

# The Single Plan for Student Achievement

**School:** Las Flores Elementary School  
**CDS Code:** 15-73742-6009625  
**District:** Sierra Sands Unified School District  
**Principal:** Michelle Savko  
**Revision Date:** November 13, 2013

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 December 19, 2013.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	9
Academic Performance Index by Student Group .....	9
English-Language Arts Adequate Yearly Progress (AYP).....	10
Mathematics Adequate Yearly Progress (AYP).....	11
CELDT (Initial Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Title III Accountability (School Data) .....	14
Title III Accountability (District Data).....	15
Planned Improvements in Student Performance .....	16
School Goal #1 .....	16
School Goal #2 .....	18
School Goal #3 .....	20
School Goal #4 .....	22
School Goal #5 .....	23
Centralized Services for Planned Improvements in Student Performance .....	25
Summary of Expenditures in this Plan .....	26
Total Allocations and Expenditures by Funding Source .....	26
School Site Council Membership .....	27

## 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 a standards-aligned educational system. To support our vision and mission, parents, students, staff and the community have established and continue to develop and monitor our yearly Site Plan and partnerships with our community and local businesses.

## School Profile

Las Flores Elementary serves TK-5th grade students in the Sierra Sands Unified School District. We are a school wide Title I school. The school remains in a non-Program Improvement status. We currently have 20 certificated teaching staff, a part time Speech Intern, and a part time school counselor. We have one full time library/media specialist, one computer paraprofessional, and one special education paraprofessional. In addition, the school has 4 support staff including office and custodial 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. See results in attachment section. 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 twice per week for each grade level. Monthly 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 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 40 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 through state Economic Impact funding (EIA). 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 is transitioning to funding of educational services through the LCFF. Complete implementation of the LCFF or funding is not fully established at this time. The site receives general fund support (decentralized), Title I support, GATE support, and SLIBG 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 in our 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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	271	236	261	192	170	188	10	10	14	9	12	12
<b>Growth API</b>	850	873	894	866	888	908			882		901	884
<b>Base API</b>	817	850	872	823	866	887	794					902
<b>Target</b>	A	A	A	A	A	A						
<b>Growth</b>	33	23	22	43	22	21						
<b>Met Target</b>	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Number Included</b>	51	36	33	24	20	21	117	111	131	23	27	27
<b>Growth API</b>	784	780	816	824	846	884	797	830	854	722	758	771
<b>Base API</b>	792	784	778	793	824	847	780	798	830	767	722	749
<b>Target</b>	5						5	2	A			
<b>Growth</b>	-8						17	32	24			
<b>Met Target</b>	No						Yes	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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	92
Number At or Above Proficient	163	158	183	123	122	137	--	--	9	--	8	9
Percent At or Above Proficient	60.1	66.9	70.4	64.1	71.8	72.9	--	--	64.3	--	66.7	81.8
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	97
Number At or Above Proficient	24	14	18	14	10	15	53	61	76	5	10	10
Percent At or Above Proficient	47.1	38.9	54.5	58.3	50.0	71.4	45.3	55.0	58.0	21.7	37.0	38.5
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	--	--	--	--	--	Yes	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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	208	177	221	149	130	161	--	--	12	--	11	12
Percent At or Above Proficient	76.8	75.0	84.7	77.6	76.5	85.6	--	--	85.7	--	91.7	100.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	37	22	24	19	15	18	83	69	100	19	20	21
Percent At or Above Proficient	72.5	61.1	72.7	79.2	75.0	85.7	70.9	62.2	76.3	82.6	74.1	77.8
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	--	--	--	--	--	Yes	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 (Initial Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	0	0	***** *	***	0	0	0	0	0	0	*****
<b>1</b>	0	0	2	33	2	33	2	33	1	10	6
<b>2</b>	1	14	0	0	4	57	2	29	0	0	7
<b>3</b>	0	0	0	0	0	0	***** *	***	***** **	***	*****
<b>4</b>	3	100%	2	50	2	50	0	0	0	0	4
<b>5</b>	0	0	***** *	***	0	0	0	0	0	0	*****
<b>Total</b>	1	5	6	29	8	38	5	24	1	5	21

