

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 1, 2014

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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The District Governing Board approved this revision of the SPSA on January 15, 2015.

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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 22 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 2013 CBEDS document reports Las Flores Elementary enrollment to be 504. Las Flores Elementary School contains several sub groupings including the following: American Indian 4, Asian/Asian American 14, African American, not Hispanic origin 18, Filipino/Filipino American 6, Hispanic/Latino 53, Pacific Islander 2, White not Hispanic Origin 306, and Multiple or No response 113. 29 students are English Learners. 4 students are designated as Gifted and Talented (GATE). 25 Students with Disabilities receive services on our campus. Our 2011-12 School Accountability Report Card states that 45% of our students are low income.

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 thirty 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 (CST, 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 all 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.

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 CELL/ExLL trainings and 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, 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 30 minute sections, twice per week. Additionally, monthly collaboration time is provided in lieu of staff meeting time (60 minutes) to review benchmark assessments, analyze results, plan re-teaching and examine the progress of intervention group students.

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 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 USD 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 and/or department 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, afterschool 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

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 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 ConApp 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 now 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 in NETS.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	236	261		170	188		10	14		12	12	
Growth API	873	894		888	908			882		901	884	
Base API	850	872		866	887						902	
Target	A	A		A	A							
Growth	23	22		22	21							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	36	33		20	21		111	131		27	26	
Growth API	780	816		846	884		830	854		758	779	
Base API	784	778		824	847		798	830		722	749	
Target							2	A				
Growth							32	24				
Met Target							Yes	Yes				

Conclusions based on this data:

1. Our data shows that all subgroups are above 800 except SWD. Our conclusion is that there is a need to provide or improve targeted assistance for individual SWD.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	92	
Number At or Above Proficient	158	183		122	137		--	9		8	9	
Percent At or Above Proficient	66.9	70.4		71.8	72.9		--	64.3		66.7	81.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	97	
Number At or Above Proficient	14	18		10	15		61	76		10	10	
Percent At or Above Proficient	38.9	54.5		50.0	71.4		55.0	58.0		37.0	40.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

Conclusions based on this data:

1. The AYP shows more of an achievement gap than the API. As we transition to the Common Core, we need to continue to focus on Hispanic, SWD, and SED populations.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	177	221		130	161		---	12		11	12	
Percent At or Above Proficient	75.0	84.7		76.5	85.6		---	85.7		91.7	100.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		---	---		---	---	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	22	24		15	18		69	100		20	21	
Percent At or Above Proficient	61.1	72.7		75.0	85.7		62.2	76.3		74.1	80.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	---	---		---	---		No	Yes		---	---	

Conclusions based on this data:

1. The AYP shows more of an achievement gap than the API. As we transition to the Common Core, we need to continue to focus on Hispanic, SWD, and SED populations.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	10	3	30	5	50	1	10			10
2	1	17	1	17	2	33	2	33			6
3					4	67	2	33			6
4			***** *	***	***** *	***	***** *	***			*****
5	***** *	***									*****
Total	3	12	5	19	12	46	6	23			26

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	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	23	3	23	7	54	13
1	1	8	4	33	6	50	1	8			12
2	1	14	1	14	3	43	2	29			7
3					4	67	2	33			6
4			***** *	***	***** *	***	***** *	***			*****
5	***** *	***			***** *	***					*****
Total	3	7	6	14	18	42	9	21	7	16	43

Conclusions based on this data:

1. Out of the 29 students assessed, over 75% students fall within the Beginning to Intermediate category. We will continue to target the Beginning (2), Early Intermediate (10), and Intermediate (10) students through ELA intervention and BSI (before school intervention) to help them advance to the next proficiency level(s).

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	21	21	26
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	21	21	26
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	29	3	28	2	40	1
Number Met	--	--	--	--	7	--
Percent Met	--	--	--	--	17.5%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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:

- Based on this data, we will continue to target our EL students through both ELA intervention and BSI to support their growth in English proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	No	Yes	Yes

Conclusions based on this data:

- 2013-14 data indicates that the district did not meet its AMAO 1 and AMAO 2 targets for annual growth, but did meet AMAO 3 adequate yearly progress. Based on this data, the district will continue to provide targeted services to our English Learners to increase success.

