/Materials to support active learning: Implementing Restorative Practice in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne (Author), Peta Blood (audio/book formats) ; and/or

Restorative Circles in Schools: Building Community and Enhancing Learning 2010 (audio/book formats) by Bob Costello ; and/or
 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); Number Talks: Whole Number Computation, Grades K-5 Mar 1, 2014 by Sherry Parrish; Number Talks: Fractions, Decimals, and Percentages 1st Edition by Sherry Parrish (Author), Ann Dominick (Author); and/or
 Whole Brain Teaching for Challenging Kids, Fast Track: Seven Steps to Teaching Heaven by Chris Biffle
 The number of copies will be determined by the price, availability and budget constraints.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	PBIS supplies and materials for reinforcement of universal expectations
Amount	322.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for Principal- medals for attendance/citizenship, treasure box rewards, pencils, and certificates.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

State Priority #3-Parental Involvement (Engagement)

Goal Statement

Grow family and community partnerships that benefit students.

LCAP Goal

Grow family and community partnerships that benefit students.

Basis for this Goal

District LCAP Parent Survey results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	Spring 2018 LCAP Parent Survey: 82% of districtwide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2018 Parent Survey results	See 2018 Parent Survey results

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount

2700.00

Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Toner and ink cartridges to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys.
Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Paper to support Title I Parent newsletters, flyers, notices, parent nights, compacts, and surveys.
Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Homework Folders
Amount	400.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Parent involvement during our family day activities. Materials for game night, craft night, and playground activities.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	421.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Family Night light refreshments

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

Proposed Expenditures for this Strategy/Activity

Amount	700.00
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Loving Solution materials, and light refreshments
Amount	1320.00
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Loving Solution - salaries
Amount	254.00
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Loving Solution- benefits

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

State Priority # 1 Basic Services (Conditions of Learning)

Goal Statement

Guarantee safe and well-maintained facilities.

LCAP Goal

Guarantee safe and well-maintained facilities.

Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Exemplary	Maintain/Increase FIT rating

Planned Strategies/Activities

Strategy/Activity 1

1. Support safe and well-maintained facilities.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s), Custodian(s)

Proposed Expenditures for this Strategy/Activity

Amount	7000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description	Custodial supplies
Amount	1147.00
Source	General Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Noon Duty Supervision
Amount	222.00
Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Noon Duty Supervision

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

State Priority #1-Basic Services (Conditions of Learning)

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2017-18 number/rate of fully credentialed teachers: 19/21 or 90%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teacher(s), Counselor(s)

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Professional Development- Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the classroom, and PLC conferences for substitutes wage.
Amount	1200.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers visiting classroom-substitute for best practices
Amount	231.00
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	substitute benefits
Amount	964.00
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	Professional Development- Restorative Practices for behavior, Common Core Best Practices, Learning and Engagement, Technology in the classroom, and PLC conferences for substitutes benefits.
Amount	200.00
Source	General Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Noon duty training
Amount	9000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	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

Annual Review and Update

SPSA Year Reviewed: 2017-18

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase district APS Rubric Score of 2 in ELA/ELD and 2 in Math	2017-18 APS Site Rubric Scores: 4 in ELA/ELD and 4 in Math