#### 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	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	0	0	2	20	1	10	4	40	3	30	10
<b>1</b>	0	0	2	29	3	43	2	29	1		7
<b>2</b>	1	13	1	17	5	63	2	25	0	0	8
<b>3</b>	1	14	0	0	3	43	***** *	***	***** **	***	*****
<b>4</b>	0	0	2	50	2	50	1	50	1	1	4
<b>5</b>	0	0	***** *	***	1	33	0	0	0	0	*****
<b>Total</b>	1	3	7	22	11	34	9	28	4	13	32

#### 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		
	2010-11	2011-12	2012-13
Number of Annual Testers	21	21	21
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	21	21	21
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	25	6	29	3	28	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. There is a growth trend in AMAO 1 and AMAO 2 from 2010/11 to 2011/12. 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		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>Yes</b>

#### Conclusions based on this data:

1. For 2012-2013 data indicates that the district did not meet its AMAO I target for annual growth, but did meet AMAO II and III for attaining English proficiency and 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:

<b>SUBJECT: ELA</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #1:</b>
70% of all 3rd-5th grade students will score proficient or advanced on the 3rd trimester ELA benchmark.
<b>Data Used to Form this Goal:</b>
2013 API (894) and AYP (70.4%) data.
<b>Findings from the Analysis of this Data:</b>
Improve student achievement in ELA.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analyze the weekly, monthly, and trimester ELA data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will analyze disaggregated benchmark data, modify instruction, and determine course of interventions in Child Study Team meetings.	August/ November/March/ May	Principal/ Staff	Substitutes for teachers to attend CST meetings.	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1000
Intervention	Ongoing	Principal/ Staff	Project Teacher Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34420.00
			Project Teacher Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	11873.00
			Supplies (School Specialty Journals 1st/2nd)	4000-4999: Books And Supplies	School and Library Improvement Program Block	400



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase paper and toner for staff copy machine, additional ink cartridges for classroom printers, and three additional classroom printers to make copies of assessments and standards-based materials	ongoing	Principal	materials (paper, toner)	4000-4999: Books And Supplies	School and Library Improvement Program Block	5500
			materials (three printers TK/1st-2nd/4th-5th)	4000-4999: Books And Supplies	School and Library Improvement Program Block	1200
District Initiative: Grade Level Trainings/Instructional Norms/CCSS	Each trimester	District	Substitute Teachers for	1000-1999: Certificated Personnel Salaries	District Funded	
A district EL project teacher will provide support through coaching and professional development.	ongoing	EL Staff	Coaching	1000-1999: Certificated Personnel Salaries	District Funded	
After school intervention	ongoing	Principal/staff	stipend for intervention	1000-1999: Certificated Personnel Salaries	District Funded	5000
Purchase Standards Plus CCSS for 3rd, 4th, and 5th to reinforce mastery of ELA standards.	November	Principial/Staff	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	3976
Purchase shipping labels and Expo markers to support CFU.	November	Principal/Staff	Supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	925
Provide homework folders for all students to improve school to home communication and homework completion	ongoing	Principal/Staff	Materials (extracurricular budget)	4000-4999: Books And Supplies	School and Library Improvement Program Block	600
Purchase laptops to complete student lap top labs in classrooms TK/K, 1/2, 4/5, and Resource room	November	Principal/Staff	Materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	5015

## 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:

<b>SUBJECT: Math</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #2:</b>
70% of all 3rd-5th grade students will score proficient or advanced on the 3rd trimester Math benchmark.
<b>Data Used to Form this Goal:</b>
2013 API (894) and AYP (84.7%) data.
<b>Findings from the Analysis of this Data:</b>
Improve student achievement in Math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analyze the weekly, monthly, and trimester Math data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine disaggregated data from CST, benchmarks, and report cards. Identify performance gaps through Child Study Team meetings.	August/ November/March/ May	Principal/ Staff	Copying Release time	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	1000
Intervention	ongoing	Principal/ Staff	Project Teacher Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	34420
			Project Teacher Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	11873
			Renew software licenses (IXL)	4000-4999: Books And Supplies	School and Library Improvement Program Block	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Renew IXL program to support Math intervention and mastery of K-5 math standards	ongoing	Principal	materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	600