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 #4, State Priority #1-Basic Services	
LEA GOAL:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
SCHOOL GOAL #1:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
Data Used to Form this Goal:	
Spring 2014 District Student Survey results	
Findings from the Analysis of this Data:	
District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.	
How the School will Evaluate the Progress of this Goal:	
Annual Target for 2015	
Increase student survey results to 43% agree	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Collaborate with district personnel to communicate staffing needs.	2014-2015	Principal	Principal will notify district if staffing changes. There is no site cost associated with this action item		
Attend all District Safety Committee meetings	2014-15	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
Replace all emergency water supplies that are expiring in April 2015	March	District Office	District Office	None Specified	District Funded	
Provide custodial supplies	2014-15	Principal and custodians	Purchase custodial supplies- increase in classrooms and students	4000-4999: Books And Supplies	General Unrestricted	4000.00
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	3000.00
			Toner	4000-4999: Books And Supplies	General Unrestricted	3500.00
			Supplies for classrooms, markers, labels, whiteboards, eno tips and headphones	4000-4999: Books And Supplies	General Unrestricted	1500.00
			Paper	4000-4999: Books And Supplies	General Unrestricted	2500.00

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, State Priority #2-Implementation of Common Core State Standards	
LEA GOAL:	
Provide an academic program fully aligned to the Common Core State Standards	
SCHOOL GOAL #2:	
Provide an academic program fully aligned to the Common Core State Standards. We will continue to implement Common Core State Standards in English Language Arts and Math	
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 minimal (Rubric 1) CCSS implementation in ELA/ELD and math	
How the School will Evaluate the Progress of this Goal:	
Annual target for 2015 APS Rubric 2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Develop Common Core instructional materials	2014-15	District Project Teachers working with teachers and principal	District grade level collaborations Substitute teachers for teachers attending training	None Specified None Specified	District Funded District Funded
Adopt/Purchase Common Core instructional materials	2014-2015	Principal	Standards Plus for Common Core	4000-4999: Books And Supplies	General Unrestricted 4000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Develop and implement Common Core common assessments	2014-2015	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	2014-2015	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	2014-2015	Staff and Principal working with district personnel	Staff and Principal will attend district and site collaborative meetings Eno boards, projectors, computers, ELMOs, chrome books, etc with replacement of tech items as necessary due to wear and tear in the classrooms and computer lab. Updating computers and chromebooks as needed	4000-4999: Books And Supplies 4000-4999: Books And Supplies	5,452.00 9000.00
Provide Illuminate training/coaching support	2014-2015	Julie Frisbee	District will provide training as needed	None Specified	District Funded
Support Before School Intervention	2014-2015	All Staff	Staff and Principal will identify students At Risk and will provide Before School Intervention		
Title 1 Project Teacher will provide math/ELA/technology support to classroom teachers, instruct intervention students, provide Mobly Max and Reading Eggs intervention program, facilitate family nights, support PBIS, and facilitate grade level collaborations.	2014-2015	Project Teacher	Personnel Salary Personnel Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	74,412.00 25,221.34
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Provide staff to attend professional development	2014-2015	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	2014-2015	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	Personnel salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation 26313.88
				3000-3999: Employee Benefits	Title I Part A: Allocation 5386.06
Provide before and/or after school intervention	2015-2015	Principal, teachers	Personnel salaries	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS) 4500
				3000-3999: Employee Benefits	Intervention (BS/AS) 500

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 #1, #3, #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Reduce rate of students receiving a D or F in a core course
SCHOOL GOAL #3:
Not Applicable for Elementary
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount

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, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Improve school connectedness and school climate for students
SCHOOL GOAL #4:
Improve school connectedness and school climate for students
Data Used to Form this Goal:
2014 District Student Survey
2012-13 Data:
Suspension Rate
Expulsion Rate
Attendance Rate
Dropout Rate
Graduation Rate
Findings from the Analysis of this Data:
District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey
2012-13 Data:
Suspension Rate: 8.8%
Expulsion Rate: 0.5%
Attendance Rate: 95%
Dropout Rate: 1.0%
Graduation Rate: 92.7%