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop intervention for Common Core instructional materials	Intervention for Common Core instructional materials developed	District grade level collaborations District Funded	District grade level collaborations District Funded
		Substitute teachers for teachers attending training 1000-1999: Certificated Personnel Salaries District Funded	Substitute teachers for teachers attending training 1000-1999: Certificated Personnel Salaries District Funded
		Substitute benefits 3000-3999: Employee Benefits District Funded	Substitute benefits 3000-3999: Employee Benefits District Funded
		Standards Plus ELA- 3 - 5 grade, intervention 4000-4999: Books And Supplies Title I Part A: Allocation 7339.46	Standards Plus ELA- 3 - 5 grade, intervention 4000-4999: Books And Supplies Title I Part A: Allocation 7339.46
Purchase standards based computer programs that support learning and intervention	Standards based computer programs that support learning and intervention purchased	Ren Place District Funded	Ren Place District Funded
		Reading Eggs- 2 years 2019-20 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6800.00	Reading Eggs- 2 years 2019-20 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 7091.98
		Starfall-3 years Oct. 2020 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation	Starfall-3 years Oct. 2020 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Moby Max 5000-5999: Services And Other Operating Expenditures District Funded	Moby Max 5000-5999: Services And Other Operating Expenditures District Funded
		Illuminate 5000-5999: Services And Other Operating Expenditures District Funded	Illuminate 5000-5999: Services And Other Operating Expenditures District Funded
		Reading A-Z, Raz, 3 yrs 2019- 2020 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation	Reading A-Z, Raz, 3 yrs 2019- 2020 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0.00
		Math Seeds- 2 years 2016-18 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation	Math Seeds- 2 years 2016-18 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0.00
Develop and implement Common Core common assessments	Common Core common assessments developed and implemented	Staff and Principal will attend district and site collaborative meetings District Funded	Staff and Principal will attend district and site collaborative meetings District Funded
Identify best practices of CCSS	Best practices of CCSS were not identified.	Staff and Principal will attend district and site collaborative meetings District Funded	Staff and Principal will attend district and site collaborative meetings District Funded
		Teachers will observe each other 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000.00	Teachers will observe each other 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0.00
		3000-3999: Employee Benefits Title I Part A: Allocation 200.00	3000-3999: Employee Benefits Title I Part A: Allocation 0.00
Identify and roll out resources and technological tools as needed	Resources and technological tools were not identified and rolled out.	Staff and Principal will attend district and site collaborative meetings District Funded	Staff and Principal will attend district and site collaborative meetings District Funded
		Eno boards, projectors, computers, ELMOs, Ipevo- Document cameras, chrome books, blue tooth pens, etc with replacement of tech	Eno boards, projectors, computers, ELMOs, Ipevo- Document cameras, chrome books, blue tooth pens, etc with replacement of tech

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		items as necessary due to wear and tear in the classrooms and computer lab. 4000-4999: Books And Supplies General Unrestricted 8000.00	items as necessary due to wear and tear in the classrooms and computer lab. 4000-4999: Books And Supplies General Unrestricted
		Updating and purchasing computers and chromebooks as needed. 4000-4999: Books And Supplies General Unrestricted 2142.00	Updating and purchasing computers and chromebooks as needed. 4000-4999: Books And Supplies General Unrestricted 2142.00
Provide Illuminate training/coaching support	Illuminate training/coaching support provided	District will provide training as needed District Funded	District will provide training as needed District Funded
Support Before/After School Intervention	Before/After School Intervention supported	Staff and Principal will identify students At Risk and will provide Before School Intervention 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 4261.00	Staff and Principal will identify students At Risk and will provide Before School Intervention 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 2394.00
		Personnel salaries 3000-3999: Employee Benefits Intervention (BS/AS) 739.00	Personnel salaries 3000-3999: Employee Benefits Intervention (BS/AS) 414.97
		Salaries for Certificated Staff for after school tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4000.00	Salaries for Certificated Staff for after school tutoring 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0.00
		3000-3999: Employee Benefits Title I Part A: Allocation 400.00	3000-3999: Employee Benefits Title I Part A: Allocation 0.00
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,	Title 1 Project Teacher provided math/ELA/technology support to classroom teachers, instruct intervention students, provide Moby Max and Reading Eggs intervention program, facilitate family nights,	Personnel Salary 1000-1999: Certificated Personnel Salaries District Funded	Personnel Salary 1000-1999: Certificated Personnel Salaries District Funded
		Benefits 3000-3999: Employee Benefits District Funded	Benefits 3000-3999: Employee Benefits District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support PBIS, and facilitate grade level collaborations.	support PBIS, and facilitate grade level collaborations.		
Provide substitutes so staff members can attend district training in Common Core Standards	Substitutes for staff members' attendance of district training in Common Core Standards provided	District provided District Funded	District provided District Funded
Provide funding to enable staff to attend professional development	Funding to enable staff to attend professional development provided	Cost of workshops and travel 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6250.00	Cost of workshops and travel 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 8134.65
		Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 6250.00	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 324.00
		Substitutes 3000-3999: Employee Benefits Title I Part A: Allocation 700.00	Substitutes 3000-3999: Employee Benefits Title I Part A: Allocation 42.85
			Cost of Workshop and travel (Aeries Conference) 5000-5999: Services And Other Operating Expenditures General Unrestricted 752.94
			Substitutes 1000-1999: Certificated Personnel Salaries General Unrestricted 1656.00
			Substitutes 3000-3999: Employee Benefits General Unrestricted 171.63
Provide classroom teachers with printing supplemental materials	Classroom teachers provided with printed supplemental materials	Printshop for copying materials 5000-5999: Services And Other Operating Expenditures General Unrestricted 7000.00	Printshop for copying materials and postage 5000-5999: Services And Other Operating Expenditures General Unrestricted 6629.39
District computer paraprofessional to provide web-based, supplemental ELA/math intervention to students	District computer paraprofessional provided web-based, supplemental ELA/math intervention to students	Instructional aide salary 2000-2999: Classified Personnel Salaries District Funded	Instructional aide salary 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Instructional aide benefits 3000-3999: Employee Benefits District Funded	Instructional aide benefits 3000-3999: Employee Benefits District Funded