## 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:

<b>SUBJECT: ELD</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #3:</b>
All English Learners will advance one performance band on the CELDT each year until they are redesignated as fluent.
<b>Data Used to Form this Goal:</b>
CELDT data and Title III reports/AMAO 1, 2, and 3 analyzed by staff.
<b>Findings from the Analysis of this Data:</b>
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).
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT scores and progress on AMAO goals 1, 2, and 3.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support EL learners and families through ELAC meetings	Twice per year	EL Staff/District	No site cost. Funded through District		District Funded	
A district EL project teacher will provide support through coaching and professional development.	ongoing	EL Staff/District	No site cost. Funded through District		District Funded	
Provide Before School Intervention for EL students.	ongoing	Principal/Staff	Renewal of software license Learning A-Z	4000-4999: Books And Supplies	EIA-LEP Carryover	400
			Renewal of software license Reading Eggs	4000-4999: Books And Supplies	EIA-SCE Carryover	2139



## 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:

<b>SUBJECT: GATE</b>
<b>LEA GOAL:</b>
Provide an academic program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
<b>SCHOOL GOAL #4:</b>
All GATE students will score advanced in their designated area of giftedness on their 3rd trimester benchmarks.
<b>Data Used to Form this Goal:</b>
GATE designation information, 2013 CST data, grades, and benchmark data.
<b>Findings from the Analysis of this Data:</b>
Students that are designated as GATE will receive acceleration in their areas of giftedness through intervention and other opportunities outside the school day.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analyze benchmark data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide acceleration opportunities through technology and various programs.	Ongoing	Principal/ Staff	Materials	4000-4999: Books And Supplies	General Fund	500

## 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:

<b>SUBJECT: Climate</b>
<b>LEA GOAL:</b>
Provide safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
<b>SCHOOL GOAL #5:</b>
Provide Positive Behavior Support to students through the four Las Flores expectations/assemblies/activities/staff modeling and implementation of expectations.
<b>Data Used to Form this Goal:</b>
Behavioral referrals to the office.
<b>Findings from the Analysis of this Data:</b>
Office referrals continue to decrease as the four Las Flores expectations are implemented consistently and positive behavior is systematically implemented.
<b>How the School will Evaluate the Progress of this Goal:</b>
Office referrals tracked.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide testing incentives and “Night of the Stars” in October	April/September	Principal/ Staff	Materials, refreshments	4000-4999: Books And Supplies	Parent Teacher Association	2000
Continue to provide monthly Family Nights to increase parent involvement. Target Title 1 parents to increase awareness and involvement	Monthly	Principal/Staff	Materials, refreshments	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1600
Continue to provide support to school climate through monthly PBS activities	monthly	Principal/ Staff	Materials, refreshments	4000-4999: Books And Supplies	Parent Teacher Association	700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling Services will be provided to focus on emotional, social and academic needs of students.	3 times/week (Mon./Tues./Fri.)	Counselor/District Office	Personnel costs	1000-1999: Certificated Personnel Salaries	LCFF-ED	
			Benefits	3000-3999: Employee Benefits	LCFF-ED	



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Services for Planned Improvements in Student Performance

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math</b>
<b>SCHOOL GOAL #1:</b>
Provide support services to improve classroom instruction and meet the needs of parents and students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide translation services and EL support	August-May	EIA-LEP Project Teacher	EIA-LEP Project Teacher Salary	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,482.41
			EIA-LEP Project Teacher Benefits	3000-3999: Employee Benefits	LCFF-EL	701.07
			Translator Salaries	2000-2999: Classified Personnel Salaries	LCFF-EL	2,778.62
			Translator Benefits	3000-3999: Employee Benefits	LCFF-EL	2,530.36
			Translator Mileage	5000-5999: Services And Other Operating Expenditures	LCFF-EL	103.45
Elementary Counselor	August-May	Principal and Elementary Counselor	Elementary Counselor Salary	1000-1999: Certificated Personnel Salaries	LCFF-ED	7,522.52
			Elementary Counselor Benefits	3000-3999: Employee Benefits	LCFF-ED	2,764.66