How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Review student/staff/parent survey responses and discuss concerns	Aug-Sept. 2014	Principal			
Develop and implement strategies to improve school connectedness	2014-2015	Principal and Staff			
Implement PBIS	2014-15	PBIS team members	PBIS Team- 2 teachers, RSP teacher, project teacher, principal and counselor attended training in Aug. Purchase supplies and materials for student recognition and activities	None Specified	District Funded
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies.	2014-15	Counselor- Patricia Calkins	Salary	None Specified	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Parent communication and involvement will be encouraged through the use of Homework Folders, classroom newsletters, monthly school activities, family nights, flyers sent home and weekly autodialer messages.	2014-15	All staff	Supplies for Family Nights	4000-4999: Books And Supplies	General Unrestricted
			Homework Folders	4000-4999: Books And Supplies	General Unrestricted
			Title 1 parent involvement activities and supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement
					Amount
					200.00
					1000.00
					2083.00

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 attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)	
SCHOOL GOAL #5:	
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)	
Data Used to Form this Goal:	
2012-13 Annual AMAO 2 (CELDT) Results	
Findings from the Analysis of this Data:	
2012-13	
AMAO 2-CELDT: 22.1%	
How the School will Evaluate the Progress of this Goal:	
Annual target for 2015:	
AMAO 2-CELDT: 23.1%	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	2014-2015	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
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

Planned Improvements in Student Performance

School Goal #6

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: Academic Performance and Intervention	
LEA GOAL:	
N/A	
SCHOOL GOAL #6:	
Raise the academic performance of students not yet meeting grade level standards.	
Data Used to Form this Goal:	
Benchmarks and weekly assessments	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	
Track students and their progress on meeting academic standards	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Weekly collaboration to assess student progress	weekly	classroom teachers and project teacher	Grade level collaboration		
Form intervention groups to meet the academic needs of students.	weekly	Classroom teachers and project teacher	Intervention groups formed based on test performance and meeting standards		
Run intervention groups and track data by using pre and post assessments.	daily	Classroom teachers and project teacher	Grade level teachers run intervention groups based on needs of students.		
Provide intervention to underperforming students	Daily	Classroom teachers and project teacher	Weekly intervention at all grade levels		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Utilize research based, web interventions	Daily	project teacher, computer paraprofessional, and classroom teachers	Reading Eggs	4000-4999: Books And Supplies	General Unrestricted
			Starfall	4000-4999: Books And Supplies	General Unrestricted
			Scholastic, ReadAbout, Fraction Nation	4000-4999: Books And Supplies	General Unrestricted
			Moby Max	None Specified	District Funded
					Amount
					2500.00
					500.00
					1000.00

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	46,872	0.00
Title I Part A: Allocation	113,874	-17,459.28
Title I Part A: Parent Involvement	2,083	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	46,872.00
Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	131,333.28
Title I Part A: Parent Involvement	2,083.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	80,912.00
2000-2999: Classified Personnel Salaries	26,313.88
3000-3999: Employee Benefits	31,327.40
4000-4999: Books And Supplies	40,735.00
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	38,652.00
5000-5999: Services And Other Operating	General Unrestricted	6,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	74,412.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	26,313.88
3000-3999: Employee Benefits	Title I Part A: Allocation	30,607.40
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,083.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,500.00
Goal 2	163,005.28
Goal 4	3,783.00
Goal 6	4,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Colleta Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Penny Belt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yari Mower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emily Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christina French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathleen Konopak	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret Bergens	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Prtichard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janna Chilbes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Marvin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 **December 1, 2014**.

Attested:

Susan Marvin

Typed Name of School Principal


Signature of School Principal

12-1-14

Date

Colleta Baker

Typed Name of SSC Chairperson


Signature of SSC Chairperson

12-1-14

Date

Title I School-Level Parental Involvement Policy Las Flores Elementary School 2014-15

Las Flores Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Las Flores Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- *Parents of Title I student are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.*
- *At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Las Flores programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.*

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- *All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via the posting of meeting notices in the office and the autodialer messages. The agenda is posted in the school office at least 72 hours in advance of the meeting.*
- *Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.*

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

- *Parents of Title I students are provided timely information about Title I programs at:*
 - *Parent Teacher Conferences*
 - *Title I Parent Meetings*
 - *School Site Council Meetings*
 - *English Learner Advisory Committee Meeting*

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at:

- *Back to School Night*
- *Parent Conferences*
- *Student Study Teams*

- *School Site Council Meetings*
- *English Learner Advisory Committee (ELAC) Meetings*
- *School Plan for Student Achievement*

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting*
- *All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.*
- *Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via autodialer messages and classroom newsletters. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.*
- *Parents and staff can request a Student Study Team meeting to discuss student concerns.*
- *Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.*