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 before/after school intervention and substitute teachers salary.

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. 2017-18 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. Two funding sources were listed for intervention and only one was needed. Only one teacher held After School Intervention and we had budgeted for two. The PLC professional development was held during the summer so the substitute salary and benefits were not needed.

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.

Based on the results of the 2017-18 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA and Math Performance Data	<p>Increase SBAC ELA performance by 1%.</p> <p>Increase SBAC math performance by 1%.</p> <p>Increase subgroups (SED, EL, and SPED) by 2%.</p>	<p>2017 SBAC performance data:</p> <p>2018 SBAC performance data:</p> <p>3rd ELA: 64%</p> <p>3rd ELA: 61%</p> <p>3rd Math: 51%</p> <p>3rd Math: 49%</p> <p>4th ELA: 56%</p> <p>4th ELA: 57%</p> <p>4th Math: 39%</p> <p>4th Math: 46%</p> <p>5th ELA: 58%</p> <p>5th ELA: 51%</p> <p>5th Math: 34%</p> <p>5th ELA: 41%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Before School Intervention	Before School Intervention provided	<p>Students work on Moby Max(listed in Goal #1)</p> <p>Students work on Reading Eggs (listed in Goal #1)</p>	<p>Students work on Moby Max(listed in Goal #1)</p> <p>Students work on Reading Eggs (listed in Goal #1)</p>
Targeted intervention built within the school day	Targeted intervention within the school day provided	<p>Chromebooks and cart (see Goal 1) 4000-4999: Books And Supplies General Unrestricted</p> <p>Standards Plus Intervention- see goal 1 for funding 4000-4999: Books And Supplies Title I Part A: Allocation</p> <p>Books and Supplies for classroom teachers for</p>	<p>Chromebooks and cart (see Goal 1) 4000-4999: Books And Supplies General Unrestricted</p> <p>Standards Plus Intervention- see goal 1 for funding 4000-4999: Books And Supplies Title I Part A: Allocation</p> <p>Books and Supplies for classroom teachers for</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		ELA and Math 4000-4999: Books And Supplies Title I Part A: Allocation	ELA and Math 4000-4999: Books And Supplies Title I Part A: Allocation 1532.42
Leadership Team	Leadership Team maintained	4th and 5th grade leadership team member	4th and 5th grade leadership team member
Benchmark Testing	Benchmark Testing maintained	Benchmark testing at every grade level.	Benchmark testing at every grade level.
GATE meetings	GATE meetings maintained		

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 purchasing supplemental materials for ELA and Math.

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. 2018 SBAC ELA met or exceeded standards percentages increased at the 4th (1%) grade level. 2018 SBAC Math met or exceeded standards percentages increased at the 4th (7%), and 5th (7%) grade levels. 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.