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School and Library Improvement	25,318	4,802.00
Title I Part A: Allocation	92,170	-416.00
Title I Part A: Parent Involvement	1,836	236.00
Title I Part A: Professional Development	0	0.00
EIA-SCE Carryover	35	-2,104.00
LCFF-ED	3,002	3,002.00
LCFF-EL	1,067	1,067.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	5,000.00
EIA-LEP Carryover	400.00
EIA-SCE Carryover	2,139.00
General Fund	500.00
Parent Teacher Association	2,700.00
School and Library Improvement Program Block	20,516.00
Title I Part A: Allocation	92,586.00
Title I Part A: Parent Involvement	1,600.00

## 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
Mrs. Colleta Baker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Penny Belt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Celia Mills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Kathy Truesdale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Tina 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Margaret Bergens	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angie 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"/>
Michelle Savko	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

**LAS FLORES ELEMENTARY SCHOOL  
TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY**

Las Flores School has developed a written Title I parental involvement policy with input from Title I parents. The policy was written with Las Flores staff and two parent groups: PTO and School Site Council. The policy was reviewed on 11-13-13 by the School Site Council. Information gathered from the annual parent survey is also used in updating the policy. The policy will be distributed to parents as a part of the Las Flores Information Handbook and Discipline Policy at the beginning of the year or upon student enrollment during the school year. Las Flores School's policy describes the means for carrying out the following Title 1 parental involvement requirements. [Title I Parental Involvement, 20 USC 6318(a)-(f)]

**INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM**

Las Flores School does the following:

1. Convenes an annual meeting to inform parents of Title I requirements and their Rights to be involved in the Title I program
  - Letter generated by DISTRICT projects office, distributed to all parents outlining parent rights
  - Title I informational meeting held in conjunction with Back-to-School night
2. Offers a flexible number of meetings
  - Additional meetings will be held before and after school hours to accommodate parent schedules
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy
  - SSC reviews and updates the Single Plan for Student Achievement annually.
  - SSC and PTA annually review and update the school handbook and parent involvement policy
  - Annual Title I Surrey provides parent input
4. Provides parents of Title I students with timely information about Title I programs
  - Programs described at initial Title I meeting
  - Programs listed in Las Flores Parent Information Handbook and Discipline Policy
  - Current programs highlighted in parent newsletter
  - Individual notification when students qualify for targeted assistance or intervention groups
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
  - Grade-level standards provided for parents, in both hard copy and online
  - Assessment information sent home at the conclusion of STAR testing and end of each trimester
  - Parent/teacher conferences held fall/spring, and at the request of parent or teacher
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
  - School Site Council
  - PTO
  - Monthly Family Nights
  - Parenting classes
  - Parent/teacher conferences
  - IEP meetings

**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                 | _____<br>Signature |
| [ ] | English Learner Advisory Committee                              | _____<br>Signature |
| [ ] | Special Education Advisory Committee                            | _____<br>Signature |
| [ ] | Gifted and Talented Education Program Advisory Committee        | _____<br>Signature |
| [ ] | District/School Liaison Team for schools in Program Improvement | _____<br>Signature |
| [ ] | Compensatory Education Advisory Committee                       | _____<br>Signature |
| [ ] | Departmental Advisory Committee (secondary)                     | _____<br>Signature |
| [ ] | Other committees established by the school or district (list):  | _____<br>Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 13, 2013.

Attested:

Michelle Savko _____ Typed Name of School Principal	 _____ Signature of School Principal	11-13-13 _____ Date
Colleta Baker _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	11-13-13 _____ Date

**TITLE 1 PARENT COMPACT  
LAS FLORES ELEMENTARY  
STUDENT-PARENT-SCHOOL AGREEMENT**

We, the school community of Las Flores Elementary, believe that all students should participate in an academically focused curriculum, which is challenging and enables all students to achieve. That curriculum is dependent upon maintaining a safe school environment and classrooms conducive to learning, which can only be achieved through the total cooperation of the student and a positive, supportive relationship between the home and the school.