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District California Healthy Kids Student and Staff Survey	Increase the percentage of staff and students that feel safe at school.	The California Healthy Kids Survey was administered in the fall of 2017. See 5th grade district results below: 74% of students feel safe at school most or all of the time. 52% of staff feel they are safe at school and 48% feel students are safe at school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.	Principal will notify district if staffing changes. There is no site cost associated with this action item	
Attend all District Safety Committee meetings	Attended all District Safety Committee meetings	Principal will attend district meetings and report back to site staff. There is no cost associated with this action item.	
Monthly site Safety meetings	Held monthly site Safety meetings	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	Provided custodial supplies	Purchase custodial supplies- increase in classrooms and students 4000-4999: Books And Supplies General Unrestricted 7500.00	Purchase custodial supplies- increase in classrooms and students 4000-4999: Books And Supplies General Unrestricted 6649.24

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Adequate staff to cover student supervision	Adequate staff provided to cover student supervision	Personnel Salaries and benefits 2000-2999: Classified Personnel Salaries District Funded	Personnel Salaries and benefits 2000-2999: Classified Personnel Salaries District Funded
Adequate supplies for teachers, classrooms and office	Adequate supplies provided for teachers, classrooms and office	Printers 4000-4999: Books And Supplies General Unrestricted 4000.00	Printers 4000-4999: Books And Supplies General Unrestricted 3858.00
		Toner and cartridges 4000-4999: Books And Supplies General Unrestricted 9000.00	Toner and cartridges 4000-4999: Books And Supplies General Unrestricted 5000.00
		Supplies for office. 4000-4999: Books And Supplies General Unrestricted 1000.00	Supplies for office. 4000-4999: Books And Supplies General Unrestricted 1000.00
		Paper 4000-4999: Books And Supplies General Unrestricted 3000.00	Paper 4000-4999: Books And Supplies General Unrestricted 1379.35
		Warehouse orders for classroom 4000-4999: Books And Supplies General Unrestricted 2300.00	Warehouse orders for classroom 4000-4999: Books And Supplies General Unrestricted 2300.00
Title 1 Parent newsletters, flyers, notices, parent nights, compacts, and surveys. PBIS materials.	Title 1 Parent newsletters, flyers, notices, parent nights, compacts, and surveys provided. PBIS materials provided.	Toner and cartridges 4000-4999: Books And Supplies Title I Part A: Allocation 2500.00	Toner and cartridges 4000-4999: Books And Supplies Title I Part A: Allocation 988.74
		Paper 4000-4999: Books And Supplies Title I Part A: Allocation 1000.00	Paper, supplies and postage 4000-4999: Books And Supplies Title I Part A: Allocation 1119.98

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.

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

We provided a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review student/staff/parent survey responses and discuss concerns	Reviewed student/staff/parent survey responses and discuss concerns	Analyze data	
Develop and implement strategies to improve school connectedness	Developed and implemented strategies to improve school connectedness	Parent Square	
PBIS	PBIS supplies not provided	PBIS supplies and materials for student recognition, activities and incentives 4000-4999: Books And Supplies General Unrestricted 2000.00	PBIS supplies and materials for student recognition, activities and incentives 4000-4999: Books And Supplies General Unrestricted 0.00
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies.	Counselor provided social skills instruction, teach conflict resolution, and bully prevention strategies.	Salary 1000-1999: Certificated Personnel Salaries District Funded	Salary 1000-1999: Certificated Personnel Salaries 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	Parent communication and involvement encouraged through the use of Homework Folders, classroom newsletters, Las Flores website, monthly school activities, family nights, flyers sent	Supplies for Family Nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500.00	Supplies for Family Nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500.00
		Homework Folders/ 5th grade planners 4000-4999: Books And	Homework Folders/ 5th grade planners 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
home, marquee and Parent Square.	home, marquee and Parent Square.	Supplies Title I Part A: Parent Involvement 1000.00	Supplies Title I Part A: Parent Involvement 954.77
		Title 1 parent involvement activities and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 466.00	Title 1 parent involvement activities and supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 198.00
		Additional supplies for family nights and activities 4000-4999: Books And Supplies Title I Part A: Allocation 1221.54	Additional supplies for family nights and activities 4000-4999: Books And Supplies Title I Part A: Allocation 1507.76

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.