The purpose of this agreement is to establish such a relationship.

---

**STUDENT RESPONSIBILITIES:**

1. Come to school every day (unless ill), on time, with the necessary books, materials and attitude to learn.  
Strive for ***bell-to-bell attendance***.
2. Do your best work at all times.
3. Complete all class work and homework.
4. Read or be read to a grade appropriate number of minutes per day, four or more days per week.
5. Show respect and cooperation with all adults at school.
6. Know and follow school and classroom rules.
7. Respect and protect the rights of others to study and learn.

**PARENT RESPONSIBILITIES:**

1. Assure daily, on-time attendance. Strive for ***bell-to-bell attendance*** for your child..
2. Communicate to your child the importance of education.
3. Know and support district and classroom rules of acceptable behavior.
4. Monitor completion of homework.
5. Ensure your child reads or is read to a grade appropriate number of minutes per day, four or more days per week.
6. Read and respond to all school communication in a timely manner.
7. Work with the school to ensure the success of your child.

**SCHOOL RESPONSIBILITIES:**

1. Focus on an academic program that will enhance each student's ability to be successful.
2. Provide an educational environment that is safe, orderly, and challenging.
3. Make meaningful assignments designed to further the educational goals of the program.
4. Meet individual needs by utilizing a variety of teaching strategies and interventions.
5. Work with parents to ensure their child's best possible education.
6. Maintain regular, ongoing communication with the home.
7. Provide opportunities for parents to volunteer, observe and participate in classroom and school activities.
8. Provide a process for ongoing planning, review and improving school activities and programs.
9. Provide appropriate inservice and training for school staff and parents.

We promise to work together to help each other carry out this agreement.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
date

\_\_\_\_\_  
School signature

\_\_\_\_\_  
date

PLEASE DISCUSS WITH YOUR CHILD, AND SIGN.

## **SUGGESTIONS FOR IMPLEMENTATION OF AGREEMENT:**

### **STUDENTS:**

Take advantage of every opportunity to learn.

Actively participate in classroom discussions and projects.

Listen carefully to lessons and directions.

Ask the teacher for help if you don't understand something.

Spend time at home completing homework, reading and studying.

Talk with your teacher, principal or other adult if you need to.

Tell your parents what you learned in school.

***See that school notes and newsletters to parents get home.***

Have one "X marks the spot" for papers for parents, and one spot for homework when it is completed and ready to go back to school for the next morning.

Get plenty of rest and eat breakfast, so you will come to school ready to learn.

### **PARENTS:**

Make sure the school always has a way to contact you in an emergency. Keep information current.

Send students to school with adequate sleep, food and clothing so they can concentrate on learning.

Talk with your child about his/her activities daily.

Communicate directly with the school when expressing a concern over a school action, program or policy.

Provide a regular time, place and supervision for homework completion.

Cooperate with the school in resolving student academic or behavioral problems.

Volunteer, participate or observe in your child's classroom.

Read and respond to all school communication in a timely manner.

Know how your child is progressing by attending conferences, looking at schoolwork, talking to the teacher and being involved with school.

Encourage your child to read by reading to him/her and by reading yourself.

Limit TV viewing and help select worthwhile programs.

If there are ways we could better work with you to meet the needs of your student, please let us know. If you want to discuss any ideas, please add your name and phone number.

**SIERRA SANDS UNIFIED SCHOOL DISTRICT  
LAS FLORES ELEMENTARY SCHOOL TITLE I PARENT SURVEY  
2012-2013**

Circle the grade level(s) of child(ren) at this school: One survey per family.

TK K 1 2 3 4 5

Check if active member of:  PTO  SSC  ELAC.

How long have you been a parent of a student(s) at this school? \_\_\_\_\_

Please rank each statement using the following rating scale:

A                      B                      C                      D                      E  
Strongly Disagree    Disagree            Agree                Strongly Agree     Do Not Know

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
<b>SCHOOL CULTURE</b>					
	A	B	C	D	E
1. Parents are greeted warmly and courteously when they visit the school	10 2%	1 >1%	100 28%	235 27%	4 1%
2. Parents are encouraged to participate in their child's education.	6 1%	2 >1%	112 32%	226 64 %	2 >1%
3. My child feels safe at this school.	4 1%	10 2%	115 33%	219 62%	2 >1%
4. The student discipline is appropriate in this school.	8 2%	4 1%	141 40%	173 49%	24 7%
5. Positive behavior is acknowledged frequently.	6 2%	8 2%	128 37%	199 57%	9 3%
6. My child has opportunities to develop respect, responsibility, and problem solving skills.	6 2%	1 >1%	142 41%	190 54%	11 3%
7. My child and I find that the school is well maintained and a pleasant place in which to spend time.	6 2%	3 >1%	141 40%	198 56%	2 >1%
8. There is a tone of high standards, positive messages, and high expectations of everyone at this school.	6 2%	8 2%	149 42%	176 50%	10 2%
<b>PARENT/COMMUNITY INVOLVEMENT</b>					
Parents are invited and encouraged to:					
9. Visit the school.	4 1%	5 1%	132 38%	205 59%	4 1%
10. Welcome in the classrooms.	7 2%	3 >1%	130 37%	206 59 %	4 1%
11. Assist in class as a volunteer or aide.	7 2%	6 2%	124 35%	205 59%	8 2%
12. Attend school functions such as parent/teacher conferences, family nights or other special school events.	5 1%	2 >1%	107 31%	234 67%	2 >1%
13. Serve on committees.	6 2%	3 >1%	132 38%	191 55%	18 5%
14. Attend activities scheduled at times and places that are convenient for parents.	6 2%	6 2%	131 37%	202 58%	5 1%

**SURVEY CONTINUES ON THE BACK**



Please rank each statement using the following rating scale:

A Strongly Disagree      B Disagree      C Agree      D Strongly Agree      E Do Not Know

HOME/SCHOOL COMMUNICATION	A	B	C	D	E
15. Parents know who to go to when they have concerns or questions.	6 2%	6 2%	141 40%	190 54%	6 2%
16. The school autodialer provides valuable information to parents.	6 2%	6 2%	129 37%	207 59%	2 >1%
17. Materials are provided to parents in a language they can understand.	9 3%	4 1%	122 35%	201 57%	14 4%
18. Someone is available in the school office who speaks the language of the parents.	9 3%	6 2%	106 30%	198 57%	31 9%
19. Teachers communicate often with parents	7 2%	13 4%	146 42%	169 48%	15 4%
20. Meetings are conducted in a language that the parents understand	6 2%	3 >1%	115 33%	208 59%	17 5%
STANDARDS AND ASSESSMENT					
21. This is a school with high academic standards for all students.	6 2%	6 2%	127 36%	198 57%	12 3%
22. I know the standards my child must meet.	6 2%	7 2%	149 43%	184 53%	3 >1%
23. I understand how my child's work will be assessed.	5 1%	15 4%	160 46%	161 46%	7 2%
24. Parents are fully informed about their child's academic progress through progress reports and conferences. (November and March)	4 1%	4 1%	119 34%	217 62%	4 1%
TEACHING AND LEARNING					
25. All students have access to the curriculum at this school.	4 1%	3 >1%	123 35%	180 51%	39 11%
26. My child is making progress in reading.	6 2%	4 1%	126 36%	210 60%	3 >1%
27. My child is making progress in writing	6 2%	5 1%	130 37%	204 58%	4 1%
28. My child is making progress in math.	6 2%	4 1%	121 35%	213 61%	4 1%
29. My child has regularly assigned homework.	9 3%	2 >1%	108 31%	226 65%	4 1%
30. My child is getting a good education.	6 2%	4 1%	120 34%	213 61%	6 2%

**PLEASE RETURN SURVEY TO TEACHER / OFFICE BY FRIDAY, MAY 17, 2013**