...

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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annually increase percent of English Language Learners making progress in learning English.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency	2016-73.2% 2017-81.8% Increased +8.6%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development and support to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Professional development and support provided to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	District level collaboration meetings 3 times a year per grade level 1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded	District level collaboration meetings 3 times a year per grade level 1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded
Create and implement a school wide ELD plan for designated and integrated instruction	Created and implemented a school wide ELD plan for designated and integrated instruction	Develop and implement plan 30 minutes of designated instruction daily	Develop and implement plan 30 minutes of designated instruction daily
Continue to support English Language Learners and their families by providing information and support through English Learner Advisory Committees	Supported English Language Learners and their families by providing information and support through English Learner Advisory Committees	Two meetings held at the site during the year 1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded	Two meetings held at the site during the year 1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded
Before school intervention for EL students	Provided before school intervention for EL students	Before school intervention offered by grade levels throughout the year. Funded in goal #1	Before school intervention offered by grade levels throughout the year. Funded in goal #1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL designated instructional materials aligned with EL standards	Provided EL designated instructional materials aligned with EL standards		

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.

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

Overall, the actions/services did 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.

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$152,584.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$203,340.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	45,756.00	0.00
Title I Part A: Allocation	41,204.00	0.00
Title I Part A: Parent Involvement	2,695.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00	0.00
Title I Part A: Site Assigned ESSA Teacher	108,685.00	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	45,756.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	41,204.00
Title I Part A: Parent Involvement	2,695.00
Title I Part A: Site Assigned ESSA Teacher	108,685.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	120,397.00
2000-2999: Classified Personnel Salaries	1,347.00
3000-3999: Employee Benefits	2,479.00
4000-4999: Books And Supplies	46,880.00
5000-5999: Services And Other Operating Expenditures	32,237.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Unrestricted	1,347.00
3000-3999: Employee Benefits	General Unrestricted	222.00
4000-4999: Books And Supplies	General Unrestricted	37,637.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	6,550.00
1000-1999: Certificated Personnel Salaries	LCFF Supp Conc - Intervention (BS/AS)	4,192.00
3000-3999: Employee Benefits	LCFF Supp Conc - Intervention (BS/AS)	808.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6,200.00
3000-3999: Employee Benefits	Title I Part A: Allocation	1,195.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,122.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	25,687.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,320.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	254.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,121.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Site Assigned ESSA Teacher	108,685.00

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

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
Brooke DeWolfe	Parent or Community Member
Kathleen Konopak	Classroom Teacher
Emily Lane	Classroom Teacher
Terry McGuire	Classroom Teacher
Deborah Wilson	Other School Staff
Susan Marvin	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 6, 2018.

Attested:



Principal, Susan Marvin on December 6, 2018



SSC Chairperson, Catherine Bachman on December 6, 2018

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
LAS FLORES ELEMENTARY SCHOOL TITLE I PARENT SURVEY
2017-2018**

Indicate your response to each of the following statements, marking the box that best describes the level of Title I parent involvement at your school.

	Yes	No	I do not know
SCHOOL CULTURE			
1. Parents and students feel welcome at the school.	94%	3%	3%
2. My child feels safe at this school.	95%	2%	3%
3. The student discipline is appropriate in this school.	88%	11%	1%
4. Positive behavior is encouraged and acknowledged.	94%		6%
5. My child has opportunities to practice respect and responsibility.	94%		6%
6. The school is well maintained.	93%	3%	2%
7. Our school respects student diversity.	90%		10%
PARENT/COMMUNITY INVOLVEMENT			
8. Parents know how to be involved at this school.	96%	2%	2%
9. Parents are encouraged to participate in their child's education at home.	95%	3%	2%
10. I know how to use the technology available through the school to support my student at home.	92%	6%	2%
11. Parents are invited and encouraged to attend school functions and volunteer in classrooms.	94%	3%	3%
12. Activities are scheduled at times and places that are convenient for parents.	86%	4%	10%
HOME/SCHOOL COMMUNICATION			
13. Parents know who to go to when they have concerns or questions.	95%	3%	2%
14. Information, both written and verbal, is provided to parents in a language they can understand.	99%		1%
15. Teachers communicate effectively with parents.	93%	3%	4%
16. Parent Square is an effective way for teachers and school to communicate with parents.	99%	1%	
STANDARDS AND ASSESSMENT			
17. This is a school with high academic standards for all students.	95%	3%	2%
18. I understand how my child's work will be assessed.	98%	1%	1%
19. Parents are fully informed about their child's academic progress through progress reports and conferences. (November and March)	99%	1%	
TEACHING AND LEARNING			
20. My child is making progress in reading.	96%	2%	2%
21. My child is making progress in writing.	95%	3%	2%
22. My child is making progress in math.	95%	2%	3%
23. My child is getting a good education.	97%		3%

Comments

- Some activities are scheduled at times and places that are not convenient for us parents!
- We as parents aren't being told of the very important information and when the parents request more information or are being proactive we are met with a lot of resistance from the school and teachers!
- Mr. Rouch is a good teacher. He challenges my daughter to go beyond the minimum standard. She excels in every subject because of his teaching.
- Sending letter home asking parents if they will or will not attend an event /meeting with a signature of a parent.
- Many parents do not attend meetings because of language barrier & do not know that there is people who are able to translate.
- Letting parents know what the chain of command is with concerns e.g. teacher to principal to district only apply if teacher isn't being responsive
- Las Flores is an amazing school! Office staff and teachers are amazing! Thank you for all the hard work you guys do everyday for the children.
- I agree with all the things done at Las Flores School, everything is correct. As they mention and carry it out. I like the education level and guidelines that are followed day to day.
- What technology is available? We tried using some of the webpages @ the beginning of the year and logging in was difficult (passwords, etc. for the school were not provided until requested) and then it wasn't clear how to use any of it. We've never tried again.
- Classrooms are outdated especially heating/cooling? Vents. Bathrooms are outdated. My child has seasonal allergies that are aggravated by conditions at the school. Grass should be replaced with zero scape to cut down on allergies and water. I was not notified when my child was student of the month and when she would be awarded at assemblies. I haven't been told how I would know when /if this would occur again. Her feelings were very hurt that I was not there. I only knew when I saw her picture outside the office. I wanted to volunteer and help when I can. I would definitely have been there. I love the school, teachers, staff but very little has changed since my oldest who graduates from high school this year went there. Other than that the carpool line which is great.
- We arrived late in the school year so there are a lot of things we are still learning about. I haven't heard about parent square until recently. We have not connected that way yet with my sons teacher. So we do not know how he has been progressing at school. All we have to go on are the homework papers he comes home with in his folder. Hopefully next year, we will be able to communicate more effectively with his teacher
- This is not to address a "no" on the survey but I want to make a suggestion: Could Las Flores please have a winter (holiday) program like all the other elementary schools do in district? The program Las Flores did a few years ago was great and memorable- Please bring that back for December Title I family nights.
- Need more math resources
- I think that academic standards could be higher not just testing but learning.
- I'm not always informed on how my student will be assessed
- See and 1-A "good" education is not "the best" you can offer, the standards are low to mediocre at best! SSUSD you can do better!
- We would like to see our child get more opportunities for physical education, art and music. Also although there appears to be some PBIS functions, we would like to see more frequent functions/events/parties for students with positive behavior. For example, another school in the district has a weekly "superstars" party for students who maintained positive behavior throughout the week. Lastly, we strongly believe that our child- and all children the first/second grade included in the junior olympics. Overall, we understand the constraints and demands of common core. However we feel that our child should receive more "fresh air" and time for art/creativity. Field trips! There should be more opportunities for community/environmental education. These opportunities facilitate learning through hands-on experiences.